

## The Influence of the Principal's Prophetic Leadership and School Culture on the Pedagogical Competence of Private Elementary School Teachers



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**ABSTRACT:** The research approach used in this research is a quantitative approach. The population in this study were private elementary school teachers in South Tangerang City with a sample of 125 teachers taken at random (random sampling). The analysis techniques used are descriptive analysis techniques, multiple linear regression analysis and coefficient of determination analysis with the help of SPSS version 22. The aim of this research is to investigate: (1) The influence of the principal's prophetic leadership on teacher pedagogical competence. (2) The influence of school culture on teacher pedagogical competence. (3) The influence of the principal's prophetic leadership on school culture. Based on the research results, it is known: 1) There is a positive and significant direct influence of the school principal's prophetic leadership on teachers' pedagogical competence. This is evident from the results of the  $t_{\text{value}} > t_{\text{table}}$  ( $10.954 > 1,980$ ) and the path coefficient value of 0.703. 2) There is a positive and significant direct influence of school culture on teacher pedagogical competence. This is proven by the results of the  $t_{\text{value}} > t_{\text{table}}$  ( $13.513 > 1,980$ ) and the path coefficient value of 0.773. 3) There is a direct positive and significant influence of the principal's prophetic leadership on school culture. This is proven by the results of the  $t_{\text{value}} > t_{\text{table}}$  ( $15.561 > 1.980$ ) and the path coefficient value of 0.814.

**KEYWORDS:** Principal's Prophetic Leadership, School Culture, Pedagogical Competence

### I. INTRODUCTION

Teachers are one of the determining factors for educational success, not only as teachers but also educators, mentors and wise directors for students. Therefore, teachers must have the ability, knowledge, skills and attitudes that are internalized and mastered in carrying out their professional duties, one of which is pedagogical competence (Wahjusaputri, 2017). This pedagogical competency is a central competency that is closely related to students' understanding and management of educational and dialogical learning (Suprihatiningrum, 2013). It is called a central competency because this competency requires teachers to understand student characteristics and be able to manage learning actively and communicatively. Pedagogical competence is the teacher's ability to manage learning effectively which can facilitate students in achieving learning goals. This competency includes understanding the character of students, designing and implementing learning, evaluating learning and optimizing students' potential to actualize themselves (Antariani et al., 2021). Pedagogical competency is the main component that influences the quality of learning and provides a strong impact on student outcomes (Rosyada, 2016). According to Suparno (2002), pedagogical competence consists of a teacher's understanding of the nature, characteristics of students and their development, understanding educational concepts to help students, mastering teaching methodology that is appropriate to the material and student development, and mastering an appropriate evaluation system in order to improve abilities learners.

In improving pedagogical competence, a strong leadership role is needed to be able to generate teacher motivation and encouragement to achieve common goals (Musadad, 2010). Research results from Sintha Wahjusaputri (2015) show that strong leadership will increase pedagogical competence. Other research conducted by Sualiyah (2021) shows that the prophetic leadership of school principals can improve teacher performance which has an impact on improving the quality of education. In line with Sintha Wahjusaputri (2015) and Sualiyah (2021), research conducted by Isna Oriza N (2023) shows that prophetic leadership has a positive effect on teacher achievement motivation, including increasing pedagogical competence. The research above shows that teacher pedagogical competence is influenced by the principal's leadership style and school culture. Effective and efficient prophetic leadership is a leader who is able to understand the expertise of each of his subordinates. Understanding the potential of each teacher will make it easier for school principals to implement policies and delegate tasks according to their respective abilities fairly and evenly. The leadership of the school principal is an important force in the management of the

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educational unit. Effective leadership is expected to have a positive impact on school performance which is reflected in teacher pedagogical competence. The best leadership is prophetic leadership as exemplified by the Prophet Muhammad. That Islamic prophetic leadership is an alternative leadership that can be applied by a school principal in carrying out his duties as a leader at school.

