Prophetic Leadership, Social Media, and Technology in Integrated Islamic School Reputation Management

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Abstract

Reputation management in Integrated Islamic Senior High Schools is crucial for enhancing competitiveness and public trust. This study analyses the influence of prophetic leadership, social media, and learning technology on reputation management, with teacher perceptions as a mediating variable. A quantitative method was employed through a survey of 109 respondents from six SMAITs in Bekasi. Data were collected using questionnaires and analysed with structural equation modelling (SEM). The findings indicate that prophetic leadership, the utilisation of social media, and learning technology have a positive and significant impact on school reputation management. Teacher perceptions strengthen the relationship between these three factors and school reputation. These results underscore the importance of developing prophetic leadership, optimising social media, and implementing learning technology effectively to enhance the reputation of SMAITs in Bekasi. Future research will broaden the focus to collaboration among parents, teachers, and students. Such collaboration, supported by digital innovation, is believed to strengthen further the image and public trust in integrated Islamic schools.

Keywords: Prophetic Leadership; Social Media; Learning Technology; Teacher Perceptions; Reputation Management.

Abstrak

Manajemen reputasi di Sekolah Menengah Atas Islam Terpadu sangat penting untuk meningkatkan daya saing dan kepercayaan masyarakat. Penelitian ini menganalisis pengaruh kepemimpinan profetik, media sosial, dan teknologi pembelajaran terhadap manajemen reputasi, dengan persepsi guru sebagai variabel mediasi. Metode kuantitatif digunakan melalui survei terhadap 109 responden dari enam SMAIT di Bekasi. Data dikumpulkan menggunakan kuesioner dan dianalisis dengan model persamaan struktural (SEM). Hasil penelitian menunjukkan bahwa kepemimpinan profetik, pemanfaatan media sosial, dan teknologi pembelajaran berpengaruh positif dan signifikan terhadap manajemen reputasi sekolah. Persepsi guru memperkuat hubungan antara ketiga faktor tersebut dengan reputasi sekolah. Temuan ini menegaskan pentingnya pengembangan kepemimpinan profetik, optimalisasi media sosial, dan penerapan teknologi pembelajaran secara efektif untuk meningkatkan reputasi SMAIT di Bekasi. Penelitian selanjutnya memperluas fokus pada kolaborasi antara orang tua, guru, dan siswa. Kolaborasi ini, didukung inovasi digital, diyakini dapat memperkuat citra dan kepercayaan publik terhadap

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sekolah Islam terpadu.

Kata kunci : Kepemimpinan Profetik; Media Sosial; Teknologi Pembelajaran; Persepsi Guru; Manajemen Reputasi.

I. Introduction

The Integrated Islamic School or Sekolah Islam Terpadu (SIT) in Indonesia commenced its development in the 1990s to address the demand for an educational framework that amalgamates Islamic values with the national curriculum, originating from the Islamic education movement that has proliferated since the 1970s, as Muslims have heightened their awareness of the significance of Islamic-based education (Makruf, 2009; Rivaldy et al., 2024). The educational institution not only emphasises the academic aspect but also builds the character of students based on Islamic values, where character education becomes an essential part of the national education system. The SIT network emphasises the development of Islamic personal development (Rivaldy, Syarifudin, & Firdaos, 2024). Until now, SIT continues to grow in various regions, including Bekasi, in line with the high public interest in Islamic-based education.

The school's reputation is a highly valuable asset in the educational world. According to Fombrun (2018), the reputation of an organisation, including educational institutions, is built through a combination of leadership, communication, and innovation. The school's reputation depends not only on academic quality but also on how Islamic values are applied in the educational process. However, the reputation of Islamic schools faces significant challenges in competition with public and international schools, so it must offer advantages in terms of education quality, Islamic character, and openness to technological developments to remain relevant and in demand by the public (Rivaldy, 2024; Rehman et al., 2025).

School reputation management is heavily influenced by the perception of teachers, students, and the wider community (Skallerud, 2011; Sagir et al., 2014; Mutamimah et al., 2025). Pedersen (2022) affirms that an organisation's reputation can be built through effective leadership, good communication, and innovation in institutional management. In the context of integrated Islamic schools, it is crucial to understand how prophetic leadership, the use of social media, and learning technology affect the management of school reputation.

