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## Implementation of Prophetic Leadership in Forming a Differential Learning Culture

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### ABSTRACT

The successfully of implementation differentiation learning models is determined by the effective leadership of the principal. This article aims to find the model of prophetic leadership applied by school principals in forming a differentiated learning culture at SDN 01 Taman Madiun, MI Badi'usy Syamsi Dolopo Madiun, and SD Muhammadiyah 1 Ponorogo. The research method used to write this article is multi-site qualitative using the Spreadley model data analysis technique. The results of the study show that: 1) The prophetic leadership model applied at SDN 01 Taman Madiun in building a differentiated learning culture of participatory managerial type based on diagnostic assessment. 2) The prophetic leadership model applied at MI Badi'usy Syamsi Dolopo Madiun in building a differentiated learning culture of the autocratic visionary type based on Qur'anic culture. 3). The prophetic leadership model applied at MI Badi'usy Syamsi Dolopo Madiun in building a team-based, participatory, differentiated learning culture. The results of this study can serve as an example for school principals in forming a differentiated learning culture, because differentiated learning focuses on meeting students' learning needs according to the characteristics and competencies of each student.

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## INTRODUCTION

The learning process followed by students is very closely related to exploring all the potential possessed by these students. This activity cannot be separated from the influence of the environment and culture of the surrounding community (Domjan, 2010 : Lachman, 1997: Harel & Koichu, 2010). The learning process that students follow often involves a process of negotiation and adaptation to the formation of student character in accordance with local wisdom in their area. So that education and teaching is known as education and teaching which is based on a philosophy of progressivism which aims to lead students to the threshold of success (Ainia, 2020).

The view of the philosophy of progressivism teaches that students are not like, "empty glass", but students already have the potential for active knowledge that only needs to be directed and guided by the teacher. The teacher as a facilitator must have skills in conveying and implementing learning in class (Marisyah et al., 2019 : Wardani, 2010) . So that education and teaching organized by teachers can develop the potential of students while still paying attention to the nature and nature of the times that are in accordance with today's times (Tarigan et al., 2022).

Teachers as learning facilitators must be able to innovate and improve all of their competencies to design interesting learning activities that are in line with the demands of the industrial revolution 4.0 and the social revolution 5.0. Departing from previous experience during the Covid-19 outbreak, it is evident that teachers are able to adapt quickly when learning is carried out online (Mehta et al., 2020). Teachers are also able to innovate in designing various interactive learning media (Munasti & Suyadi, 2021), teachers are also able to create various online learning media such as e-comics (Ntobuo et al., 2018), flip books (Lestari, 2002: Zaihan Azizan et al., n.d.). The expected educational output is to produce a digital-based new generation that has the character of Pancasila and has the ability to High Order Thinking Skills (HOTS) (Masfufah et al., 2022 : Edi Irawan &

Ahmadi, Agus Prianggono, et.al,2020 : Karr, 2013 : Laal et al., 2012 : Hugerat & Kortam, 2014).

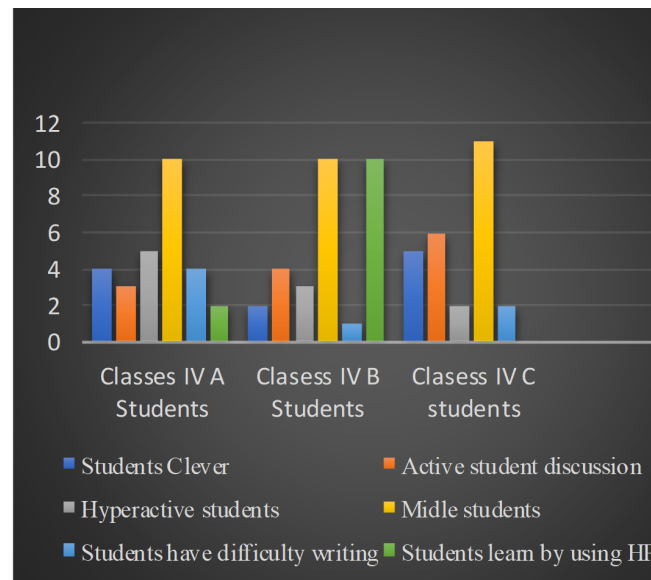
Learning devices designed by the teacher must pay attention to the characteristics of students and the classroom environment so that the learning organized by the teacher is in accordance with the predetermined learning outcomes (Fauziah et al., 2021). Of course it's not an easy thing for teachers to be able to do just like that, it needs good assessment and collaboration that exists between school principals, teachers, students, and parents of students to be able to realize optimal learning (Saputro et al., 2023). Steps to realizing this learning can be done by organizing a learning process that is in accordance with talents, interests which aim to form a Pancasila Student Profile (P3) which is then known as differentiated learning (Sri Hartatik, 2023 : Hehakaya & Pollatu, 2022).