Prophetic leadership is a leadership model that emulates prophetic qualities (Fitriani et al., 2022; Moh. Roqib, 2011). Meanwhile, according to (Abd Rahman et al., 2022) "Prophetic leadership is a model of leadership which is primarily based on the Holy Quran and the exemplary of the Prophets' characteristics". This definition implies that prophetic leadership is based on the Koran and the exemplary characteristics of the prophet. This refers to the ability to control oneself and influence others to achieve common goals such as which was practiced by the prophets. According to Mansyur (2009), prophetic leadership is leadership values that originate from the Prophet Muhammad SAW and the Qur'an to invite someone to achieve organizational goals. Prophetic leadership has five criteria, namely: (1) based on faith; (2) worship-oriented; (3) have the four characteristics of a prophet (siddiq, amanah, tabligh and fathonah); (4) humanist; and (5) lead with a natural conscience. This opinion means that to achieve common goals, values are needed that originate from the Prophet and the Qur'an with criteria based on faith, worship-oriented, having the characteristics of siddiq, trust, tabligh and fathonah, humanist and with a natural conscience. According to Widayat (2014), prophetic leadership is the ability to control oneself and influence others to achieve common goals as done by the prophets, by prioritizing four main characters, namely, sidiq, amanah, tabligh, and fathonah. It is very important for school principals as leaders to emulate prophetic leadership in influencing and motivating teachers to develop their pedagogical competencies.

In implementing prophetic leadership, Alawiyah & Rachmahana (2013; Raharjo, 2011) state that a leader must emulate the four characteristics of the Prophet Muhammad SAW which are described in dimensions: 1) Shiddiq (Personal Excellence), 2) Amanah (Inter-Personal Capital), 3) Fathanah (Professionalism, Quality and Competence), and 4) Tabligh (Visionary and Communicative Leadership). The school principal's prophetic leadership model which emphasizes prophetic qualities such as sidiq, amanah, tabligh, and fathonah is expected to be able to encourage teachers to improve their pedagogical competence, including in designing learning that takes into account student characteristics and uses a variety of learning models and teaching methods.

Apart from prophetic leadership, another factor that influences teacher pedagogical competence is school culture. The research results of David Angrayana (2023) show that there is a positive and significant influence between school culture and pedagogical competence. Other research from Wakhidatun Niswah (2020) indicates the same thing that school culture has a positive effect on teacher pedagogical competence. This is confirmed by research by Siti Minarsih (2023) which states that school culture can improve teachers' pedagogical competence.

According to Zamroni (2011) school culture is the values, principles, traditions and habits that are formed in the course of school, develop over the long term and become guidelines that all school members believe in in behaving and behaving. According to Aan Komariah and Triatna, (2010) argue that school culture is a typical characteristic of a school that can be identified through the values it adheres to, the attitudes it has, the habits it displays, and the actions shown by all school personnel who form a special unit of the school system. Meanwhile, Deal and Peterson (2009) define school culture as a set of values that underlie behavior, traditions, daily habits and symbols practiced by school principals, teachers, administrative officers, students and the community around the school.

Robbins (1998) states that the characteristics of organizational culture include; ways of acting, values that are used as a basis for action, leadership efforts to treat subordinates and efforts to solve problems that occur in the organizational environment. According to Robbins (2015) organizational culture or school culture has six dimensions, namely: (1) innovation and risk taking, (2) attention to detail, (3) results orientation, (4) people orientation, (5) team orientation, (6) aggressiveness, and (7) stability. Deal and Peterson (2009) define school culture as a set of values that underlie the behavior, traditions, daily habits and symbols practiced by the principal, teachers, administrative officers, students and the community around the school. According to Nusyam (2011), there are at least three cultures that need to be developed in schools, namely academic culture, cultural culture and democratic culture. These three cultures must become priorities inherent in the school environment. Iis Yeti Suhayati (2013) views school culture as the existence of a school which is formed from the mutual influence of three factors, namely the attitudes and beliefs of people in the school and the environment outside the school, school cultural norms and relationships between individuals within the school which form school character. A good school culture owned by teachers will facilitate the exchange of ideas and teaching experiences between teachers. If a teacher's school culture is implemented well, it will directly contribute to the development and implementation of teacher pedagogical competence.