Prophetic leadership is one of the key pillars in managing the education system at the Integrated Islamic Senior High School, also known as Sekolah Menengah Atas Islam Terpadu (SMAIT). One of the reasons for this leadership model can be applied is based on prophetic values such as honesty (siddiq), trust (amanah), conveying (tabligh), and wisdom (fathanah), which principals and teachers use as role models for students in forming an inspiring and characterful learning environment (Muhammad, 2015; Manik, 2021; Herijanto, 2022). The implementation of prophetic leadership in educational

institutions also contributes to the formation of a school culture based on Islamic values and enhances the quality of education (Rakhman et al., 2023). Leadership in the world of education has a significant impact on the organisational culture and reputation of Islamic educational institutions (Atiqullah, 2024). In the context of Islamic schools, prophetic leadership is an ideal model because it is based on Islamic values taught by the Prophet Muhammad, PBUH, and has a positive impact on the school's reputation through its emphasis on integrity and professionalism (Maria et al., 2024).

In addition to prophetic leadership, social media now plays a strategic role in building an organisation's reputation (Kaplan & Haenlein, 2010; Gilani et al., 2020). Educational institutions can optimally utilise social media to build effective communication with the community and strengthen the school's reputation. Academic institutions that are active on digital platforms, such as Facebook, Instagram, YouTube, and TikTok, have higher levels of engagement with parents and prospective students (Perifanou et al., 2021; Mishnick & Wise, 2024). Social media allows educational institutions to showcase students' academic and extracurricular achievements, promote Islamic values, and establish interactive communication with parents and prospective students. However, social media also presents challenges, such as the risk of misinformation and public misunderstanding, including in educational institutions (Jiang & Wang, 2024; Shahbazi & Bunker, 2024). Consequently, a robust digital communication plan is essential for effectively managing the school's reputation. Social media has evolved into a strategic instrument for educational institutions to cultivate a favourable reputation, disseminate information, and enhance engagement with the public and stakeholders.

The integration of technology is progressively vital in enhancing educational quality, as its use facilitates more engaging and effective pedagogical approaches through e-learning, educational software, and various technical equipment (Lie et al., 2020; Abbas et al., 2019). According to Bates (2019), technology in education can improve learning effectiveness and provide a more interactive learning experience. Some educational institutions have begun to implement various learning technologies, including Learning Management Systems (LMS), Islamic-based learning applications, and interactive tools, to support dynamic teaching methods.

In this context, teachers' perceptions of the various factors that affect school reputation management are significant (Martínez-León & Olmedo-Cifuentes, 2021). Teachers, as the leading actors in the educational process, hold diverse views on prophetic leadership, the use of social media, and the application of learning technology in maintaining and enhancing the school's reputation. Teachers play a strategic role in assessing and shaping the school's reputation, as they interact directly with students and parents, thereby gaining a deep understanding of school management (Chotimah et al., 2024; Martín-Miguel et al., 2020). Teachers see schools with strong leadership, effective social media communication, and suitable learning technology more positively. In

contrast, shortcomings in leadership, communication, or learning technologies will reduce teachers' assessments of the school's reputation.

The main problems identified are the lack of well-established reputation management in most Islamic educational institutions, low public awareness, a lack of attention to the importance of reputation, and a limited perception among teachers (Rivaldy et al., 2023; Warta et al., 2024). The biggest challenge is the disparity between the vision and mission set and the reality experienced by the community, so a clear reputation standard is needed and continuously improved in alignment with the school's goals and resources (Gandrita, 2023; Ibn-Mohammed et al., 2024).

Previous research has addressed reputation management in a variety of educational contexts, ranging from online universities in private educational institutions to quantitative methods using SEM in Spain (Martín-Miguel et al., 2020). Efforts to build the reputation of Islamic schools in the Muslim middle class in Indonesia with qualitative descriptive methods (Ratnasari & Suradika, 2020). A study of university leadership and reputation in Bangladesh using quantitative methods with SEM-PLS (Haque et al., 2025). The role of stakeholders in creating the reputation of integrated Islamic schools at the junior high school level in Mojokerto is explored using qualitative methods (Chotimah et al., 2024). Creating family, school, and community support for vocational education in Pakistan with a quantitative approach using SEM-PLS (Rehman et al., 2025). The similarities between this study and previous studies lie in its focus on school reputation management, the influence of public perception, and the challenges in reputation management using the SEM-PLS quantitative approach. However, this research has gaps and novelties, namely the focus on the level of Integrated Islamic High School (SMAIT) as an integrated Islamic private school in Bekasi, a holistic approach that includes internal and external aspects of reputation, simultaneous analysis of the influence of prophetic leadership, social media, learning technology, and the role of teacher perception as mediators, which has not been widely explored in the context of integrated Islamic schools.