SDN 01 Taman Madiun is one of the favorite elementary schools located in the middle of Madiun city under the ownership of the local government. This school has "Excellent" accreditation. The school's vision is, "The Realization of School Citizens who are Loyal, Devoted, Excellent in Achievement, Noble, and Environmentally Cultured (School written document). Education and teaching held in schools are very representative, and comprehensive. This is demonstrated by the availability of educational support infrastructure which includes WIFI installed in every classroom, LCD projectors which are also available in each classroom making this school very representative for realizing 21st century learning activities.

The flagship program offered by schools to the community is a child-friendly education program that is embodied in the school curriculum basis (school documents). The implementation of this program can be seen from the morning greeting activities carried out by teachers to welcome students who have just come to school (school observation). After that students carry out morning habituation activities which include morning prayers, memorizing juz amma for Muslim students which are carried out in the

school yard. Pray in Christian and Hindu worship rooms for Christian and Hindu students (observation, school). After the habituation activities were finished, the students gathered in the courtyard to sing the Indonesia Raya song together (observation, school). The activities carried out by the school are part of the school's efforts to instill and develop the realization of differentiated learning in schools (Sukanan as Principal of SDN 01 Taman Madiun, interview).

However, the climate of inclusivity, and the climate of Unity in Diversity implemented in schools are still in the pilot stage with achievement scores of 2.03 and 2.35 (school written documents). In addition, the literacy and numeracy climate that is formed in schools shows low numbers, namely 1.73 and 2.02. The following is a bar chart from the results of observations in class IV SDN 01 Taman Madiun,



**Figure 1.** Observation Characteristics Diagram of Students at SDN 01 Taman Madiun

From the results of the bar chart, information is obtained that the characteristics of grade IV students at SDN 01 Taman have an average ability of being. The bar graph displayed on the class IV A chart provides information that there are still four students who have difficulty writing, but class IV A students are able to operate cell phones as learning media in class. The characteristics of class IV B students on average have moderate abilities, but when asked to carry out discussion activities in class it goes well. They are also able to operate mobile phones, but they are still limited to games and have not been used as learning media. Class IV C students have almost even characteristics where all the characteristics of students are in this class.

MI Plus Badi'usy Syamsi Pucang Anom Dolopo Madiun is the only Madrasah Ibtidaiyah that organizes educational and teaching activities for 24 hours a day because

all students are accommodated in dormitories (Imron Mashuri as MI Plus Badi'usy Syamsi teacher). This madrasa was established under the auspices of the Badi'usy Syamsi Modern Islamic Boarding School which was founded on January 27, 1997 by Mashuri as the leader of the Islamic Boarding School and chairman of MI Plus Badi'usy Syamsi. The vision of this madrasa is, "The realization of human beings who are pious, have noble character, are intelligent and skilled and are able to actualize themselves in social life.

The reason behind the establishment of MI Badi'usy Syamsi was Mashuri's desire to integrate the knowledge of the Qur'an, science and technology. The curriculum used by this madrasa refers to the national education curriculum imposed by the Ministry of Religion (Mashuri as head of MI Plus Badi'usy Syamsi, interview). It's just that in the learning process it refers more to memorizing the Qur'an, this is because

Mashuri believes through the Qur'an it will lead people to a better life (Mashuri as chairman of MI Plus Badi'usy Syamsi, interview). Mashuri also believes that there are no children who cannot be educated to be better so that all children who enroll in madrasas will be accepted without passing entrance exams. This is because the philosophical views held by madrasas are the same as the philosophical views held by pesantren which explain that,