Apart from influencing pedagogical competence, prophetic leadership also influences organizational culture. According to Prince and Bayer (Masaong, 2002) culture is influenced by various behaviors of a leader, including the example that is implemented, what the leader pays attention to, the way the leader interacts with crises, the way the leader allocates rewards and the way the leader makes choices, promotions and decisions and lay people off. Want (2007) states that the role of the principal in developing school culture is as: (1) reformer (renewal); (2) communicator; (3) unifying; (4) increasing trust in every school

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member; (5) the person in charge. Djalaluddin (2014) explains that in prophetic leadership there are effective leadership values. These values include: (1) gentleness; (2) avoid loud and rude remarks; (3) humble; (4) forgive (5) ask for forgiveness; (6) deliberation; (7) have strong determination; (8) trust in Allah SWT.

According to Al-Farabi's research – quoted by Fadhli – prophetic leadership is a source of activity, regulation, and harmony of life in society, so it must have characteristics such as a healthy body, brave, intelligent, strong, lover of justice, knowledge and have common sense so that you can convey revelation well (Mirela et al., 2021). This definition explains that prophetic leadership is a source of activity, regulation and harmony in social life. Zuhri Zurgobban (2014) produced research that the principal's leadership had a positive and significant contribution to school culture of 94.1%. Creemers and Renolds (2002) in Himah Eva Trisnantari (2009) revealed the results of their research that leadership has a role in creating organizational reality and shaping organizational culture. This shows that the leadership style applied by the school principal will influence the formation of the organizational culture and climate in the school. Other research conducted. Research from Sidiq and Uyun (2019) regarding the strategies used by leaders in implementing prophetic leadership in developing school religious culture is by teaching the characteristics of the Prophet Muhammad such as sidiq, amanah, tabligh, and fatonah. The results of the research above are in accordance with research by Rahayuningsih (2017), which shows that there is a relationship between prophetic leadership and organizational culture. This statement is in line with historical evidence that shows how the leadership of Rosulullah S.A.W was able to shape the character of his friends who gave their lives completely to serve Allah SWT. From the research results above, it is clear that the prophetic leadership of school principals can improve school culture.

A school culture can be formed and maintained to be stronger if it is supported by the leadership of a school principal who is able to direct teachers and staff effectively. The prophetic leadership role of the school principal is expected to be able to encourage the growth of school organizational culture as a manifestation of organizational beliefs and values which are manifested in the behavior of all school members in accordance with the prophetic characteristics of Muhammad SAW. In the end, teachers' pedagogical competence will become stronger with the support of the school principal's prophetic leadership and a strong organizational culture in order to achieve educational goals. Through this research, the data and information collected are expected to be able to answer questions about; 1) the direct influence of the principal's prophetic leadership on teachers' pedagogical competence, 2) the direct influence of school culture on teachers' pedagogical competence, and 3) the direct influence of the principal's prophetic leadership on the school culture of private elementary schools in South Tangerang City.

## **II. METHOD**

The research method used is quantitative with a descriptive analysis approach, namely research into problems in the form of facts from a population. The entire population in this study were private elementary school teachers in South Tangerang City, totaling 181 teachers from 6 schools. Sampling was carried out randomly (simple random sampling) using a questionnaire. Based on calculations using the Slovin formula, the number of research samples for a population of 181 was 125 respondents. The research instrument was tested using 30 teachers (respondents) who were not included in the sample. This was done to determine the validity and reliability of the research instrument. The research was conducted for 6 months from August 2023 to January 2024. The data collection technique used was survey techniques using questionnaires with a Likert scale model with special elective decisions given a score of 1 (one) to 5 (five) for each statement. This research consists of two independent variables, namely the principal's prophetic leadership ( $X_1$ ) and school culture ( $X_2$ ) and one dependent variable, namely teacher pedagogical competence ( $X_3$ ). The data analysis technique in this research uses statistics with the help of the SPSS version 22 software program. The data analysis used is descriptive statistical analysis to determine the minimum score, maximum score, range, mean, median, mode, standard deviation and variance of each -each variable and inferential statistical analysis techniques with the help of the SPSS version 22 software program.