The primary contribution of this study is to expand the understanding of reputation management in integrated Islamic schools by integrating prophetic leadership, social media, and learning technology, with teachers' perceptions serving as a mediating variable. This research is theoretically significant because it develops the concept of reputation management based on Islamic values and technological innovation, and provides practical strategic recommendations for school managers to enhance the reputation and competitiveness of SIT in the digital era.

The purpose of this study is to analyse the influence of prophetic leadership, social media, and learning technology on the reputation management of SMAIT in Bekasi, examine the role of teachers' perceptions as mediators, and provide strategic

recommendations for the development of effective reputation management in integrated Islamic schools.

II. Research Method

The methodology of this study employs a quantitative approach, a systematic method that investigates a specific population or sample through structured research instruments (Cohen et al., 2018). Quantitative research enables researchers to manipulate variables, test correlations, validate theories, make predictions, and draw scientific generalisations (Hardani et al., 2020). This approach is designed to empirically test the theoretical framework, ensure objectivity, explain the relationships between variables, and provide statistical summaries and estimates of research results (Creswell, 2014). Therefore, the design of quantitative research requires an organised, standardised, and formal framework (Yusuf, 2017).

This study uses the survey method as a quantitative approach to collect data related to beliefs, opinions, characteristics, behaviours, and relational variables, both in past and present events (Nardi, 2018). This survey aims to test hypotheses regarding sociological and psychological variables through sampling from specific populations. Data collection techniques include observation, interviews, and questionnaires, although all three tend to produce descriptive data that does not always delve into the subject matter (Hardani et al., 2020). The research was conducted in six Integrated Islamic Schools at the high school level in Bekasi Regency, specifically at SMAIT Thariq Bin Ziyad, SMAIT Al Fidaa, SMAIT Nurul Fajri, SMAIT Ulil Albab, SMAIT An Nur, and SMAIT Mutiara Hikmah, from November 2024 to February 2025.

The data in this study are quantitative and measured using a 1–5 Likert scale. Data is defined as a unit of information that can be stored in various media, possesses distinctive characteristics, is relevant to the research issue, and is analysed as a collection of factual or informational records within a scientific framework (Achyar et al., 2020).

The population of this study includes all teachers in six Integrated Islamic Schools in Bekasi Regency, namely SMAIT Thariq Bin Ziyad (42 teachers), SMAIT Al Fidaa (20 teachers), SMAIT Nurul Fajri (12 teachers), SMAIT An Nur (9 teachers), SMAIT Ulil Albab (11 teachers), and SMAIT Mutiara Hikmah (15 teachers), with a total of 109 teachers based on data from the Ministry of Education and Culture. The entire population was sampled using the Purposive Sampling technique, a non-probability sampling method that selects samples deliberately based on specific criteria relevant to the research objectives. This technique was chosen because it allows researchers to obtain representative and in-depth data from subjects with particular characteristics, and is often used in both quantitative and qualitative research that emphasises depth of information rather than generalisation. The selection of respondents was based on inclusion criteria, such as only teachers from schools registered in the Bekasi Regency

Integrated Islamic School Network (JSIT). According to Miles et al. (2014), purposive sampling is suitable for focusing on information-rich cases that are strategically important to the understanding of research phenomena, even if the results are not statistically representative.

Primary data is obtained directly from the source or location of the research, namely, teachers. Meanwhile, secondary data is collected from literature, reports, bulletins, articles, journals, and online sources relevant to the study. Data collection techniques include direct observation at the research site with careful documentation of every symptom that appears in the subject, the use of questionnaires or questionnaires containing written questions to respondents, literature studies to trace related scientific references, and documentation in the form of data collection from books, documents, images, and other relevant information.

Data processing was further conducted using SmartPLS software, as this study employed a reflective model that demonstrated the relationship between latent variables and their indicators (Ghozali & Latan, 2020). The data collection technique employed a questionnaire with written statements that respondents were asked to answer. Structural equation modelling (SEM) is used to analyse the cause-and-effect relationships between latent variables (Rahadi, 2023). The PLS-SEM analysis consists of two parts: the measurement model (outer model), which illustrates how the manifest variables represent the latent variables, and the structural model (inner model), which shows the strength of the estimation between the latent variables (Schumacker & Lomax, 2015).