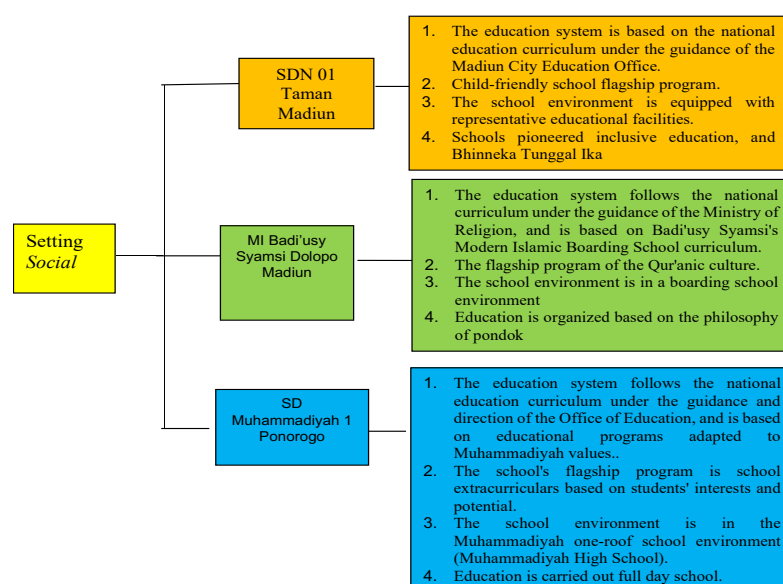
"Smart people will not be leaders if they are not good at being grateful. Naughty people have a great chance to become leaders if they quickly repent. Ignorant people have a greater chance of becoming leaders if they are patient, try to be steadfast and pray (Mashuri as head of MI Plus Badi'usy Syamsi, interview)".

SD Muhammadiyah 1 Ponorogo as one of the charitable efforts of the Muhammadiyah organization in the field of education, was initiated by Ali Dwiwiryono. The background to the establishment of this school is one of the steps to create a young generation who is obedient to Allah and His Messenger and is able to carry out Islamic teachings in accordance with the Al-Qur'an and al-Hadith. In addition, it was still difficult for the community to find state schools with Islamic main characteristics, so that on January 1, 1921 this school was founded, and

its address is at Jalan Batoro Katong no 06 Ponorogo (School written document).

The education and teaching programs held at this school refer to the national education curriculum and are under the guidance of the Ponorogo Regency Education Office which are integrated with Muhammadiyah values. In the field of academic achievement, this school made achievements by winning international-level math competitions, and being able to win tahfidzul Qur'an up to the district level (Hartiningsih as principal of SD Muhammadiyah 1 Ponorogo, interview).

The principal continues to strive to improve the quality of school education, through school activities such as organizing robotics extracurriculars to accommodate students who are interested in robotics, organizing bulletin activities to accommodate students who are interested in writing news and information activities, organizing extracurricular tahfidzul Qur'an activities to accommodate students who interested in reading and memorizing the Qur'an, as well as forming a MIPA team to accommodate students who are interested in mathematics and science (Hartiningsih as the principal of SD Muhammadiyah 1 Ponorogo). The following is the social background of the three research locations:



**Figure 2. Setting Social**

Departing from the background of the social situation created at SDN 01 Taman Madiun, MI Badi'usy Syamsi, and SD Muhammadiyah 1 Ponorogo, it can be seen that there are differences in the implementation of education held in the three school locations. These differences can be seen from the education and teaching programs held in each of these educational units. Education and teaching organized by schools are adapted to each of the characteristics of the organizational culture formed in each of these schools. So that the difference in these characteristics becomes the main attraction to study. The purpose of this article is to find a prophetic leadership model that is applied by school principals in forming a differentiated learning culture at SDN 01 Taman Madiun, MI Badi'usy Syamsi Dolopo Madiun, and SD Muhammadiyah 1 Ponorogo.

## METHODS

The research method used to write this article is a type of qualitative ethnography conducted in three different research locations, namely SDN 01 Taman Madiun, MI Badi'usy Syamsi Dolopo Madiun, and SD Muhammadiyah 1 Ponorogo. The researcher chose to use a qualitative ethnographic type method (Spradley, 1979), because the researcher wanted to reveal the differences in the learning culture formed in the three schools by focusing on research to find the characteristics of the application of prophetic leadership in these schools. form a different learning culture in schools.

