



THE INFLUENCE OF PROPHETIC LEADERSHIP ON ENGAGEMENT MEDIATED BY ORGANIZATIONAL CLIMATE AMONG TEACHERS AT DELI SERDANG ISLAMIC BOARDING SCHOOLS

Andika Rahmadani Ginting¹, Risydah Fadilah², Yudistira Fauzy Indrawan³
^{1,2,3}Magister Psikologi, Universitas Medan Area, Medan, Sumatera Utara

Article Info

ABSTRACT

Keywords:

Engagement,
Islamic boarding school,
Organizational climate,
Prophetic leadership,
Teacher

This study examines the effect of prophetic leadership on teachers' engagement through the mediation of organizational climate in Islamic boarding schools (Pondok Pesantren) in Deli Serdang Regency. Using a quantitative explanatory design, data were collected from 397 teachers selected through purposive sampling. Questionnaires with a Likert scale were analyzed using Structural Equation Modeling (SEM) with SmartPLS 3.0. The results indicate that prophetic leadership has a positive and significant effect on organizational climate but does not directly influence teachers' engagement. In contrast, organizational climate has a positive and significant effect on engagement and serves as a significant mediator in the relationship between prophetic leadership and engagement. These findings suggest that prophetic leadership enhances teachers' engagement indirectly by fostering a positive organizational climate. Leaders who uphold prophetic values such as honesty, exemplary conduct, moral guidance, and a clear religious vision are better able to create a supportive work environment and strengthen teachers' commitment to their professional roles.

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Corresponding Author:

Andika Rahmadani Ginting
Magister Psikologi
Universitas Medan Area, Medan, Sumatera Utara
Ginting1@gmail.com

1. INTRODUCTION

Islamic boarding schools are Islamic educational institutions that not only function as places for teaching Islamic sciences but also as centers for character, spirituality, and morality development for students. Modern boarding schools like Pondok Pesantren have integrated the national education system with Islamic values, requiring professional and systematic management. In this environment, the role of the teacher is very strategic because they are not only educators but also mentors, caregivers, and role models. The complexity of this task demands a high level of engagement from teachers in order to support the success of the pesantren's educational mission.

However, in practice, teacher involvement in pesantren does not always run optimally. Many teachers face a high workload and psychological pressure due to their dual role as educators and caregivers for students in a boarding school environment. Teacher engagement is a key factor influencing the quality of learning, work morale, and the sustainability of teachers' service. (Schaufeli & Bakker, 2004) define engagement as a positive

condition characterized by vigor, dedication, and absorption. This condition does not occur automatically, but is heavily influenced by various factors, including Prophetic Leadership style and organizational climate.

In this context, Prophetic Leadership plays a vital role. However, it is not merely administrative Prophetic Leadership, but rather Prophetic Leadership based on values, morals, and example – that is, prophetic Prophetic Leadership. Prophetic Prophetic Leadership is a model of Prophetic Leadership that emulates the qualities of the Prophet Muhammad (peace be upon him): truthfulness, trustworthiness, communication, and intelligence and wisdom. According to (Fadilah et al., 2021), prophetic leadership style is able to foster a more humanistic, spiritual, and value-oriented work climate, which is highly relevant for application in the context of religious educational institutions such as pesantren. A leader who prioritizes prophetic principles not only performs administrative duties but also serves as a source of inspiration and spiritual encouragement for teachers and students. Prophetic leadership is considered capable of increasing teacher engagement by creating a sense of psychological safety, moral example, and a spirit of togetherness. Leaders who are able to be fair, open to dialog, value their subordinates' contributions, and demonstrate noble character will find it easier to cultivate loyalty and engagement among teachers. Unfortunately, the observation results at the Islamic boarding school show a gap between prophetic values and the reality of prophetic leadership in practice. Some teachers admitted they were not involved in decision-making, felt their contributions were undervalued, and faced less effective internal communication. This indicates that the top-down nature of Prophetic Leadership quality can hinder the optimal growth of teacher engagement.

Beside Prophetic Leadership, organizational climate is also an important factor influencing engagement. Organizational climate is the collective perception of values, norms, work relationships, and communication patterns within an institution. A supportive, open, and fair work environment will strengthen teachers' sense of belonging to the institution. Conversely, if the organizational climate is rigid, hierarchical, and lacks appreciation, then work motivation tends to decrease. A number of teachers at Darul Arafah stated that the lack of emotional support and heavy workload led to burnout, which in the long run could decrease engagement.

At the Islamic boarding school, it is evident that the system of care and teaching is very intensive, with teachers' responsibilities extending beyond just teaching to include guiding and supervising students around the clock. This high workload often leads to both physical and mental fatigue. Some teachers show symptoms of disengagement, such as a decline in teaching enthusiasm, tardiness, and a lack of initiative in non-academic activities. This could be an indicator of problems in the aspects of Prophetic Leadership and the organizational climate within the pesantren environment.

Research by (Avolio et al., 2009) confirms that transformational prophetic leadership style can increase employee engagement. In the context of Islamic education, this can be expanded to Prophetic Leadership, which is a form of transformational Prophetic Leadership based on prophetic values. Therefore, it is important to delve deeper into the relationship between prophetic leadership, organizational climate, and teacher engagement in Islamic boarding schools. This research is expected to provide strategic input for improving the quality of education governance and teacher well-being thru a more spiritually and humanistically meaningful Prophetic Leadership approach.