## **III. RESULTS AND DISCUSSION**

From the results of descriptive statistical analysis of teachers' pedagogical competence, principals' prophetic leadership, and school culture for 125 respondents from a number of teachers in South Tangerang City, it shows that the dependent variable teacher pedagogical competence ( $X_3$ ) has a maximum value of 167 and a minimum value of 98, so the score range is 69, and the average (mean) is 141.21; standard deviation is 14.85; median 141; mode 131; variance 220.49. The variable dimensions of teacher pedagogical competence in this research consist of seven dimensions, namely (1) understanding the insight or foundation of education, (2) understanding of students, (3) curriculum development, (4) planning and learning strategies, (5) implementation of learning, (6) designing and evaluating learning outcomes, and (7) student development. For prophetic leadership the principal ( $X_1$ ) has a maximum score of 160 and a minimum score of 96, so the score range is 64 and the average score (mean) is 139.79; standard deviation 15.55; median 140; mode 127; and variance 241.88. The dimensions of the principal's prophetic leadership variable in this study consist of four dimensions, namely (1) siddiq, (2) amanah, (3) tabligh, and (4) fathonah. Meanwhile, school culture ( $X_2$ ) has a maximum score of 154 and a minimum score of 88, so the score range is 66, and the average (mean) is 136;

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standard deviation is 14.57; median 138; mode 122; variance 212.40. The dimensions of the school culture variable in this study consist of four dimensions, namely (1) innovation and risk taking, (2) attention to detail, (3) orientation to results, (4) orientation to people, (5) orientation to the team, (6) ) aggressiveness, and (7) stability.

## Test Results for Data Analysis Requirements

Based on the results of the One-Sample Kolmogorov-Smirnov Test normality test, it was obtained that the Asymp Sig (2-tailed) value was  $0.182 > 0.05$ , so the distribution of research variable data had a normally distributed residual value. The results of the heteroscedasticity test using the Glejser test obtained a Sig value.  $X_1 (0.325) > 0.005$  and the Sig value.  $X_2 (0.935) > 0.005$ , it can be concluded that there is no heteroscedasticity problem. Meanwhile, for the multicollinearity test, the Variance Inflation Factor (VIF) value for the prophetic leadership variable ( $X_1$ ) = 0.337 and the school culture variable ( $X_2$ ) = 2.969 were obtained, both of which were smaller than 10. And for the tolerance value greater than 0.1, namely 0.337. Thus it can be concluded that between the independent variables there is no multicollinearity problem.

The results of the linearity test for the pedagogical competency variable ( $X_3$ ) over the prophetic leadership variable ( $X_1$ ) obtained a Linearity significance value of less than 0.05 ( $0.000 < 0.05$ ), so it can be concluded that between the prophetic leadership variable ( $X_1$ ) and the pedagogical competency variable ( $X_3$ ) there is a linear influence. With this, the assumption of linearity between variable  $X_3$  and variable  $X_1$  is fulfilled. The results of the linearity test for the pedagogical competency variable ( $X_3$ ) on the school culture variable ( $X_2$ ) obtained a significance value for Linearity of 0.000. Because the significance value of Linearity is less than 0.05 ( $0.000 < 0.05$ ), it can be concluded that between the school culture variable ( $X_2$ ) and the pedagogical competency variable ( $X_3$ ) there is a linear influence. With this, the assumption of linearity between variable  $X_3$  and variable  $X_2$  is fulfilled. The results of the linearity test for the school culture variable ( $X_2$ ) on the prophetic leadership variable ( $X_1$ ) obtained a significance value for Linearity of 0.000. Because the significance value of Linearity is less than 0.05 ( $0.000 < 0.05$ ), it can be concluded that between the school culture variable ( $X_2$ ) and the prophetic leadership variable ( $X_1$ ) there is a linear influence. With this, the assumption of linearity between variable  $X_2$  and variable  $X_1$  is fulfilled.

## Hypothesis Test Results

In testing this hypothesis the researcher used three variables, namely one dependent variable and two independent variables, so the researcher used multiple regression analysis. The results of SPSS version 22 analysis showed that component value  $a = 29.615$ , component value  $b_1 = 0.208$  and component value  $b_2 = 0.607$ . The value of  $a$  is the value of  $X_3$  if the prices of  $X_1$  and  $X_2 = 0$ , while the prices of  $b_1$  and  $b_2$  are the values of the regression coefficient of  $X_3$  on  $X_1$  and The multiple regression equation is:  $\hat{Y}(X_3) = 29.615 + 0.208X_1 + 0.607X_2$ , so it can be concluded that the constant of 29.615 states that without prophetic leadership and school culture, pedagogical competence will still be formed at 29.615. The regression value is  $0.208X_1$  (positive) meaning that if the prophetic leadership variable ( $X_1$ ) increases by 1 unit assuming the school culture variable ( $X_2$ ) is in a constant state, then pedagogical competence will increase by 0.208 units. The regression value is  $0.607X_2$  (positive) meaning that if the school culture variable ( $X_2$ ) increases by 1 unit assuming the prophetic leadership variable ( $X_1$ ) is in a constant state, then pedagogical competence will increase by 0.607 units.