Data collection techniques were carried out through interview techniques with purposive sampling (C Bogdan, 1975), participant and non-participant observation, and documentation. After the data was collected, the researchers conducted data analysis using ethnographic data analysis techniques consisting of: domain analysis, taxonomic analysis, component analysis, and cultural theme analysis (J Moleong, 2012).

## RESULTS AND DISCUSSION

### The Process of Forming a Differentiated Learning Culture by the Principal in SDN 01 Taman Madiun

SDN 01 Taman Madiun is one of the leading elementary schools located in downtown Madiun. This school has many advantages that make it one of the favorite primary schools of choice for the people of the city of Madiun. This advantage lies in the educational services provided by schools, where child-friendly schools, healthy schools, and Adiwiyata schools are excellent programs that differentiate them from other elementary schools. The Madiun City Government fully finances this school, so that students who attend this school can get quality education programs for free (Sukanan, as principal of SDN 01 Taman Madiun, interview). Even though the education services provided by schools are free of charge, the quality of education provided by school stakeholders always pays attention to the importance of a culture of continuous improvement (Edward Sallis, 2015: Suryana & Tatang Ibrahim, et.al, 2020).

The seriousness of the principal in developing and advancing SDN 01 Taman Kota Madiun, can be seen from the efforts of the principal to always cross-check the achievements of the school program that have been set through evaluation, supervision and sharing activities with supervisors, as well as the Madiun City Office regarding the latest programs that will be or being implemented by the government, such as an independent curriculum that is being actively socialized to be implemented in schools (Sukanan, as principal of SDN 01 Taman Madiun, interview). . The efforts made by the principal are related to his duties and responsibilities as a leader, where as a leader the principal must have the knowledge, motivation, and innovation to advance the school he leads, especially in providing optimal educational services to students (Donni Juni Priansa, 2014 : Vhalery et al., 2022).

The education services provided by SDN 01 Taman Madiun to create quality schools through differentiated learning patterns are as follows: *First*, SDN 01 Taman

Madiun has not implemented an independent curriculum due to limited teacher resources at school, through teacher council meetings. it was decided that the curriculum applied was the 2013 curriculum based on independent curriculum content (Sukanan, as principal of SDN 01 Taman Madiun, interview). Principals as leaders must have a strong personality and be able to understand the characteristics of the problems they face so that they can make the right and objective decisions to get solutions to the problems they face (Kadarsih et al., 2020).

*Second*, through the year-end evaluation activities the school principal initiated the implementation of the 2013 curriculum in schools by adopting the core components of the independent curriculum, including carrying out morning habitual activities such as memorizing juz'amma, singing national songs together at school. page. (Sukanan, as principal of SDN 01 Taman Madiun, interview). The year-end evaluation activity organized by the principal shows that the principal has the skills to find new ideas needed to be implemented in schools. So that he can carry out reforms in the school he leads by involving all school members in making decisions implemented at school (Putra, 2020 : Munardji, n.d.)

*Third*, the principal together with the vice principal for curriculum, vice principal for infrastructure, and vice principal for student affairs actively provide direction and supervise teachers so that they pay more attention to teacher characteristics. students are diverse, so the learning process given to students must really be adapted to the conditions of the students (Sukanan, as principal of SDN 01 Taman Madiun, interview). Continuous control and supervision carried out by the top management team (Muh. Shulthon Rachmandhani & Edi Irawan, 2021: Sus Budiharto, 2006), aims to empower teachers to improve the quality of learning in the classroom (Imron Mutaqin, 2020).

*Fourth*, the school principal also gave directions for the teacher to carry out a diagnostic assessment before starting learning activities in class (Sukanan, as principal of

SDN 01 Taman Madiun, interview). Thus efforts to realize a differentiated learning process are carried out by the principal through a participatory managerial leadership style based on a diagnostic assessment. This managerial leadership style is based on the process of planning, investigating, coordinating, negotiating (Brownell et al., 1986), as well as involving all stakeholders in decision making carried out in schools (Danim, Sudarwan, 2009). The diagnostic assessment carried out by the principal aims to identify the strengths, weaknesses and potential of students so as to facilitate the principal in providing learning and educational programs according to student characteristics (Wiyanto Sukriadi Kartono, 2015).