Additionally, the organizational structure in pesantren, which tends to be hierarchical and traditional, can also influence teachers' perceptions of their involvement. When teachers feel they are not given enough space to express their opinions, are not involved in decision-making, or do not receive enough appreciation for their performance, their level of engagement also decreases.

However, there are also many teachers who show high loyalty, feel a spiritual calling, and dedicate themselves wholeheartedly despite being under high work pressure. This phenomenon indicates that teacher engagement is not solely determined by individual factors, but also by the extent to which Prophetic Leadership is implemented to provide motivation, and how the organizational climate is created to support collaboration, fairness, and work well-being.

This fact raises a critical question: Are the Prophetic Leadership style and organizational climate at the Islamic boarding school already optimal in promoting teacher engagement? Therefore, a scientific study is needed to determine the relationship between Prophetic Leadership, organizational climate, and teacher engagement levels, in order to formulate strategic recommendations for improving the quality of education in Islamic boarding schools. Deli Serdang Regency is one of the areas in North Sumatra that has experienced rapid development in the field of Islamic education, particularly thru pesantren (Islamic boarding schools). One of the oldest and largest Islamic boarding schools in this region is Pondok Pesantren Darularafah Raya, located in Lau Bakeri Village, Kutalimbaru District. This pesantren was founded on August 17, 1985, by Amrullah Naga Lubis, an educator and an alumnus of Gontor. From its inception, Darularafah Raya has been committed to integrating religious education and general sciences, ensuring that its students not only master Islamic teachings but also possess competence in social, economic, and scientific fields. This pesantren then developed into one of the largest modern pesantren in North Sumatra, with the construction of dormitory, school, and prayer room facilities inaugurated by Hj. Ainun Habibie in 1996. Additionally, there is the Al-Husna Islamic Boarding School in Marindal I, Patumbak District, which was established on April 17, 1988 (11 Ramadan 1409 H). This boarding

school was founded by the late Drs. KH. Usman Husni, MA, and Hj. Aidatul Fauziah, Hsb. The idea of establishing Al-Husna actually emerged as early as when the founder was studying at the Salafiyah Hubbul Wathan Islamic Boarding School in Aceh Singkil from 1957 to 1959. From the beginning, Al-Husna emphasized the importance of integrating religious education, manners, and morals, and played an active role in social service and outreach to the surrounding community. In Hamparan Perak District, there is also the Modern Islamic Boarding School Darul Ihsan, which was founded on August 6, 2012, by H. M. Husni Mustafa, SE, MM. This pesantren stands on approximately five hectares of land and adopts a modern education system without abandoning Islamic values, manners, and morals. This pesantren curriculum integrates science and technology (IPTEK) with faith and piety (IMTAK), producing students who are intelligent, ethical, and ready to compete in the modern world. Still in the Hamparan Perak area, there is the Ash Shiddiqin Islamic Boarding School (PPI 343), an educational institution under the Islamic Association (PERSIS). The physical construction of this pesantren began on December 1, 2019, and marked a significant milestone in PERSIS education in North Sumatra. Although relatively new, this pesantren has gained significant attention for its commitment to developing Quran and Sunnah-based education with a modern system. Another pesantren that caught attention is Pondok Pesantren Al-Hidayah in Kutalimbaru, which was established in 2015. This pesantren was founded by a former terrorism convict, Khairul Ghazali, also known as Abu Ahmad Yasin. The uniqueness of this pesantren lies in its mission, which focuses not only on religious education but also on deradicalization and psychological rehabilitation for children from families of former terrorism convicts. This pesantren receives widespread support from the community and government because it is considered to play an important role in preventing the spread of radical ideologies thru an educational approach. Additionally, there is the Nahdlatul Ulama Al-Qomariah Islamic Boarding School in Kotangan Village, Galang District, which was inaugurated directly by Deli Serdang Regent H. Ashari Tambunan. This pesantren is part of the Nahdlatul Ulama's educational movement in Deli Serdang, which aims to strengthen the teachings of Islam Ahlussunnah wal Jama'ah thru formal and non-formal education. From the above description, it can be concluded that the development of Islamic boarding schools in Deli Serdang Regency shows a very positive dynamic. Pesantren in this region not only serve as religious educational institutions but also as centers for character, social, and intellectual development for the younger generation. Each pesantren has its own uniqueness, whether in terms of history, educational system, or purpose of establishment.

2. RESEARCH METHODS

This research uses a quantitative method. Essentially, quantitative methods emphasize the objective measurement of a clear population or sample, using standardized research instruments, and statistically processing data to test hypotheses. In line with this, Sugiyono (2019) states that quantitative research is based on positivism, examines a specific population/sample using research instruments, and analyzes the results quantitatively to test the formulated hypotheses.

The approach used is quantitative explanatory, which is research that focuses on explaining the relationships and influences between variables thru hypothesis testing. With this approach, the research doesn't stop at a descriptive overview, but rather seeks to explain patterns of interconnectedness and assess the strength of the independent variable's influence on the dependent variable.

