

Transformational, Visionary, and Prophetic Leadership: Their Impact on Teacher Job Satisfaction in *Madrassa Ibtidaiyah*

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Abstract: This study aims to analyze the effect of prophetic, visionary, and transformational leadership styles simultaneously on *madrassa ibtidaiyah* teachers' job satisfaction. The research method uses quantitative methods with survey techniques. This study was conducted on *madrassa ibtidaiyah* teachers who became science facilitators, both provincial facilitators and regional facilitators, spread across 27 provinces. Two hundred ninety-one teachers were randomly selected using the random sample technique, and 179 were involved in this study. The research instrument used a validated questionnaire. Data analysis used inferential statistics with regression techniques. The results showed that $r_{x_{123}y}$ was 0.532. The findings of this study indicate a strong and significant effect of prophetic leadership, visionary leadership, and transformational leadership simultaneously on the job satisfaction of *madrassa ibtidaiyah* teachers. The findings provide recommendations that *madrassa ibtidaiyah* teachers' job satisfaction can be improved simultaneously through prophetic, visionary, and transformational leadership.

Keywords: Teachers' Job Satisfaction, Prophetic, Visionary, Transformational Leadership

Introduction

Teachers' job satisfaction is a key factor affecting their performance and well-being, which directly impacts the quality of education provided to students.¹ In the context of *Madrassa Ibtidaiyah*, an Islamic primary education institution that plays a vital role in shaping students' character and knowledge base, teachers' job satisfaction becomes even more crucial. Teachers in *Madrassa Ibtidaiyah* serve not only as teachers but also as moral and spiritual guides for their students. Therefore, understanding the factors that influence teacher job satisfaction in these institutions is important to ensure a

¹ Busthomi Ibrahim et al., "Transformational leadership and organizational commitment: moderator role of pesantren employee job satisfaction in Indonesia," *International Journal of Evaluation and Research in Education (IJERE)* 12, no. 4 (2023): 1934–1943; Juhji Juhji et al., "Exploring the relationship between teacher job satisfaction and professional development in urban schools during a pandemic," *International Journal of Evaluation and Research in Education (IJERE)* 12, no. 4 (2023): 1755–1763.

productive and harmonious educational environment. One of the most influential factors in this regard is leadership.²

The issue of teacher job satisfaction is a significant challenge faced by many educational institutions,³Including *Madrasa Ibtidaiyah*. Low levels of job satisfaction among teachers often hurt their performance and ultimately affect the quality of education students receive.⁴ In the context of *Madrasa Ibtidaiyah*, this issue becomes even more urgent, given the dual role teachers play as academic educators and spiritual guides. One critical factor that can influence teachers' job satisfaction is leadership.⁵ However, specific research examining

² David De Jong, Trent Grundmeyer, and Julie Yankey, "Identifying and addressing themes of job dissatisfaction for secondary principals," *School Leadership & Management* 37, no. 4 (2017): 354-371; Hilal Buyukgoze, Omer Caliskan, and Sedat Gümüş, "Linking distributed leadership with collective teacher innovativeness: The mediating roles of job satisfaction and professional collaboration," *Educational Management Administration & Leadership* (2022): 1-22; Eleftheria Egel and Louis W. Fry, "Spiritual leadership as a model for Islamic leadership," *Public Integrity* 19, no. 1 (2017): 77-95; Erida Elmazi, "Principal leadership style and job satisfaction of high school teachers," *European Journal of Education* 1, no. 3 (2018): 42-48; Armin Jentsch et al., "Investigating teachers' job satisfaction, stress and working environment: The roles of self-efficacy and school leadership," *Psychology in the Schools* 60, no. 3 (2023): 679-690; Muhammad Tang, Abdul Rahim, and Ismail Ismail, "Transformative-prophetic leadership pattern in management of education institutions (Muhammad SAW leadership study)," *International Journal on Advanced Science, Education, and Religion* 2, no. 2 (2019): 34-52.