### A. The Influence of the Principal's Prophetic Leadership on Teacher Pedagogical Competence

**Table 1. Table of T-Test Analysis Results of the Influence of Variable  $X_1$  on Variable  $X_3$**

Model	Coefficients <sup>a</sup>				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	47.420	8.615		5.504	.000
Prophetic Leadership ( $X_1$ )	.671	.061	.703	10.954	.000

a. Dependent Variable: Pedagogical Competency ( $X_3$ )

**Table 2. Table of Product Moment Correlation Analysis Results for Variable  $X_1$  with Variable  $X_3$**

Correlations		Prophetic Leadership ( $X_1$ )	School Culture ( $X_2$ )	Pedagogical Competency ( $X_3$ )
Prophetic Leadership ( $X_1$ )	Pearson	1	.814**	.703**
	Correlation			
	Sig. (2-tailed)		.000	.000
	N	125	125	125

\*\* . Correlation is significant at the 0.01 level (2-tailed).



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**Table 3. Table of Results of Analysis of the Determination Coefficient of Variable  $X_1$  on Variable  $X_3$**

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.703 <sup>a</sup>	.494	.490	10.608

- a. Predictors: (Constant), Prophetic Leadership ( $X_1$ )  
 b. Dependent Variable, Pedagogical Competency ( $X_3$ )

Based on the results of research regarding the analysis of the prophetic leadership of school principals on the pedagogical competence of private elementary school teachers in South Tangerang, as well as the results of the descriptive analysis of the prophetic leadership variable of school principals ( $X_1$ ) and the variable of teacher pedagogical competence ( $X_3$ ) for 125 respondents who provided answers to the research questionnaire, it shows that the school principal's prophetic leadership has a positive and significant effect on teacher pedagogical competence. This is based on the t test calculation results table where  $t_{\text{value}} (10.954) > t_{\text{table}} (1.980)$  and the Sig value  $(0.000) < 0.05$  so it can be concluded that variable  $X_1$  has an effect on variable  $X_3$ .

And based on the results of the product moment formula calculation, the Pearson Correlation degree is 0.703, which means that the level of closeness of the relationship between prophetic leadership ( $X_1$ ) and pedagogical competence ( $X_3$ ) is strong. The Pearson Correlation is positive, meaning that if the prophetic leadership of private elementary school principals in South Tangerang City increases, the pedagogical competence of private elementary school teachers in South Tangerang City will also increase. The results of the analysis of the coefficient of determination show that the R Square value is 0.494, which also means the coefficient of determination value is 49.4%. This means that the prophetic leadership variable ( $X_1$ ) influences the pedagogical competency variable ( $X_3$ ) by 49.4%. This finding shows that good prophetic leadership of school principals in South Tangerang City Private Elementary Schools will increase the pedagogical competence of Private Elementary School teachers in South Tangerang City. amounting to 49.4%.

The results of the research above are in accordance with the findings of Sintha Wahjusaputri (2015), who found that the principal's leadership had a direct positive effect on pedagogical competence. In line with Sualiyah (2021), who found that the prophetic leadership of school principals was able to improve teacher performance. The increase in teacher performance is supported by the teacher's high pedagogical competence. This finding is in accordance with Nasrun's (2016) hypothesis, which states that the duties of a good school principal can be used to raise teaching staff to excel. School principals are expected to be teacher role models and sources of inspiration for teachers in improving their pedagogical competence.