Based on this framework, the research steps are systematically organized: formulating hypotheses, developing and testing instruments, collecting data from a defined sample, and statistically analyzing it to determine whether the hypotheses are accepted or rejected. Thus, the findings generated not only capture the field conditions but also provide a measurable explanation of the causal relationships between the variables studied. This study aims to determine the influence of prophetic leadership on engagement thru the mediation of organizational climate among teachers at Islamic boarding schools in Deli Serdang Regency. This research is motivated by the importance of the role of prophetic leadership in creating a conducive work environment and increasing teacher engagement with their work. The approach used in this study is a quantitative approach with an explanatory research type. The research sample consisted of 397 respondents selected using purposive sampling technique. Data collection was carried out by distributing questionnaires using a Likert scale, while data analysis used the Structural Equation Modeling (SEM) method with the assistance of the SmartPLS version 3.0 program. The research results indicate that prophetic leadership has a positive and significant effect on organizational climate, with a path coefficient value of 0.28, T-statistic of 2.10, and P-value of 0.036. However, prophetic leadership does not have a direct effect on engagement, with a path coefficient value of 0.12, T-statistic of 1.45, and P-value of 0.147. Conversely, organizational climate is proven to have a positive and significant effect on engagement, with a path coefficient value of 0.52, T-statistic of 4.87, and P-value of 0.000. In addition, prophetic leadership also has an indirect influence on engagement thru organizational climate, with a coefficient value of 0.526 and a P-value of 0.010, which means that organizational climate plays a significant mediating role in the relationship between these two variables. Thus, it can be concluded that prophetic leadership influences

teacher engagement thru the creation of a positive organizational climate. Leaders who embody prophetic values such as honesty, exemplary behavior, enjoining good and forbidding evil, and religious vision are able to create a conducive work environment and increase teacher engagement with their duties and responsibilities.

3. RESULT AND ANALYSIS

Results

Outer model analysis is performed to determine how well each indicator represents the latent variable it measures. One common test performed on the outer model is convergent validity, which is used to assess the extent to which the measurement results of a concept have a positive relationship with the measurement results of another concept that should theoretically be correlated. Convergent validity testing can be done by looking at the outer loading values of each indicator, where a high value indicates that the indicator is valid in measuring the intended construct. According to Hair et al. (2021), in confirmatory factor analysis or Structural Equation Modeling (SEM), the ideal loading factor value is ≥ 0.7 . This value indicates that the indicators used in the study are valid in measuring the constructs that have been created.

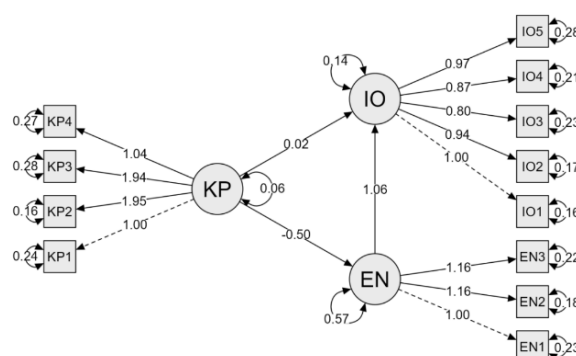


Figure 1. Validity Testing Based on Outer Loading

The image above is a structural model (Structural Equation Model/SEM) that illustrates the relationships between latent variables in the study, namely Leadership (KP), Engagement (EN), and Organizational Climate (IO). In this model, it can be seen that Leadership (KP) is an exogenous variable (the initial cause), while Engagement (EN) and Organizational Climate (IO) act as endogenous variables (the effect or result).

From the diagram, it can be explained that the path of influence from Leadership (KP) to Engagement (EN) has a coefficient of -0.50, which means a negative influence. This means that the higher the leadership value applied, the more it can actually decrease employees' level of attachment to the organization. This indicates that the existing leadership style may not yet be capable of creating an optimal sense of engagement and work spirit among employees.

Next, the path from Leadership (KP) to Organizational Climate (IO) has a very small coefficient of 0.02, indicating that the direct influence of leadership on organizational climate is not significant. In other words, changes in leadership style do not directly have a significant impact on the work atmosphere within the organization. However, this influence can emerge indirectly thru the Engagement (EN) variable. The path from Engagement (EN) to Organizational Climate (IO) shows a coefficient of 1.06, which means a positive and very strong influence. This shows that the higher the level of employee engagement, the better the organizational climate created. Highly engaged employees tend to create a positive, collaborative, and productive work environment.

Additionally, the model also shows the relationship between indicators and their respective latent variables. For example, the KP2 (1.95) and KP3 (1.94) indicators have the greatest contribution in explaining the Leadership variable, while the EN2 (1.16) and EN3 (1.16) indicators are strong indicators for the Engagement variable. In the Organizational Climate variable, the IO2 (0.94) and IO5 (0.97) indicators make a dominant contribution in explaining this construct.

Overall, this model shows that Engagement plays an important role as a link (mediator) between Leadership and Organizational Climate. This means that although leadership does not directly influence the organizational climate, good leadership styles can first increase employee engagement, which ultimately creates a positive and conducive organizational climate.

Based on the outer loading validity test in Table 2 and Figure 1, the analysis results show that all outer loading values are greater than 0.7. This means that each indicator has met the validity criteria, so it can be concluded that all indicators are able to explain their latent variables well.