³ Nor Fauziyana binti Mosbiran, "Elements of Welfare in Job Satisfaction of Special Education Teachers in Malaysia," *Turkish Journal of Computer and Mathematics Education (TURCOMAT)* 12, no. 11 (2021): 5264-5268; Anna Toropova, Eva Myrberg, and Stefan Johansson, "Teacher Job Satisfaction: The Importance of School Working Conditions and Teacher Characteristics," *Educational Review* 73, no. 1 (2021): 71-97; Türker Kurt and İbrahim Duyar, "The Influence of Perceived Organizational Support on Teachers' Job Satisfaction: The Mediating Roles of Climate for Initiative and Climate for Psychological Safety," *Participatory Educational Research* 10, no. 2 (2023): 156-173.

⁴ Razan Sultan Mohammad Althuwaybi, "The effect of job satisfaction on the performance of Saudi EFL elementary school teachers in Taif city," *International Journal of English Language Education* 12, no. 2 (2024): 71-85; Roza Amelia, "Analyzing the influences of cyber-loafing, quiet quitting, and job satisfaction on teacher performance in non-formal educational institutions," *International Journal of Advanced Multidisciplinary* 3, no. 1 (2024): 74-82.

⁵ Juhji Juhji et al., "Madrasah teacher job satisfaction, how does it relate to work motivation? A meta-analysis," *International Journal of Education, Teaching, and Social Sciences* 2, no. 1 (2022): 20-30; Hanifah Noviandari, Kharis Syuhud Mujahada, and Diningrum Citraningsih, "The influence of the principal's leadership style and work environment on work motivation and its impact on teacher performance," *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan* 8, no. 02 (2022): 245-255; Rifyal Ahmad Lughawi, "The effect of job satisfaction on lecturer work organizational commitment

the influence of prophetic, visionary, and transformational leadership on teacher job satisfaction in *Madrasa Ibtidaiyah* is limited.

Previous research has revealed how leadership influences job satisfaction.⁶ For example, the results of Hanaysha et al.'s research revealed the influence of transformational leadership on teacher job satisfaction.⁷ In addition, the results of Kurniawan et al research revealed that visionary leadership also affects job satisfaction.⁸ Yusuf's research revealed that prophetic leadership also affects work motivation,⁹ and work motivation affects job satisfaction,¹⁰ which in turn impacts performance.¹¹ However, the results of their research have yet to analyze how the influence of transformational, visionary, and prophetic leadership together on teacher job satisfaction, especially in *Madrasa Ibtidaiyah*.

According to Ali, job satisfaction is an individual's favorable or pleasant emotional state toward his or her work or experiences.¹² Because it includes all job qualities and work situations, this definition broadly defines job satisfaction. Job satisfaction has three aspects: an emotional response to the work environment, influenced by how well the results meet expectations, and reflects a collection of related attitudes. According to this viewpoint, teacher job satisfaction is the result of teachers' perceptions of how well their jobs are doing, which refers to a broad phenomenon that includes their emotions toward their job - liked or disliked -, salary, job promotion, relationships with superiors, relationships with coworkers, the work itself, altruism, status, and the work environment.

in colleges of education," *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan* 9, no. 01 (2023): 149-156.

⁶ Juhji Juhji et al., "A meta-analysis study of principal leadership and teacher job satisfaction," *Al-Ishlah: Jurnal Pendidikan* 14, no. 2 (2022): 1645-1652.

⁷ J. R. Hanaysha et al., "Transformational leadership and job satisfaction," *American Journal of Economics* 2, no. 4 (2012): 145-148.

⁸ Iwan Kurniawan, E. Syarifudin, and Anis Zohriah, "Exploring Visionary and Transformational Leadership among Islamic Leaders and Its Impact on Job Satisfaction in Indonesian Pesantren," *International Journal of Science Education and Cultural Studies* 3, no. 2 (2024): 38-45.

⁹ Mahmud Yusuf, "The effect of prophetic leadership on employee work motivation at the Islamic higher education," *Al-Tanzim: Jurnal Manajemen Pendidikan Islam* 6, no. 1 (2022): 195-206

¹⁰ Faraydoon M. Mahmood, "The impact of work motivation on employee's job satisfaction in different organizations," *Journal of University of Human Development* 2, no. 3 (2016): 397-401

¹¹ Md Habibur Rahman, Mst Fatema, and Md Hazrat Ali, "Impact of motivation and job satisfaction on employee's performance: An empirical study," *Asian Journal of Economics, Business and Accounting* 10, no. 4 (2019): 1-10.