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## B. The Influence of School Culture on Teacher Pedagogical Competence

**Table 4. Table of t-test analysis results for variable X<sub>2</sub> on variable X<sub>3</sub>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	34.099	7.971		4.278	.000
School Culture (X <sub>2</sub> )	.788	.058	.773	13.513	.000

a. Dependent Variable: Pedagogical Competency (X<sub>3</sub>)

**Table 5. Table of Product Moment Correlation Analysis Results for Variable X<sub>2</sub> with Variable X<sub>3</sub>**

Correlations		Prophetic Leadership (X <sub>1</sub> )	School Culture (X <sub>2</sub> )	Pedagogical Competency (X <sub>3</sub> )
School Culture (X <sub>2</sub> )	<i>Pearson Correlation</i>	.814**	1	.773**
	<i>Sig. (2-tailed)</i>	.000		.000
	<i>N</i>	125	125	125

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Table 6. Table of Results of Analysis of the Determination Coefficient of Variable X<sub>2</sub> on variable X<sub>3</sub>**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.773 <sup>a</sup>	.598	.594	9.459

- a. Predictors: (Constant), School Culture (X<sub>2</sub>)
- b. Dependent Variable, Pedagogical Competency (X<sub>3</sub>)

Based on the results of research on 125 respondents who provided answers to a research questionnaire regarding school culture analysis of the pedagogical competence of private elementary school teachers in South Tangerang, as well as the results of descriptive analysis of school culture variables (X<sub>2</sub>) and teacher pedagogical competence variables (X<sub>3</sub>) show that school culture has an influence positive and significant towards teacher pedagogical competence. This is based on the results of the t test calculation where  $t_{\text{value}} (13.513) > t_{\text{table}} (1.980)$  and the Sig value  $(0.000) < 0.05$  so it can be concluded that variable X<sub>2</sub> has an effect on variable X<sub>3</sub>.

And based on the results of the product moment formula calculation, the Pearson Correlation degree is 0.773, which means that the level of closeness of the relationship between school culture (X<sub>2</sub>) and pedagogical competence (X<sub>3</sub>) is strong. The Pearson Correlation is positive, meaning that if the school culture of private elementary school teachers in South Tangerang City improves, the pedagogical competence of private elementary school teachers in South Tangerang City will also increase.

The results of the analysis of the coefficient of determination show that the R Square value is 0.598, which also means the coefficient of determination value is 59.8%. This means that the school culture variable (X<sub>2</sub>) influences the pedagogical competency variable (X<sub>3</sub>) by 59.8%. These findings indicate that a good school culture of teachers in South Tangerang City Private Elementary Schools will increase the pedagogical competence of teachers in South Tangerang City Private Elementary Schools by 59.8%.

The results of the research above are strengthened by Wakhidatun Niswah (2020) who has proven that school culture influences teacher pedagogical competence. Research conducted by Amelia (2021) also found that school culture has a direct influence on teacher pedagogical competence. The findings of this research are in line with David Angrayana (2023) who found that there is a positive and significant influence between school culture and pedagogical competence.

## C. The Influence of the Principal's Prophetic Leadership on Teacher School Culture.

**Table 7. Table of t test analysis results of the influence of variable X<sub>1</sub> on variable X<sub>2</sub>**

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	21.607	7.638		2.829	.005
School Culture (X <sub>2</sub> )	.869	.056	.814	15.561	.000

a. Dependent Variable: Prophetic Leadership (X<sub>1</sub>)

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**Table 8. Table of Product Moment Correlation Analysis Results for Variable X<sub>1</sub> against variable X<sub>2</sub>**

Correlations		Prophetic Leadership (X <sub>1</sub> )	School Culture (X <sub>2</sub> )	Pedagogical Competency (X <sub>3</sub> )
Prophetic Leadership (X <sub>1</sub> )	Pearson Correlation	1	.814**	.703**
	Sig. (2-tailed)		.000	.000
	N	125	125	125

\*\* . Correlation is significant at the 0.01 level (2-tailed)

**Table 9. Table of Results of Analysis of the Determination Coefficient of Variable X<sub>1</sub> on variable X<sub>2</sub>**

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.814 <sup>a</sup>	.663	.660	8.493

a. Predictors: (Constant), Prophetic Leadership (X<sub>1</sub>)

b. Dependent Variable, School Culture (X<sub>2</sub>)

Based on the results of research on 125 respondents who provided answers to the research questionnaire regarding the analysis of the school principal's prophetic leadership on the school culture of private elementary school teachers in South Tangerang City, as well as the results of the descriptive analysis of the school principal's prophetic leadership variable (X<sub>1</sub>) on the school culture variable (X<sub>2</sub>) shows that The principal's prophetic leadership has a positive and significant effect on school culture. This can be seen from the results of the t test calculation where  $t_{\text{value}} (15.561) > t_{\text{table}} (1.980)$  and the Sig value  $(0.000) < 0.05$  so it can be concluded that variable X<sub>1</sub> has an effect on variable X<sub>2</sub>.