Discriminant Validity

Discriminant validity indicates the extent to which a construct can be distinguished from other constructs in the model, ensuring that each construct is unique and does not overlap in measuring different concepts. Discriminant validity can be measured in two ways: cross-loading and the Fornell-Larcker criterion. To establish

discriminant validity, the cross-loading value of each variable must be > 0.70 , and the square root of each construct's AVE must be greater than its correlation with other constructs (for the Fornell-Larcker criterion). Hair et al., (2021)

Table 1. Average Variance Extracted (AVE)

Average Variance Extracted	
Latent	AVE
Leadership	0.375
Engagement	0.777
Organizational Climate	0.761

Based on the calculation results of Average Variance Extracted (AVE), the values obtained for each variable are Leadership (KP) at 0.375, Engagement (EN) at 0.777, and Organizational Climate (IO) at 0.761. The AVE value is used to assess the convergent validity of each latent construct in the model, which is the extent to which the indicators within a variable are able to consistently explain that variable. Generally, a good AVE value is above 0.50, which means that more than 50% of the indicator's variance can be explained by the latent construct it measures. From these results, it can be explained that the Leadership (KP) variable has an AVE value of 0.375, which is still below the minimum threshold of 0.50. This indicates that the indicators for the leadership variable have not fully and effectively explained the leadership construct. In other words, a significant portion of the variance in the indicators cannot be explained by the leadership construct itself, necessitating an evaluation of the statement items in this variable to improve its validity.

Meanwhile, the Engagement (EN) variable has an AVE value of 0.777, and Organizational Climate (IO) has an AVE value of 0.761. Both of these values are well above the threshold of 0.50, indicating that the indicators for both variables have excellent ability to explain the constructs they represent. In other words, the items on the Engagement and Organizational Climate variables have been tested for validity and are consistently able to describe the attachment and working climate conditions within the organization.

Overall, these results indicate that the instruments for measuring Engagement and Organizational Climate are already valid and robust, while the instrument for Leadership still needs improvement to more accurately reflect its construct and have higher convergent validity.

Table 2. Model Fit Index Table (T-Size Fit Indices)

T-size fit indices		
	CFI	RMSEA
Estimate	0.815	0.180
Poor-fair limit	0.860	0.092
Fair-close limit	0.922	0.063

Note. T-size statistics are computed for $\alpha = 0.05$.

Based on the results of the T-size fit indices test, the Comparative Fit Index (CFI) value was 0.815 and the Root Mean Square Error of Approximation (RMSEA) value was 0.180. These two values are used to assess the extent to which the Structural Equation Modeling (SEM) model used is a good fit for the research data.

The CFI value describes the level of model fit compared to the baseline (independent) model. Generally, a good CFI value is above 0.90, while a value between 0.80-0.89 can still be categorized as moderate or fairly good fit. With a CFI value of 0.815, it can be concluded that the model in this study has a fairly good level of fit, although it is not yet optimal. This means that the relationships between the variables of Leadership (KP), Engagement (EN), and Organizational Climate (IO) are generally consistent with the data, but there is still room for improvement in the model to make it more representative of the actual conditions.

Meanwhile, the RMSEA value of 0.180 indicates a poor model fit, as the ideal RMSEA value should be below 0.08, with a maximum tolerance limit of around 0.10. This high RMSEA value suggests a significant difference between the hypothesized model and the actual data. Based on the poor-fair limit (0.092) and the fair-close limit (0.063), the results of this study are still far from the expected level of suitability.

Thus, it can be concluded that although the structural model used has described the relationships between the variables of Leadership, Engagement, and Organizational Climate, its goodness-of-fit still needs to be improved. Researchers can consider modifying the model, such as adding or removing specific relationship paths, to make the SEM model better fit the empirical data and more accurately reflect organizational conditions.

Composite Reliability

Composite Reliability is used to measure the extent to which the indicators of a variable have high consistency and reliability in measuring the latent construct. A variable is considered to meet the reliability criteria if its Composite Reliability (CR) value is greater than 0.70 (Permata et al., 2022).

Table 3. Reliability Testing Based on Coefficient

Coefficient ω	
Leadership	0.690
Engagement	0.914
Organizational Climate	0.939
Total	0.937

Based on the calculated omega coefficient (ω), it can be explained that in general, the instrument used in this study has a very good level of reliability. The omega coefficient (ω) is a measure of reliability similar to Cronbach's Alpha, but is considered more accurate because it accounts for differences in the contribution of items within a single construct. The higher the value of ω (approaching 1), the more consistent and reliable the instrument is in measuring the intended variable.

The reliability test results show that the Leadership (KP) variable has an ω value of 0.690, which falls into the fairly reliable category. This means that the items on the leadership variable have a fairly strong relationship with each other in explaining leadership behavior or style, although they can still be improved to be more stable and consistent.

Meanwhile, the Engagement (EN) variable has an ω value of 0.914, which falls into the very high category, indicating that the items within this variable are highly consistent in measuring the level of employee attachment to their work and the organization. Next, the Organizational Climate (OC) variable obtained an ω value of 0.939, which is also considered very high, indicating that all measurement items within this variable support each other very well in representing the atmosphere and working environment conditions within the organization.