¹² Wasif Ali, "Understanding the Concept of Job Satisfaction, Measurements, Theories and Its Significance in the Recent Organizational Environment: A Theoretical Framework," *Archives of Business Research* 4, no. 1 (2016).

According to Dewantoro et al., prophetic leadership carries out policies such as those for the Prophet Muhammad Saw, which include Siddiq, Amanah, Tabligh, and Katonah. Patoni also revealed a similar statement: Prophetic leadership is a person's expertise in influencing others to achieve goals, as taught by previous Prophets and Messengers.¹³ Meanwhile, according to Ibn Auzalah Farabi, prophetic leadership is the foundation of activities, guidelines, and equality of life in society.¹⁴ Thus, it can be stated that prophetic leadership is the leadership of someone based on faith, worship, prophetic nature, humanism, and fitrah.

Some experts give meaning to visionary leadership according to their respective points of view. Karwan et al., for example, give meaning to visionary leadership as the ability of a leader to formulate, create, communicate, and apply his ideal thoughts in the work of the organization to be achieved accompanied by the commitment of organizational members.¹⁵ Meanwhile, Supardi revealed that visionary leadership is a leader's skill in formulating, transforming, and running the leader's ideas into organizational activities that must be realized with members.¹⁶

According to Bakker et al., transformational leaders inspire followers by articulating an energizing vision and challenging goals.¹⁷ Meanwhile, according to Judge et al., transformational leadership is a central concept that has been very popular lately.¹⁸ In Susanto's book, the transformational leadership of Mudir is leadership that can bring about changes within each individual involved or helps the entire organization achieve higher performance.¹⁹ According to Chung and Li, transformational leadership encourages subordinates to achieve higher goals and increases the intrinsic

¹³ M. Hajar Dewantoro et al., "Liberasi kepemimpinan propetik dalam satuan sekolah dasar dan menengah Muhammadiyah," *Millah: Journal of Religious Studies*, 2021, 385–416.

¹⁴ Abu Nas'r Muhammad ibn Muhammad ibn Tarkhan Ibn Auzalah Farabi, *Araa'ul Ahl Madiinah al-Faadilah* (Mathba'ah as-Sa'adah, 1324).

¹⁵ Dedy H. Karwan, Hasan Hariri, and Ridwan Ridwan, "Visionary Leadership: What, Why, and How," in *ICOPE 2020: Proceedings of the 2nd International Conference on Progressive Education* (Bandar Lampung: Universitas Lampung, 2020).

¹⁶ Supardi Supardi, "Pengaruh kepemimpinan visioner kepala raudahtul athfal dan budaya organisasi terhadap disiplin kerja guru Raudahtul Athfal Kecamatan Ciledug Kota Tangerang," *Qathrunâ* 1, no. 01 (2017): 206–220.

¹⁷ Arnold B. Bakker et al., "Daily Transformational Leadership: A Source of Inspiration for Follower Performance?" *European Management Journal* 41, no. 5 (2023): 700–708.

¹⁸ Timothy A. Judge et al., "Charismatic and Transformational leadership: A review and an agenda for future research," *Zeitschrift Für Arbeits-Und Organisationspsychologie A&O* 50, no. 4 (2006): 203–214.

¹⁹ Ahmad Susanto, *Manajemen Peningkatan kinerja guru, konsep strategi, dan implementasinya* (Depok: Prenadamedia Group, 2018).

motivation of subordinates.²⁰ Thus, transformational leadership is leadership that can change the views of its followers so that it runs according to the vision and mission set.