1. **Testing of Measurement Model at The Indicator Level**, is carried out to ensure that each indicator can represent the latent constructs. The stages of testing include:

   a) Outer Loadings: Indicators with a loading factor of ≥ 0.7 indicate good convergent validity, values of 0.5–0.7 are still acceptable in exploratory research, and indicators below 0.5 can be considered for removal (Hair, Hult, Ringle, & Sarstedt, 2021).
   b) Convergent Validity: Tested via Average Variance Extracted (AVE), AVE value ≥ 0.5 (Fornell & Larcker, 1981).
   c) Construct Reliability: Composite Reliability (CR) and Cronbach's Alpha ≥ 0.7 (Henseler et al., 2015).

2. **Measurement Model Testing at The Dimension Level**, was carried out by checking the convergent validity through Outer Loadings and AVE, as well as the discriminant validity using the Fornell-Larcker method (the square root of AVE must be greater than the correlation between constructs) and the Heterotrait-Monotrait Ratio (HTMT) < 0.85 (Fornell & Larcker, 1981).

3. **Structural Model Testing,** aims to analyse the relationship between latent variables, including:

a) Goodness of Fit Model: Evaluated via SRMR (Standardised Root Mean Square Residue) with a value of ≤ 0.08 (Hu & Bentler, 1999).

b) Multicollinearity Test: Using Variance Inflation Factor (VIF) < 5 (Hair, Hult, Ringle, & Sarstedt, 2021).

c) Direct Influence Testing: Analysis of path coefficient and bootstrapping significance of 5000 samples, with t-statistical criteria ≥ 1.96 and p-value ≤ 0.05 (Hair, Hult, Ringle, & Sarstedt, 2021).

d) Indirect Influence Testing: Through mediated effects with bootstrapping (Hayes & Preacher, 2008).

e) Coefficient of Determination (R^2): To see the magnitude of the independent variable's explanation of the dependent variable, with the criteria R^2 0.19 (weak), 0.33 (moderate), 0.67 (strong) (Cohen et al., 2018). While analysing F^2 for the relative contribution of each construct (Hair, Hult, Ringle, & Sarstedt, 2021).

4. **Importance-Performance Map Analysis (IPMA)** is used to evaluate the importance and performance of each latent variable against the key dependent variable, by identifying the exogenous latent variables that have a significant effect and compiling an Importance-Performance map for performance improvement priorities (Hair, Hult, Ringle, Sarstedt, et al., 2021)

III. Result and Discussion
A. Indicator Level Measurement Model Testing (First Stage Measurement)

These findings reinforce that the instruments used in the study have demonstrated validity and reliability at the initial measurement stage, enabling their use for further analysis in quantitative research based on structural models. As in the following table:

Table 1. Summary of Construct Validity and Reliability

Construct	Dimensions/ Indicators	Loading Factor	Composite Reliability (CR)	AVE	Validity & Reliability
Prophetic Leadership	*Siddiq*	0.638–0.863	0.906	0.655	Valid/Reliable
	Amanah	0.859–0.922	0.939	0.804	Valid/Reliable
	Tabligh	0.844–0.919	0.915	0.797	Valid/Reliable
	Fatonah	0.832–0.896	0.919	0.751	Valid/Reliable
Social Media	Social Media Content	0.602–0.851	0.913	0.533	Valid/Reliable
	Social Media Conversations	0.707–0.852	0.928	0.630	Valid/Reliable
Learning Technology	System Approach	0.586–0.916	0.940	0.686	Valid/Reliable

| Construct	Dimensions/ Indicators	Loading Factor	Composite Reliability (CR)	AVE	Validity & Reliability
	(Digital/Inter net)				
	Student- Oriented (ICT)	0.713–0.857	0.958	0.661	Valid/Reliable
	Digital Learning Resources (ICT)	0.762–0.894	0.936	0.748	Valid/Reliable
	Knowledge	0.732–0.881	0.929	0.684	Valid/Reliable
Teacher's Perception	Understandin g	0.548–0.826	0.890	0.576	Valid/Reliable
	Self- Awareness	0.745–0.909	0.925	0.686	Valid/Reliable
Reputation Management	Internal Involvement	0.662–0.861	0.957	0.620	Valid/Reliable
	External Involvement	0.589–0.947	0.947	0.503	Valid/Reliable