Overall, the total value of the omega coefficient of 0.937 indicates that the entire research instrument has a very strong level of reliability. Thus, it can be concluded that the measurement tools used to assess Leadership, Engagement, and Organizational Climate have met high reliability standards and can be trusted for use in similar future research.

Cronbach's Alpha

Describes the extent to which a variable is related to other variables. Where, a measuring instrument is said to be reliable if it has a Cronbach's Alpha value >0.6 (Yuda Hutama & Wayan Ekawati, 2020).

Table 4. Reliability test results

Variabel	Cronbach's Alpha (α)
KP	0.661
EN	0.909
IO	0.940
Total	0.876

Based on the results of the reliability test using the Cronbach's Alpha (α) value, it can be explained that in general, the research instrument used has a good level of internal consistency. The Cronbach's Alpha value indicates the extent to which items within a variable are interconnected and able to consistently measure the same concept. The higher the value of α (approaching 1), the more reliable or consistent the instrument. The test results show that the Leadership (KP) variable has an α value of 0.661, which means its reliability is in the moderate category. This indicates that the statement items in the leadership variable are already quite consistent in measuring leadership behavior or style, although there is still room for improvement in some indicators to make the measurement more stable.

Next, the Engagement (EN) variable has an α value of 0.909, which falls into the very high category. This means that all items in the engagement variable are very consistent in measuring the level of employee attachment to their work and the organization. Similarly, the Organizational Climate (OC) variable has an α value of 0.940, indicating very strong reliability, so the items in this variable can be trusted to accurately describe the working climate conditions in the organization.

Overall, the total Cronbach's Alpha value of 0.876 indicates that this research instrument has excellent reliability. Thus, it can be concluded that all instruments used to measure Leadership, Engagement, and Organizational Climate have met the reliability criteria, so the measurement results obtained can be trusted and consistent if used again in similar research.

Structural Model Testing: Significance of Effect Test

Based on the results of the structural model testing (significance of effect test) in Structural Equation Modeling (SEM) analysis, an overview of the relationships between variables was obtained, namely Leadership (KP), Engagement (EN), and Organizational Climate (IO). The regression results show that Leadership has a negative and significant effect on Engagement, with an estimation value of -0.497 and a significance value of 0.010

($p < 0.05$). This means that the higher the level of leadership applied, the more it can actually decrease employee engagement or attachment to the organization. This condition indicates that the leadership style being implemented may not yet be capable of creating a work environment that positively encourages employee engagement and morale.

Furthermore, the relationship between Leadership (KP) and Organizational Climate (IO) showed non-significant results, with an estimated value of 0.022 and $p = 0.854$. This means that leadership has no direct influence on the organizational climate. Thus, changes or improvements in leadership style do not automatically impact the work atmosphere or conditions within the organization. Organizational climate is likely influenced more by other factors, such as organizational culture, internal policies, or relationships between employees.

On the other hand, the influence of Engagement (EN) on Organizational Climate (IO) shows positive and highly significant results, with an estimated value of 1.058 and a p -value of < 0.001 . This means that the higher the employees' attachment to their work and the organization, the better the organizational climate that is formed. Employees who feel engaged and highly committed to their work tend to create a positive, supportive, and productive work environment.

Additionally, the results of the indirect effect testing showed that Engagement mediated the relationship between Leadership and Organizational Climate, with an estimated value of -0.526 and $p = 0.010$. This indicates that although leadership does not directly influence organizational climate, its impact can emerge indirectly through employee engagement. However, the negative direction of influence suggests that the leadership style applied actually decreases engagement, which ultimately has a negative impact on the organizational climate. Therefore, it can be concluded that Engagement is a significant mediating variable in the relationship between Leadership and Organizational Climate, and it is important for organizations to improve leadership patterns in order to increase engagement and build a more positive work climate.

Table 5. Regression Coefficients Test (Relationship between latent variables) Regression coefficients

		Regression coefficients				95% Confidence interval	
Outcome	Predictor	Estimate	Std. Error	z-value	p	Lower	Upper
EN	KP	-0.497	0.193	-2.576	0.010	-0.876	-0.119
	IO	0.022	0.117	0.185	0.854	-0.208	0.251
	EN	1.058	0.049	21.695	$< .001$	0.963	1.154

Based on the results in Table 6, the following findings were obtained: Based on the results of the regression analysis, it was found that the Leadership (KP) variable has a different effect on Engagement (EN) and Organizational Climate (IO). The test results show that Leadership has a negative and significant effect on Engagement, with a coefficient value of -0.497 and a significance value (p) of 0.010. This means that the higher the level of leadership applied, the more it can actually decrease employees' commitment to the organization. This finding indicates that the existing leadership style may not yet meet the needs or expectations of employees, for example, due to an overly authoritative approach, insufficient support, or minimal participatory communication. Thus, leadership within the organization needs to be improved to positively enhance employee engagement.

Meanwhile, the relationship between Leadership (KP) and Organizational Climate (IO) showed non-significant results, with a coefficient value of 0.022 and a significance value (p) of 0.854. This means that changes in the leadership variable do not have a significant impact on the formation of the organizational climate. This condition can be interpreted as meaning that the organizational climate is more influenced by factors other than leadership, such as work culture, management policies, and interactions between employees in the work environment.