The implementation of differentiated learning that is carried out at SDN 01 Taman is based on the characteristics of the students, as well as the heterogeneous conditions of the school environment. So that the efforts made by the school principal, to meet students' needs for religious content through submitting religious teachers to the Madiun City Education Office, both Islamic religious teachers, Christian religious teachers, and Hindu religious teachers (Kristina, as a Christian religion teacher at SDN 01 Taman Madiun, interview). Meeting spiritual needs is an important thing that must be met by educational institutions, so the principal provides a special room for students who are Christians to pray. The principal also provides a special room for Hindu students to worship. The school principal also provides a prayer room for Muslim students to pray in congregation and study the Koran at the mosque (Binti, as an Islamic religion teacher at SDN 01 Taman Madiun, interview). From the results of the interviews with the two ustadz, it can be seen that the principal is trying to realize differentiated learning through the process of creating a comfortable learning environment for students as well as providing encouragement to students to manifest an attitude of tolerance. in religious differences (Wiwinda, 2016)(Tim Penulis Kemendikbudristekdikti, 2021). So that the leadership behavior applied by the principal is

a reflection of the intelligence of the Prophet in leading the civilization of the people based on Islam as rahmatan lil'alam (Abbas Mahmud Al-Aqqad, 2013).

Differentiated learning is impossible to carry out differentiated learning in schools without solid coordination, communication and cooperation between school principals, teachers, students and parents. This can be seen from the existence of a reading corner room in each class as a vehicle for students' reading literacy which is equipped with WIFI, sound system, and LCD projector. It is hoped that this facility will be able to meet students' interest in the importance of literacy in the modern era, especially students who are more interested in audiovisual-based learning models (Titik Isdarwati, as grade IV teacher at SDN 01 Taman Madiun, interview). So that education funds were obtained from Madiun City Government APBD funds, and BOS funds were optimized to fully meet school needs (Sukanan, as principal of SDN 01 Taman Madiun school, interview). Thus improving the quality of schools through the formation of a differentiated learning culture can be carried out through good, strategic and integrated management of educational costs (Akdon, Dedy Achmad Kurniady, 2017). So that it reflects the attitude of trustworthiness, transparency and accountability that has been formed among school stakeholders. The pattern of relationship that is formed between the principal and the student's guardian cannot be separated from the clear and inspiring vision and mission of the principal (Ahmadi, 2013).

Based on the results of data analysis it is known that the prophetic leadership model applied by the school principal in forming a differential learning culture at SDN 01 Taman Madiun is a humanization-based participatory managerial leadership type by making diagnostic assessment the main focus in building a different learning culture at school.

### **The Process of Forming a Differentiated Learning Culture by the Principal in MI Badi'usy Syamsi Dolopo Madiun**

MI Badi'usy Syamsi is basic education at the elementary level which stands under the management of the Badi'usy Syamsi Dolopo Madiun Islamic Boarding School. The implementation of education carried out in madrasas is carried out for 24 hours, because this madrasa is in the same environment as the Badi'usy Syamsi Dolopo Madiun Islamic Boarding School. So that the students who attend this madrasa are on average students from the pesantren environment itself (Mashuri as the principal of MI Badi'usy Syamsi Dolopo Madiun).

MI Badi'usy Syamsi has a vision to create human beings who are pious, have noble character, are intelligent, skilled and able to actualize themselves in people's lives. So that the curriculum implemented in madrasah refers to two curricula that are integrated with each other which consists of: 1. Curriculum 2013 under the auspices of the Ministry of Religion of Madiun Regency. 2. Islamic boarding school curriculum which aims to produce hafidz Qur'an graduates, and make the Qur'an a culture in madrasas. (Imron Mashuri, as MI Badi'usy Syamsi teacher). So it can be seen that the principal places vision as an important part of carrying out the teaching and learning process at school. Clarity of vision and mission as well as ease of understanding by other parties will help madrasas to become effective and competitive organizations (Zuhri, 2018).

MI Badi'usy Syamsi is the only madrasah in Madiun Regency which does not hold entrance exams when new student admissions begin. All prospective new students who register at this madrasa will all be accepted as new students here. They only need to pay a monthly fee of Rp. 600,000 which covers all the needs of the students for both formal education and living expenses at the Islamic boarding school.