Source: Data Processed, 2025

B. Dimesional Level Measurement Testing (Second Stage Measurement)
a) Convergent Validity

These findings confirm that the instruments used have met the criteria for strong and reliable convergent validity, as shown in Table 2, for follow-up analysis. The following figure illustrates a structural model that shows the influence of prophetic leadership, social media, and learning technology on reputation management, both directly and through the perception of teachers. The results of estimating the PLS SEM model using an algorithm that incorporates dimensional loading factor information for each construct are presented below.
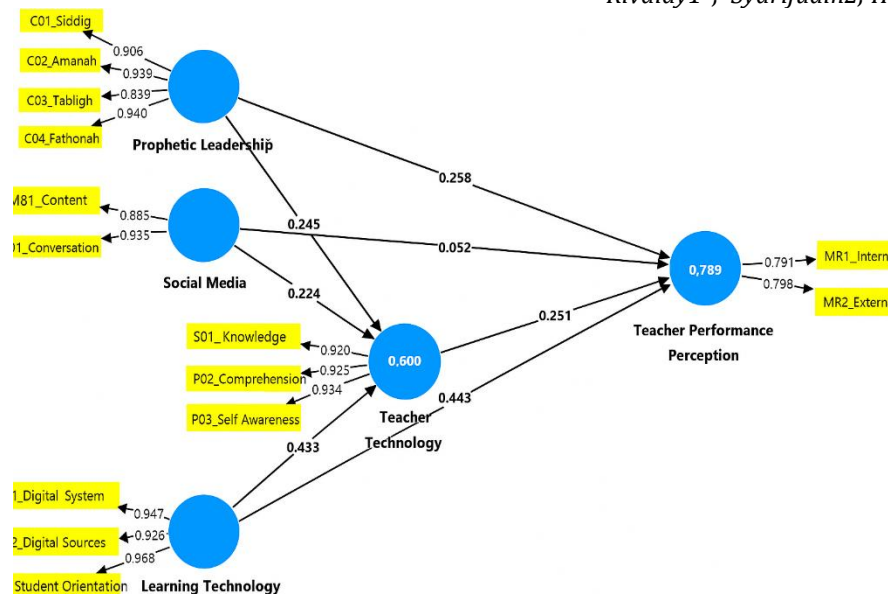
Figure 1. Estimation Results of the SEM Model PLS Algorithmic Engineering
Source: Processed Data (2025)

b) Discriminatory Validity

The validity of the discriminators in this study was assessed using three primary approaches to ensure that each constructed measure was empirically distinct from the others. Overall, these three methods provide strong confirmation that the constructs in the research model have good discriminant validity and are reliable for further analysis. The results of the analysis of the table below indicate that all dimensions are declared valid, which means that the instrument used in this study has met the criteria for convergent validity and is reliable for measuring constructs accurately and consistently. These findings strengthen the quality of the measurement models used, making them suitable as a basis for further analysis and scientific conclusions of research.

Table 2. Summary of Convergent Validity

Variable	Dimensions/Indicators	Loading Factor	AVE	Information
	Siddiq	0.906		Valid
Prophetic Leadership	Trust	0.939	0.867	Valid
	Tabligh	0.939		Valid
	Fatonah	0.940		Valid
Reputation Management	Internal	0.943	0.893	Valid
	External	0.947		Valid
Social Media	Content	0.885	0.828	Valid
	Conversation	0.935		Valid
	Knowledge	0.920		Valid
Teacher's Perception	Understanding	0.925	0.858	Valid
	Self-Awareness	0.934		Valid

Variable	Dimensions/Indicators	Loading Factor	AVE	Information
	Digital Systems	0.947		Valid
Learning Technology	Student Orientation	0.968	0.897	Valid
	Digital Sources	0.926		Valid

Source: data processed (2025)

c) Reliability

All constructs in this study demonstrated excellent internal consistency, as evidenced by the high reliability values in each dimension tested. This indicates that the research instrument is not only valid but also reliable, enabling consistent results in construct measurements and making it suitable for use in advanced analysis, while also providing confidence in the research findings produced.

C. Structural Model Test (Inner Model Test)

The R-squared value indicates the proportion of the variability of the dependent variables that can be explained by the independent variables in the model, indicating that the model is still quite good at explaining the dependent variables, even though the value is lower than that of Reputation Management.

Table 3. Table R- Square

Variable	*R-square*	*R-square adjusted*
Reputation Management	0.789	0.781
Teacher's Perception	0.600	0.589

Source: data processed (2025)

The Q-square value in this research model indicates the model's predictive ability for the variable in question. Overall, these two Q-square values indicate that the model used is quite reliable in predicting Reputation Management and Teacher Perception, allowing it to produce accurate predictions for both variables.