Furthermore, the analysis results indicate that Engagement (EN) has a positive and significant effect on Organizational Climate (IO) with a coefficient value of 1.058 and a significance value of < 0.001 . This indicates that the higher the employee's attachment to their work and the organization, the better the organizational climate that is created. Employees with high levels of engagement tend to contribute more positively to the work environment, build harmonious relationships, and boost collective morale. Thus, it can be concluded that engagement is an important factor that plays a significant role in creating a positive organizational climate, while leadership has not shown a strong influence in shaping engagement or the work climate within the organization.

Table 6. Indirect Effect Test

	Indirect effects					
	Estimate	Std. Error	z-value	p	95% Confidence interval	
					Lower	Upper
KP → EN → IO	-0.526	0.205	-2.568	0.010	-0.928	-0.125

The results of the indirect effect analysis indicate that there is an indirect influence between Leadership (KP) and Organizational Climate (IO) thru Engagement (EN) as a mediating variable. The estimated coefficient value is -0.526 with a p-value of 0.010, which means this effect is statistically significant (because $p < 0.05$). The negative coefficient direction indicates that the influence of Leadership on Organizational Climate thru Engagement is negative, or in other words, an increase in Leadership can actually decrease Organizational Climate when mediated by Engagement. This finding indicates that Leadership does not have a positive impact on employee Engagement, which ultimately also lowers the quality of Organizational Climate. This is consistent with previous results, where Leadership negatively affects Engagement, while Engagement positively affects Organizational Climate. This means that the current leadership style is not yet able to foster optimal employee engagement. As a result, the resulting organizational climate becomes less conducive.

Thus, it can be concluded that Engagement acts as a significant mediator in the relationship between Leadership and Organizational Climate, but the direction of its influence is negative. This indicates the need for an evaluation of existing leadership styles to positively build employee engagement and ultimately create a better organizational climate that supports work productivity.

Table 7. Total Effect Test

	Total effects					
	Estimate	Std. Error	z-value	p	95% Confidence interval	
					Lower	Upper
KP → IO	-0.505	0.219	-2.305	0.021	-0.934	-0.075
KP → EN	-0.497	0.193	-2.576	0.010	-0.876	-0.119
EN → IO	1.058	0.049	21.695	< .001	0.963	1.154

Based on the analysis results in the Total Effect table, it was found that organizational culture (KP) has a significant total effect on organizational citizenship behavior (IO) with an estimate value of -0.505 and a significance value of $p = 0.021$ ($p < 0.05$). This result indicates that overall, organizational culture has a significant but negatively directed influence on employees' organizational citizenship behavior. This means that the improvement in organizational culture in the context of this study actually tends to decrease employees' inclination to exhibit voluntary behavior outside their formal roles.

Furthermore, the relationship between organizational culture (OC) and organizational commitment (OC) also shows a negative and significant influence, with an estimate value of -0.497 and $p = 0.010$ ($p < 0.05$). This indicates that the organizational culture implemented has not yet been able to increase organizational commitment, and even shows the opposite direction of the relationship. Thus, the hypothesis stating that there is a positive influence of organizational culture on organizational commitment is not proven.

Meanwhile, the influence of organizational commitment (EN) on organizational citizenship behavior (IO) shows a positive and significant result, with an estimate value of 1.058 and $p < 0.001$. These results confirm that the higher the level of organizational commitment employees have, the greater their tendency to behave voluntarily, help colleagues, and contribute to organizational effectiveness.

Overall, these findings suggest that organizational commitment plays a significant role in increasing OCB, while organizational culture has a negative influence on the other two variables. Thus, the expected positive relationship between organizational culture, organizational commitment, and organizational citizenship behavior in the research model was not fully proven.

Table 8. R-Square

	R-Squared
	R ²
KP1	0.200
KP2	0.586
KP3	0.442
KP4	0.190

R-Squared	
	R ²
EN1	0.721
EN2	0.814
EN3	0.785
IO1	0.831
IO2	0.803
IO3	0.690
IO4	0.743
IO5	0.728
EN	0.025
IO	0.826

Based on the results in the R-Square table (Table 8), it was found that the R² value for the organizational commitment (EN) variable was 0.025 and the R² value for the organizational citizenship behavior (IO) variable was 0.826. This R² value describes the extent of the independent variables' contribution in explaining the variation in the dependent variable within the structural model. The R² value of 0.025 for the EN variable indicates that organizational culture (KP) is only able to explain approximately 2.5% of the variation occurring in organizational commitment, while the remaining 97.5% is influenced by other factors outside the research model. This indicates that organizational culture does not have a strong influence on the formation of organizational commitment in the context of this study. Meanwhile, the R² value of 0.826 for the IO variable means that organizational culture and organizational commitment together are able to explain 82.6% of the variation in organizational citizenship behavior. In other words, both variables have a significant contribution to shaping employees' extra-role behavior in the workplace. The remaining 17.4% of the variation in OCB is explained by other factors not included in the model, such as leadership, motivation, or job satisfaction. Overall, these results indicate that the structural model has very strong explanatory power for OCB, but weak explanatory power for organizational commitment, so the role of organizational culture variables in shaping commitment still needs further review.

Table 9. Model Fit.