This effort is a form of the principal's concern for the importance of education for the community, where he has a philosophical view, "Smart people don't expect to be leaders if they are not good at being grateful,". "Naughty people have a great chance to become leaders if they repent quickly." "An ignorant person has a greater chance of

becoming a leader if he is patient, steadfast, and continues to try and pray (Mashuri as chairman of MI Badi'usy Syamsi Dolopo Madiun, interview). So it can be seen that school principals have a visionary view that is able to encourage organizational performance to be of higher quality, adaptive, and understand what risks will be obtained from each policy step they take (Fadilah et al., 2022).

The consequences that must be faced by school principals from the policy of accepting all students to study at MI Badi'usy Syamsi Dolopo Madiun are as follows: *First*, the average background of students from underprivileged families is a separate obstacle in financing education at school. However, the principal still provides opportunities and treats these students well while participating in learning activities at the madrasah. The school principal believes that financing in a lawful way will give birth to blessings so that Allah SWT always provides all the needs we need (Mashuri, as the principal of MI Badi'usy Syamsi Dolopo Madiun school, interview). Blessing means collecting all the blessings that come from Allah SWT such as collecting water in a pond, blessings will be born from gratitude for the gifts that Allah SWT has given us (Habib Syarief Muhammad Alaydrus, n.d.). Thus the principal in carrying out his leadership is based on emotional intelligence so that he is able to convince the people around him to continue to work hard to achieve common goals (Rohiat, 2010).

*Second*, students who attend MI Badi'usy Syamsi are students with special needs, where they are students who are rejected from other schools, because of their naughty behavior. So the efforts made by the principal to deal with these conditions by giving advice to students that, "bad people have a great chance to become leaders if they want to repent immediately". Apart from that, the school principal also advised them to start learning to read the Qur'an accompanied by the ustadz and ustadzah at the pesantren (Imron Maskuroni, as MI Badi'usy Syamsi teacher, interview). So that the efforts made by school principals include efforts to realize differentiated learning by providing various

approaches to the learning process, as well as creating a learner-oriented learning environment (Tim Penulis Kemendikbudristekdikti, 2021). The principal as a leader is present by giving advice (mauidzah hasanah) that can touch the hearts of students so that they are encouraged in the hearts of students to make good improvements in everyday life (Aulia, 2021).

*Third*, the process of teaching and learning the Qur'an conducted by students at MI Badi'usy Syamsi is of course different, there are students who are proficient at reading the Qur'an, there are also students who cannot read the Al-Qur'an 'an . The school principal instructed MI Badi'usy Syamsi's teacher so that all new students, both first graders and new students who are adults and transfer students from other schools, repeat from iqro'. The school principal wants students' reading to be made uniform with other students, especially for makhrajul letters (Fattah, as teacher of MI Badi'usy Syamsi Dolopo Madiun, interview). Based on the results of these interviews, it can be seen that the principal's efforts in carrying out differentiated learning are carried out by prioritizing quantity and quality so that there is an emphasis from the principal on the output resulting from this learning process, namely the results are the same (Tim Penulis Kemendikbudristekdikti, 2021). The leadership style applied by the principal in this case is autocratic leadership, where the principal as a leader has absolute authority over the learning process in schools (Danim, Sudarwan, 2009).

*Fourth*, educating students who are naughty and like to disturb other friends. The school principal and teacher at MI Badi'usy Syamsi agreed to impose sanctions in the form of an obligation to deposit one juz of Al-Qur'an memorization. head of MI Badi'usy Syamsi Dolopo Madiun, interview). The sanctions given by the principal aim to educate students to be more responsible for themselves. In addition, these sanctions also aim to foster a sense of mutual respect between one friend and another (Firdaus, 2020). The output resulting from the learning process held at MI Badi'usy Syamsi produces

graduates who are not only intelligent, but produce graduates who have leadership qualities, memorize the Al-Qur'an (juz 30), and are able to achieve the best achievements in every competition held. participated, and got the best score in the assessment conducted by the government (Mashuri, as the principal of MI Badi'usy Syamsi Dolopo Madiun, interview).