This research offers a new perspective by combining three types of leadership –prophetic, visionary, and transformational– in the context of teacher job satisfaction in *Madrasa Ibtidaiyah*. The innovative aspect of this research lies in the holistic approach that considers all three types of leadership simultaneously, which has not been widely explored in previous literature. Prophetic leadership, emphasizing moral and spiritual values, is particularly relevant in Islamic education. Visionary leadership brings long-term vision and inspiration, while transformational leadership focuses on individual change and development. Therefore, this study aims to analyze the influence of prophetic, visionary, and transformational leadership on teachers' job satisfaction in *Madrasa Ibtidaiyah*.

Method

This study used a quantitative research design with a survey approach to examine the relationship between leadership variables and teacher job satisfaction.

Population and Sample

The 291 participants in this study were all *Madrasa Ibtidaiyah* instructors who transitioned into roles as science facilitators. The research sample was drawn from the population using a purposive sampling technique, yielding 179 teachers who served as provincial and regional facilitators throughout 27 Indonesian provinces. This sample was chosen based on factors pertinent to the study's goals, specifically individuals with leadership positions and expertise in provincial and regional facilitation activities.

Research Procedure

The research procedure began with the preparatory stage, including the questionnaire design, instrument testing, and applying for a research permit. After the instrument was validated, data was collected by distributing questionnaires to selected respondents. The questionnaires were distributed in person and online to reach respondents across various provinces. Data was collected for three months to ensure an optimal response rate.

Data Collection Technique

²⁰ Dong Seop Chung and Jinxi Michelle Li, "Curvilinear effect of transformational leadership on innovative behavior among R&D teams in South Korea: Moderating role of team learning," *Journal of Organizational Change Management* 34, no. 1 (2021): 252–270.

Data were collected using four types of questionnaires, namely: (1) *madrasa ibtidaiyah* teachers' job satisfaction questionnaire was used to measure teachers' job satisfaction level based on several indicators such as: salary, job, supervisor behaviour, co-worker collaboration, promotion, patience, gratitude, and *ikhlas*; (2) prophetic leadership questionnaire was used to measure teachers' perceptions of leadership based on indicators: faith, prophetic worship, humanist, and *fitrah*; (3) visionary leadership questionnaire was used to measure the extent to which teachers feel guided by the long-term vision and inspiration of their leaders with indicators: ability to determine the direction of the organisation, to be a spokesperson, to be a coach, and to anticipate the future (as an agent of change); and (4) the Transformational Leadership Questionnaire was used to measure the impact of leadership that focuses on individual change and development with indicators: idealised influence, inspirational motivation, intellectual stimulation, and individual consideration.

Data Analysis Technique

The collected data were analyzed using regression techniques to test the relationship and influence of leadership variables (prophetic, visionary, and transformational) on teacher job satisfaction. Before regression analysis was conducted, the data were tested for normality, linearity, and multicollinearity to ensure the validity of the regression model used.

Result and Discussion

Result

The results of the multiple regression analysis between prophetic leadership (X_1), visionary leadership (X_2), and transformational leadership (X_3) on *Madrasa Ibtidaiyah* teacher job satisfaction (Y) are presented in Table 1 below. This table summarises the statistical model, including the correlation coefficient (R), the coefficient of determination (R Square), the adjusted R Square, and the standard error of the estimate.

Table 1: Multiple Regression Test Model Summary X_1 , X_2 and X_3 with Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.532 ^a	.283	.271	9.890

a. Predictors: (Constant), X_1 , X_2 , X_3

Based on Table 1, the correlation value (R) is 0.532, which indicates a moderately strong relationship between the variables X_1 , X_2 , and X_3 with Y . The R Square value of 0.283 implies that approximately 28.3% of the variation in *Madrasa Ibtidaiyah* teacher job satisfaction (Y) can be explained by the combined prophetic, visionary, and transformational leadership styles. The

adjusted R Square, at 0.271, corrects this estimate for the number of predictors in the model, confirming the stability of these results.

Further, the estimate's standard error (9.890) indicates the average distance that the observed values fall from the regression line. In this case, a lower standard error reflects a better fit of the model to the data. Therefore, it can be concluded that while the leadership variables (X₁, X₂, and X₃) notably impact job satisfaction, other factors may also influence the remaining 71.7% of the variance in Y.