	Model fit							
	AIC	BIC	n(Parameters)		Baseline test			p
			n(Observations)	Total	Free	χ^2	df	
Model 1	9160.344	9270.379	435	27	27	678.682	51.000	< .001

Note. Estimator is ML. Model test is standard. Information matrix is expected. Standard errors are standard.

Based on the results of the model fit test in the Structural Equation Modeling (SEM) analysis, it was found that the Chi-square (χ^2) value was 678.682 with 51 degrees of freedom (df) and a significance value ($p < 0.001$). This result indicates that there is a statistically significant difference between the empirical data and the hypothesized model. In other words, the model is not yet a perfect fit for the existing data because the p-value is less than 0.05. However, in SEM analysis, the results of the Chi-square test are often sensitive to sample size, so this value cannot be the sole basis for assessing model fit.

Additionally, the Akaike Information Criterion (AIC) value of 9160.344 and the Bayesian Information Criterion (BIC) value of 9270.379 were used to compare the models. The smaller the AIC and BIC values, the better the model's fit to the data. In this result, the AIC and BIC values provide an initial overview of the complexity of the model used, where the number of free parameters (27) indicates that the model is quite complex but still within reasonable limits for research with three main constructs: Leadership (KP), Engagement (EN), and Organizational Climate (IO). Overall, the results of this model fit test show that although the structural model used can already explain the relationship between Leadership, Engagement, and Organizational Climate, its level of suitability still needs to be improved. This can be done by modifying the model, such as adding or removing paths between variables, or adjusting less valid indicators to improve the resulting model and make it more accurately represent empirical data.

Table 10. Fit Indices

Fit indices	
Index	Value
Comparative Fit Index (CFI)	0.851
Tucker-Lewis Index (TLI)	0.807
Bentler-Bonett Non-normed Fit Index (NNFI)	0.807
Bentler-Bonett Normed Fit Index (NFI)	0.841
Parsimony Normed Fit Index (PNFI)	0.650
Bollen's Relative Fit Index (RFI)	0.794
Bollen's Incremental Fit Index (IFI)	0.851
Relative Noncentrality Index (RNI)	0.851
Root means square error of approximation (RMSEA)	0.168
RMSEA 90% CI lower bound	0.157
RMSEA 90% CI upper bound	0.180
RMSEA p-value	0.000
Standardized root means square residual (SRMR)	0.073
Hoelter's critical N ($\alpha = .05$)	45.013
Hoelter's critical N ($\alpha = .01$)	50.600
Goodness of fit index (GFI)	0.806
McDonald fit index (MFI)	0.486
Expected cross validation index (ECVI)	1.684
Log-likelihood	-4553.172
Number of free parameters	27.000
Akaike (AIC)	9160.344
Bayesian (BIC)	9270.379
Sample-size adjusted Bayesian (SSABIC)	9184.695

Based on the results of the model fit test (fit indices) in the Structural Equation Modeling (SEM) analysis, several fit index values were obtained, indicating how well the research model reflects the actual data. In general, this model assesses the relationship between Leadership (KP), Engagement (EN), and Organizational Climate (IO).

The Comparative Fit Index (CFI) value of 0.851 and the Tucker-Lewis Index (TLI) value of 0.807 indicate that the model has a fairly good but not optimal level of fit. Generally, a model is considered good if the CFI and TLI values are ≥ 0.90 . This value indicates that the model is already approaching the expected level of fit, but improvements are still needed to make the results more representative. The Normed Fit Index (NFI) value of 0.841 and the Incremental Fit Index (IFI) value of 0.851 also show similar results, indicating that the model fit level is in the moderate fit category.

Meanwhile, the Root Mean Square Error of Approximation (RMSEA) value of 0.168 indicates that the model does not yet have a good level of fit, as the ideal RMSEA value should be below 0.08, and a maximum of 0.10 for the moderate fit category. The lower and upper bounds of RMSEA (0.157–0.180) reinforce the conclusion that there is still a difference between the theoretical model and the empirical data. However, the Standardized Root Mean Square Residual (SRMR) value of 0.073 indicates a fairly good result as it remains below the 0.08 threshold, signifying that the difference between predicted and observed covariances is not too large.

Furthermore, the Goodness of Fit Index (GFI) value of 0.806 also indicates that the model has a sufficient fit, although it is still below the ideal standard of 0.90. The Parsimony Normed Fit Index (PNFI) value of 0.650 and the Relative Fit Index (RFI) value of 0.794 indicate that the model still needs to be simplified or modified to be more efficient and fit the data. Additionally, Hoelter's Critical N of 45.013 ($p = 0.05$) indicates that the existing sample size is not yet large enough to produce a highly stable model, as the ideal value is typically above 200.

Overall, the results of these fit indices tests indicate that the model connecting Leadership, Engagement, and Organizational Climate is already reasonably consistent with the data, but still requires adjustments for improvement. Improvements can be made by modifying the relationships between variables or strengthening less valid indicators, so that the model can more accurately describe the influence of leadership on engagement and organizational climate in the work environment.