And based on the results of the product moment formula calculation, the Pearson Correlation degree is 0.814, which means that the level of closeness of the relationship between prophetic leadership (X<sub>1</sub>) and school culture (X<sub>2</sub>) is very strong. The Pearson Correlation is positive, meaning that if the prophetic leadership of private elementary school principals in South Tangerang City increases, the school culture of private elementary school teachers in South Tangerang City will also improve.

The results of the analysis of the coefficient of determination show that the R Square value is 0.663, which also means the coefficient of determination value is 66.3%. This means that the prophetic leadership variable (X<sub>1</sub>) influences the school culture variable (X<sub>2</sub>) by 66.3%. These findings indicate that good prophetic leadership of school principals in South Tangerang City Private Elementary Schools will increase the pedagogical competence of Private Elementary School teachers in South Tangerang City by 66.3%.

The results of the research above are in accordance with research by Rahayuningsih (2017), which shows that there is a relationship between prophetic leadership and organizational culture. This statement is in line with historical evidence that shows how the leadership of Rosulullah S.A.W was able to shape the character of his friends who gave their lives completely to serve Allah SWT.

**Table 10. Table of Results of Multiple Regression Analysis F Test**

### Anova<sup>a</sup>

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	16771.623	2	8385.812	96.799	.000 <sup>b</sup>
Residual	10568.969	122	86.631		
Total	27340.592	124			

a. Dependent Variable: Pedagogical Competency (X<sub>3</sub>)

b. Predictors: (Constant), School Culture (X<sub>2</sub>), Prophetic Leadership (X<sub>1</sub>)

Based on the simultaneous regression coefficient test (F test), the value of  $F_{\text{value}} (96.80) > F_{\text{table}} (3.07)$  and the value of Sig.  $(0.000) < 0.05$  means that prophetic leadership and school culture simultaneously have a positive and significant effect on pedagogical competence.

## IV. CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

Based on the results of the research and discussion above, it can be concluded that there is a significant influence of the principal's prophetic leadership on the pedagogical competence of private elementary school teachers in South Tangerang City

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with a significance value of  $0.000 < 0.05$  and  $t_{\text{value}} (10.954) > t_{\text{table}} (1.980)$ . School culture influences the pedagogical competence of private elementary school teachers in South Tangerang City with a significance value of  $0.000 < 0.05$  and  $t_{\text{value}} (13.513) > t_{\text{table}} (1.980)$ . The highest contribution is the moral pattern, while the lowest contribution is the behavioral pattern. The principal's prophetic leadership towards the school culture of private elementary school teachers in South Tangerang City with a significance value of  $0.000 < 0.05$  and  $t_{\text{value}} (15.561) > t_{\text{table}} (1.980)$ .

The principal's prophetic leadership ( $X_1$ ) has a positive or unidirectional effect on Teacher Pedagogical Competence ( $X_3$ ) of 0.703 with a significance level of 0.000. School culture ( $X_2$ ) has a positive or unidirectional effect on Teacher Pedagogical Competency ( $X_3$ ) of 0.773 with a significance level of 0.000. The principal's prophetic leadership and school culture simultaneously have a positive and significant effect on teacher pedagogical competence with a value of  $F_{\text{value}} (96.80) > F_{\text{table}} (3.07)$  and a value of Sig. (0.000)  $< 0.05$ .

That the school principal's prophetic leadership can influence teachers' pedagogical competence in providing learning. The leadership of school principals who emulate the attitudes and behavior of the Prophet Muhammad NAW can influence school culture and increase teacher pedagogical competence. Schools with a strong organizational culture indicate its influence on teachers' pedagogical competence so that educators are motivated to innovate and be creative in designing learning. Teachers pay more attention to the characteristics of students and use various learning models for the success of the learning process. Suggestions that can be recommended are for school principals to implement prophetic leadership by showing attitudes and behavior exemplified by the Prophet Muhammad SAW with characteristic traits; siddiq, amanah, tabligh, and fathonah. So that the school's organizational culture grows stronger which will ultimately have an impact on teacher pedagogic competence.

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