Table 2 below presents the correlation coefficient, coefficient of determination, and significance test results for the simultaneous influence of prophetic leadership, visionary leadership, and transformational leadership on the job satisfaction of *Madrasa Ibtidaiyah* teachers. This table provides an overview of the strength of the relationship between the variables and the statistical significance of the findings.

Table 2: Correlation Coefficient, Coefficient of Determination, and Significance Tests
X₁, X₂ and X₃ simultaneously with Y

Correlation	N	r	r ²	F _{hitung}	Sig.	F _{tabel}		Decision
						$\alpha = 0,01$	$\alpha = 0,05$	
r _{123Y}	179	0,532	0,283	23,062	0,000 ^b	4,728	3,047	Significant correlation

Based on Table 2, the correlation coefficient (r) of 0.532 indicates a moderately strong relationship between prophetic leadership (X₁), visionary leadership (X₂), transformational leadership (X₃), and job satisfaction (Y) of *Madrasa Ibtidaiyah* teachers. The coefficient of determination (r² = 0.283) shows that these three leadership styles combined explain 28.3% of the variation in teacher job satisfaction. It highlights leadership's meaningful role in shaping teachers' job satisfaction, although other factors account for 71.7% of the variance.

The F-test results further affirm the significance of this relationship. With a Fcount value of 23.062, greater than the Ftable value of 3.047 at $\alpha = 0.05$, the results indicate that the simultaneous impact of prophetic, visionary, and transformational leadership on teacher job satisfaction is statistically significant. This finding supports the hypothesis that these leadership styles together significantly influence the job satisfaction of *Madrasa Ibtidaiyah* teachers. Additionally, the significance level (Sig.) of 0.000^b is less than the 0.05 threshold, confirming that the relationship between the leadership variables and job satisfaction is significant. It implies that the leadership styles being studied correlate with job satisfaction and have a direct, measurable effect on it.

In conclusion, the analysis demonstrates that prophetic, visionary, and transformational leadership are key factors in enhancing the job satisfaction of *Madrasa Ibtidaiyah* teachers, explaining 28.3% of the variance. However,

additional variables not included in this model account for the majority of the variance, suggesting the need for further investigation into other influences on teacher job satisfaction.

Discussion

The results of the multiple correlation analysis reveal a moderately strong relationship between prophetic, visionary, and transformational leadership styles and job satisfaction among *Madrasa Ibtidaiyah* teachers, as indicated by the correlation coefficient ($r = 0.532$). This finding aligns with previous studies emphasizing the positive impact of effective leadership on job satisfaction. For instance, Northouse asserts that transformational leadership enhances motivation and job satisfaction by fostering a sense of purpose and alignment with organizational goals.²¹ Similarly, visionary leadership is seen as pivotal in creating a clear, compelling future direction, which can improve employee engagement and satisfaction. The integration of prophetic leadership, which emphasizes ethical and moral guidance, also contributes significantly to a supportive work environment, further enhancing teacher satisfaction.²²

The coefficient of determination ($r^2 = 0.283$) suggests that the combined influence of these leadership styles explains 28.3% of the variance in teacher job satisfaction. It is consistent with leadership theories that argue for the crucial role of leadership in shaping organizational outcomes, such as employee satisfaction.²³ However, the unexplained 71.7% variance indicates the influence of other factors not captured by the current model, such as working conditions, professional development opportunities, and personal factors.²⁴ Future research could explore these additional variables to provide a more comprehensive understanding of what drives job satisfaction in the educational context.

The regression analysis results show that the coefficient of determination is 0.283 or 28.3%. It indicates that 28.3% of the variation in *Madrasa Ibtidaiyah* teachers' job satisfaction can be explained by the three independent variables: prophetic leadership, visionary leadership, and transformational leadership. In other words, the combination of these three types of leadership plays a significant role in influencing teacher job

²¹ Peter G. Northouse, *Leadership: Theory and Practice* (Sage Publications, 2021).