Table 11. Residual Variances

Residual variances						
Variable	Estimate	Std. Error	z-value	p	95% Confidence interval	
					Lower	Upper
KP1	0.235	0.018	13.312	< .001	0.201	0.270
KP2	0.157	0.025	6.241	< .001	0.108	0.207
KP3	0.278	0.030	9.338	< .001	0.220	0.337
KP4	0.271	0.020	13.400	< .001	0.231	0.310
EN1	0.227	0.019	11.954	< .001	0.189	0.264
EN2	0.181	0.018	9.958	< .001	0.145	0.217
EN3	0.217	0.020	10.742	< .001	0.178	0.257
IO1	0.162	0.015	11.011	< .001	0.133	0.190
IO2	0.173	0.015	11.644	< .001	0.144	0.202
IO3	0.230	0.018	13.073	< .001	0.196	0.265
IO4	0.209	0.017	12.566	< .001	0.176	0.242
IO5	0.278	0.022	12.729	< .001	0.235	0.320

Based on the results of the residual variance analysis, it can be explained that the residual value represents the magnitude of the variance or error that cannot be explained by the model for each indicator of the latent variables, namely Leadership (KP), Engagement (EN), and Organizational Climate (IO). The smaller the residual value, the better, as it means that most of the variation in that indicator can be explained by the construct it represents.

For the Leadership (KP) variable, the residual values for indicators KP1-KP4 ranged from 0.157 to 0.278, with all p-values < 0.001, indicating significance. These values indicate that there is still a small portion of variance in the leadership indicators that is not fully explained by the Leadership construct itself. For example, indicator KP2 (0.157) has the smallest residual value, indicating that this indicator is the most capable of representing the leadership variable compared to the other indicators. Conversely, KP3 (0.278) has the highest residual, showing that there are still other factors outside the leadership construct that influence this indicator.

For the Engagement (EN) variable, the residual values for indicators EN1-EN3 ranged from 0.181 to 0.227, which were also significant at $p < 0.001$. These values indicate that the engagement indicators are already quite good at explaining the latent variable, as most of the variation is already explained by the construct. However, there is still about 18-23% variance in each indicator that is not explained by the model, so although valid, this instrument can still be improved for greater accuracy.

Regarding the Organizational Climate (OC) variable, the residual values for indicators OC1-OC5 ranged from 0.162 to 0.278, which was also significant. Indicators OC1 (0.162) and OC2 (0.173) showed the lowest residual values, indicating that these indicators were the strongest in explaining the Organizational Climate variable. Meanwhile, OC5 (0.278) had the highest residual value, suggesting that there were other variables outside the model that also influenced perceptions of organizational climate. Overall, all indicators across the three variables (Leadership, Engagement, and Organizational Climate) had significant but relatively small residuals. This indicates that the model is generally good at explaining the relationships between variables, although some variance is still not fully explained by each latent construct.

Discussion

Based on the results of descriptive statistical analysis, structural model testing, and discussion, it can be concluded that Prophetic Leadership has a positive and significant influence on Organizational Climate, as evidenced by a path coefficient of 0.28, a T-statistic of 2.10, and a P-value of 0.036. This indicates that the stronger the application of prophetic values such as honesty, exemplary behavior, enjoining good and forbidding evil, and religious vision, the better the organizational climate perceived by teachers, even tho the reliability of the Prophetic Leadership construct is only in the sufficient category. However, Prophetic Leadership did not have a significant impact on Teacher Engagement, with a path coefficient of 0.12, a T-statistic of 1.45, and a P-value of 0.147, which means that prophetic values have not yet been able to increase teacher engagement without adequate organizational support. Conversely, Organizational Climate was found to have a positive and significant influence on Teacher Engagement, with a path coefficient of 0.52, a T-statistic of 4.87, and a P-value of 0.000, indicating that open communication, peer support, clear rules, and transparent leadership are capable of significantly increasing teacher engagement. Additionally, Organizational Climate also acts as a mediator in the relationship between Prophetic Leadership and Teacher Engagement, with an indirect effect of -0.526 ($p < 0.05$), making Prophetic Leadership more effective when first realized in a conducive organizational climate. Overall, the model's explanatory power is in the moderate category, with an R^2 value of 0.078 for Organizational Climate and

0.421 for Teacher Engagement, and a Q^2 value indicating low predictive relevance for Organizational Climate and moderate for Teacher Engagement. These findings confirm that Organizational Climate is a dominant factor in increasing Teacher Engagement, while Prophetic Leadership plays a role in shaping a supportive work climate. Thus, teacher engagement can be increased if schools are able to build a healthy, fair, and value-based organizational climate.

4. CONCLUSION

It can be concluded that prophetic leadership does not directly increase teacher engagement, but significantly influences it thru organizational climate. Prophetic leadership has been proven to have a positive and significant influence on organizational climate, meaning that the application of prophetic values such as honesty, exemplary behavior, enjoining good and forbidding evil, and religious vision is able to create a more conducive work environment in Islamic boarding schools. However, prophetic leadership does not have a direct impact on teacher engagement, so teacher involvement does not automatically increase simply because of this leadership style. Conversely, organizational climate has a positive and significant impact on teacher engagement, indicating that open communication, work support, fairness, and clear rules are key factors in increasing teacher involvement. Thus, organizational climate acts as a significant mediator in the relationship between prophetic leadership and teacher engagement. This means that prophetic leadership will be effective in increasing teacher engagement if it can build a positive organizational climate. The implication is that pesantren managers need to focus on strengthening prophetic leadership, followed by creating a supportive organizational climate to optimize teacher engagement.

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