Based on the results of data analysis it is known that the prophetic leadership model applied by the principal in forming a differential learning culture at MI Bad'usy Syamsi Dolopo Madiun is a transcendence-based autocratic visionary leadership type. The formation of a differential learning culture carried out by the school principal prioritizes the formation of a Al-Qur'an culture by making the Al-Qur'an the main source of knowledge.

### **The Process of Forming a Differentiated Learning Culture by the Principal in SD Muhammadiyah 1 Ponorogo**

SD Muhammadiyah 1 Ponorogo is one of the leading private schools that stands under the auspices of the Muhammadiyah organization whose management is managed by the Muhammadiyah Foundation. The curriculum used in this school follows the National curriculum that is being implemented by the government, namely the Merdeka curriculum under the supervision of the Ponorogo Education Office. This school has an A accreditation title so that this school is always the main reference for the community to provide the best education for their children. This is because this school is already known to the public for its achievements in the fields of religion, science, science and technology, as well as other fields such as sports (Atik Ernawati, teacher at SD Muhammadiyah 1 Ponorogo, interview). The series of achievements this school has achieved shows the principal's seriousness in improving the quality of school education in the areas of academic and non-academic achievements, both at the district, East Java, national and international levels. So that quality schools can be seen from: input quality, process quality, and process support

quality (Rachmandhani, Muh Shulthon, 2020).

The series of achievements that have been achieved by SD Muhammadiyah 1 Ponorogo at the local, national and international levels are not the only thing that attracts people to entrust their children to study there. But the habit of having noble character, adab, and being diligent in worship has its own added value in the eyes of the community, because their children are not only taught about world knowledge but their children are also taught about the afterlife (Heni, as a guardian of students at SD Muhammadiyah 1 Ponorogo, interview). Departing from parents' responses to the education and teaching services provided by the school, the step taken by the school principal was to form an ISMUBA (Islamic Muhammadiyah, and Arabic) team that functions to facilitate religious programs. Formation of a robotics team to facilitate students interested in robotics. Formation of a MIPA (Mathematics and Natural Sciences) team to facilitate students who are interested in mathematics and natural sciences. Formation of an editorial team for al-wara' magazine to facilitate students interested in literacy and numeracy (Hartiningsih, as principal of SD Muhammadiyah 1 Ponorogo, interview).

From the results of these interviews it can be seen that the type of leadership applied by the principal in building a differentiated learning culture is participatory where the principal in taking policy steps prioritizes establishing good relations with all components of the school in completing the tasks carried out together (Usman, 2014).

The background to the formation of the ISMUBA team, robotics team, MIPA team, and Al-Wara magazine editorial team was motivated by the desire of parents of students so that the school is able to facilitate students' learning needs according to their interests and interests. talent (Hartiningsih, as principal of SD Muhammadiyah 1 Ponorogo, interview). Differentiated learning aims as a process of developing creativity, and student potential so that they are able to explore their potential and expertise, and teach students discipline when

participating in the learning process in class (Wiwin Herwina, 2021). The following is the implementation of differentiated learning in schools:

*First*, the formation of the ISMUBA team carried out by the school principal aims to facilitate students who have an interest in tahfidz Al-Qur'an, so that the teachers who are members of the team are selected teachers who have been selected beforehand. in terms of their ability to read the Qur'an. From the results of deliberations with the school principal it was agreed that the method used was the ummi method. The ummi method as a method of reading the Qur'an with tartil has at least been implemented by more than 1000 institutions in Indonesia, the difference between the ummi method and other methods lies in the system used and the book used, where the book was compiled by Masruri, and Yusuf. Steps taken by the school principal to meet the need for Al-Qur'an reading skills are by collaborating with the ummi foundation (Muslimin, as waka ISMUBA SD Muhammadiyah 1 Ponorogo).

Based on the results of these interviews, it can be seen that the type of managerial leadership is the type of leadership applied by school principals to meet students' needs in learning to read the Koran. This type of managerial leadership assumes that the focus of a leader is to carry out their main tasks and functions by using the competencies they have (Usman, 2014). Achievements achieved by students in the field of tahfidzul Qur'an were able to occupy the top four positions in the tahfidzul Qur'an competition organized by the Ponorogo district government (Muslimin, as waka of ISMUBA SD Muhamamdiyah 1 Ponorogo, interview).