²² Atim Rinawati, "The Integration of Prophetic Values in Developing the Teachers' Personality Competency Assessment Instrument," in *International Conference on Social Science and Character Educations (ICoSSCE 2018)* and *International Conference on Social Studies, Moral, and Character Education (ICSMC 2018)* (Atlantis Press, 2019), 37–42.

²³ Alexandru Mihalcea, "The Impact of Leader's Personality on Employees' Job Satisfaction," *Procedia-Social and Behavioral Sciences* 78 (2013): 90–94.

²⁴ Frederick Herzberg, *One more time: How do you motivate employees?* (Harvard Business Review Press, 2008).

satisfaction. However, it should be noted that 71.7% of the variation in job satisfaction cannot be explained by this model, indicating that other factors influence teacher job satisfaction that have yet to be included in this analysis. Such factors may include work environment, organizational culture, intrinsic motivation, and support from colleagues or superiors. This finding is consistent with Skaalvik's research, which states that various contextual and individual factors influence teacher job satisfaction.²⁵

The results of this study show that the combination of prophetic, visionary, and transformational leadership may account for 28.3% of the difference in work satisfaction among *Madrasa Ibtidaiyah* instructors. It emphasizes how crucial leadership philosophies are in shaping educators' sense of fulfillment in the classroom, which may affect their output and the standard of instruction they deliver.²⁶ Nevertheless, since this model can only account for 71.7% of the variation, it is clear that other factors are equally crucial. Work-life balance, leadership, and colleague support, among other factors, can all greatly impact how happy teachers are in their jobs.²⁷

Further research is needed to identify and measure the impact of other factors that may be more effective in explaining variations in teacher job satisfaction. Previous studies by Skaalvik and Skaalvik have also found that factors such as emotions and feelings greatly influence teacher motivation and job satisfaction, suggesting that a leadership model orientated towards teachers' emotional well-being could be an effective approach.²⁸

According to Septiawati's research, there is a significant influence of 47.8% for the three aspects (Siddiq, amanah, and tabligh) and 50.3% for the trust aspect of prophetic leadership on 66 employees at Muhammadiyah Aceh University.²⁹ Partially, Septiawati's findings have helped strengthen the findings of this study. According to Muttaqin, visionary leadership partially affects employee job satisfaction in a company in West Java by 9.36%.³⁰ Their

²⁵ Einar M. Skaalvik and Sidsel Skaalvik, "Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion," *Teaching and Teacher Education* 27, no. 6 (2011): 1029–1038.

²⁶ Raimonda Alonderiene and Modesta Majauskaite, "Leadership style and job satisfaction in higher education institutions," *International Journal of Educational Management* 30, no. 1 (2016): 140–164.

²⁷ Abdul Raziq and Raheela Maulabakhsh, "Impact of working environment on job satisfaction," *Procedia Economics and Finance* 23 (2015): 717–725.

²⁸ Skaalvik and Skaalvik, "Teacher Job satisfaction and motivation to leave the teaching profession."

²⁹ Sriana Septiawati, "Pengaruh kepemimpinan profetik terhadap kepuasan kerja karyawan di Universitas Muhammadiyah Aceh," *Jurnal Ecopsy* 5, no. 1 (2018): 8–15.

³⁰ M. Imam Muttaqin, "Pengaruh Kepemimpinan Visioner, Komunikasi Organisasi Dan Kompetensi Terhadap Kepuasan Kerja Serta Implikasinya Pada Kinerja Karyawan," *Kontigensi: Jurnal Ilmiah Manajemen* 4, no. 2 (2016): 136–144.

findings partially influenced job satisfaction. It means that the *madrasa* head leader's behavior significantly influences his followers' behavior and responses, including job satisfaction. It is also reinforced by the study results, which found the influence of prophetic, visionary, and transformational leadership on job satisfaction.

The empirical results of this study state that teacher job satisfaction can be improved by applying a simultaneously prophetic leadership style, visionary leadership, and transformational leadership. According to Cakmak, Öztekin, and Karadağ theory, leadership affects job satisfaction, where job satisfaction can be increased if the leadership style is improved.³¹ Thus, the findings in this research suggest that *madrasa* principals can simultaneously apply prophetic leadership style, visionary leadership, and transformational leadership to increase *Madrasa Ibtidaiyah* teachers' job satisfaction. According to Resa Adji Kurniawan et al., increased teacher job satisfaction will impact performance.³² Tomy Sun Siagian and Hazmanan Khair stated that performance is influenced by job satisfaction as one of the intermediate variables.³³

Safrida et al expressed that leadership styles can create a supportive work environment, increase motivation, and drive teacher performance.³⁴ For example, prophetic leadership can inspire teachers by providing a bigger vision, while visionary leadership helps establish long-term goals that can be achieved together. On the other hand, transformational leadership is known to increase morale and commitment through idealistic influence, inspirational motivation, and attention to the individual.³⁵ However, with 71.7% of the variation unexplained by this model, other factors that still need to be accommodated influence teacher job satisfaction. These factors may include aspects such as work-life balance, financial compensation, recognition, and

³¹ Esra Çakmak, Özge Öztekin, and Engin Karadağ, "The Effect of Leadership on Job Satisfaction," in *Leadership and Organizational Outcomes*, ed. Engin Karadağ (Cham: Springer International Publishing, 2015), 29–56.

³² Resa Adji Kurniawan, Nurul Qomariah, and Pawestri Winahyu, "Dampak organizational citizenship behavior, motivasi kerja, dan kepuasan kerja terhadap kinerja karyawan," *Jurnal Penelitian IPTEKS* 4, no. 2 (2019): 148–160.

³³ Tomy Sun Siagian and Hazmanan Khair, "Pengaruh gaya kepemimpinan dan lingkungan kerja terhadap kinerja karyawan dengan kepuasan kerja sebagai variabel intervening," *Maneggio: Jurnal Ilmiah Magister Manajemen* 1, no. 1 (2018): 59–70.

³⁴ Safrida Safrida et al., "The Influence of Work Motivation, Job Satisfaction and Democratic Leadership on Teacher Performance," *Jurnal Pendidikan Dan Kewirausahaan* 11, no. 2 (2023): 643–652.

³⁵ Kenneth Leithwood and Doris Jantzi, "A Review of transformational school leadership research 1996–2005," *Leadership and Policy in Schools* 4, no. 3 (2005): 1996–2005.

opportunities for professional development.³⁶ According to Herzberg's Two-Factor Theory, these factors can be categorized as motivators and maintenance factors. Motivator factors, such as achievement and recognition, are directly related to job satisfaction, while maintenance factors, such as pay and working conditions, are more related to dissatisfaction when not met.³⁷

Based on these findings, this study demonstrates the importance of adopting a holistic and human-centered leadership approach in the educational context. It improves teachers' job satisfaction and ensures an environment conducive to professional and personal growth. Considering motivation and leadership theories as outlined by Mihailović and Ivana Kovačević³⁸ Strategies that combine inspirational leadership with a supportive work environment may be more effective in improving teachers' job satisfaction and performance.

Conclusion

Prophetic, visionary, and transformational leadership contribute significantly to *Madrasa Ibtidaiyah* teachers' job satisfaction, but other factors still influence most of the variation in job satisfaction. It suggests the importance of a more comprehensive and inclusive leadership approach, focusing on motivational and inspirational aspects and contextual factors such as work-life balance and professional recognition. Future research should explore other factors that may influence teachers' job satisfaction, including work environment, social support, and individual factors such as intrinsic motivation and emotional well-being.

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³⁶ Einar M. Skaalvik and Sidsel Skaalvik, "Job satisfaction, stress, and coping strategies in the teaching profession-what do teachers say?," *International Education Studies* 8, no. 3 (2015): 181-192.

³⁷ Mohammed Alshmemri, Lina Shahwan-Akl, and Phillip Maude, "Herzberg's two-factor theory," *Life Science Journal* 14, no. 5 (2017): 12-16.

³⁸ Dobrivoje Mihailović and Ivana Kovačević, "Leadership and Motivation: Leader as a Motivator and as a Motivated One," *Tourism and Hospitality Management* 8, no. 1-2 (2002): 79-86.

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