*Second*, the formation of a robotics team carried out by the school principal was carried out as an effort by the school to keep abreast of the latest information technology developments. The formation of this team was carried out in collaboration with the robotics team from ITS. This community consists of students who have an interest in robotics and on average come from wealthy families because of the equipment, and there are more international robotics competitions held. This

team won first, second and third place in an international robotics competition held in Tokyo Japan (Hartiningsih, Principal of SD Muhammadiyah 1 Ponorogo, interview).

From the results of these interviews it can be seen that the type of participative leadership is the type of leadership applied by school principals to meet the needs of students who are interested in the field of robotics. The school principal also involves student guardians when this community will take part in international competitions because the school budget is not fully sufficient for this activity (Usman, 2014).

Third, the formation of the SD Muhammadiyah 1 Ponorogo MIPA team was carried out with the aim of accommodating students who are interested in mathematics and science. This activity is carried out by the principal in collaboration with one of the student guardians who is willing to foster this community. The activities carried out by this community are by holding joint learning activities every Wednesday afternoon at the student's parent's house. The teaching methods that are usually used by teachers when teaching are the drill method, and group discussions. The purpose of using this method is for students to get used to working on Olympic questions. When they find it difficult to work on certain problems, they are invited to discuss together to find solutions to these problems. The achievement achieved by this community is by winning 4th place in an international mathematics competition held in Japan (Hamida, as the guardian of SD Muhammadiyah 1 Ponorogo students). From the results of these interviews it can be seen the skills of the principal in carrying out his duties as a leader. He is able to establish effective communication with the student's guardians, so that the student's guardians want to foster and guide the MIPA community well. Thus the prophetic leadership style applied by the principal is a participatory leadership type (Riza Mahara, Cut Zahri Harun, 2017)

Fourth, the formation of the al-wara magazine editorial team was carried out by the school principal as a forum for students who are interested in journalism. The editorial

staff is tasked with providing guidance, direction, and activities to students who are members of the journalism field to actively write in the school magazine (*al-wara'*) which is published regularly once a month (Heri, as a teacher at SD Muhammadiyah 1 Ponorogo, interview). The formation of the *al-wara'* magazine editorial team was initiated by the school principal to improve students' literacy skills. The results of deliberations with the editors of *al-wara'* magazine agreed that students were required to visit the school library to look for writing references in *al-wara'* magazine (Hartiningsih, as the principal of SD Muhammadiyah 1 Ponorogo). So that the type of prophetic leadership applied by school principals to enhance a differentiated learning culture is participatory (Usman, 2014).

Based on the results of data analysis it is known that the prophetic leadership model applied by the principal in the formation of a differentiated learning culture at SD Muhammadiyah 1 Ponorogo is a team-based participatory leadership type, in which a team considers itself as a unit. the unity of social groups in an organization that can provide many benefits. within the organization (Richter, A.W., Scully, J., West, 2005). The formation of a differential learning culture carried out by the school principal prioritizes the formation of a culture of religious knowledge.

## CONCLUSION

The prophetic leadership applied by the principal in forming a differentiated learning culture has been well implemented in each school. The formation of a differentiated learning culture carried out by the principal is adapted to the culture of each school, namely: 1) The formation of a differentiated learning culture carried out by the principal of SDN 01 Taman is carried out through the application

of prophetic preaching. humanist-based participative managerial leadership model and diagnostic assessment based on school environment and student learning needs. 2). MI Badi'usy school principal Syamsi Dolopo Madiun creates a differentiated learning culture through the application of a visionary autocratic leadership model based on creating a learning environment for the Koran. 3). The formation of a differentiated learning culture carried out by the principal of SD Muhammadiyah 1 Ponorogo was carried out through the application of a team-based participatory prophetic leadership type. The culture of differentiation learning that is built in schools is more dominant in shaping the culture of high achieving schools. Thus it was found that the prophetic leadership model in forming a different learning culture in each school has its own characteristics both from the school environment and students' learning needs. The results of this study can serve as an example for school principals in forming a differentiated learning culture, because differentiated learning focuses on meeting students' learning needs according to the characteristics and competencies of each student.

## AUTHORS' NOTE

This research article is the result of research that we have conducted within a period of six months. This research is also free from elements of plagiarism with a turnitin results 11%.

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