Table 4. Q Square Table

Variable	Q Square	Criterion
Reputation Management	0,688	Strong Predictions
Teacher's Perception	0,490	Moderate Prediction

Source: data processed (2025)

A Standardised Root Mean Square Residual (SRMR) value of 0.056 indicates that the estimated model has an excellent fit with the data, as it is below the threshold of 0.08. This suggests that the model can accurately represent the relationships between variables and is suitable for further analysis in the study.

Table 5. Table Fit Summary

	Saturated model	*Estimated model*
SRMR	0,056	0,056

Source: data processed (2025)

a) Multicollinearity Test

The Variance Inflation Factor (VIF) value in this study model ranges from 1,270 to 3,062, which is well below the general threshold of 5 or 10. This shows that there is no significant multicollinearity problem among the independent variables in the model. Thus, these variables are not excessively dependent on each other, estimating model parameters more stable and the results of the analysis more trustworthy. Overall, the model is declared free of multicollinearity that can interfere with the regression analysis process. Described in the following table.

Table 6. Table Inner Model VIF- Matrix

Variable	Prophetic Leadership	Reputation Management	Social Media	Teacher's Perception	Learning Technology
Prophetic Leadership		1.420		1.270	
Reputation Management					
Social Media		2.799		2.674	
Teacher's Perception		2.501			
Learning Technology		3.062		2.570	

Source: data processed (2025)

b) Direct Impact Testing

Figure 2 illustrates the bootstrapping results of the SEM-PLS model employed in this study. In the image, it can be seen that some relationships between variables have high t-statistical values and low p-values, showing a significant influence. This suggests that the relationships between the variables examined in the model have a substantial impact on reputation management. Thus, the results of this bootstrapping provide additional validity to the research findings.
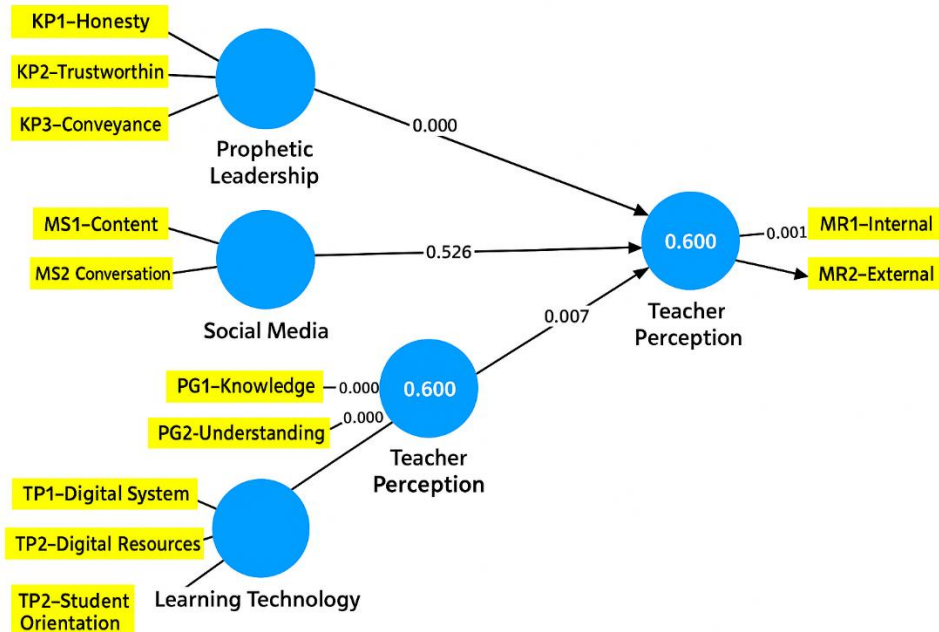
Figure 2. *Bootstrapping Images*

Source: data processed (2025)

The results of the path analysis in this study show that the variables of prophetic leadership and learning technology have a positive and significant influence on reputation management and teacher perception. These findings underscore the importance of strengthening aspects of prophetic leadership, leveraging technology, and enhancing teacher perception to enhance the reputation of educational institutions. Described in the following table:

Table 7. Direct Impact Test

Variable	Original sample (O)	T statistics (|O/STDEV|)	P Values
Prophetic Leadership -> Reputation Management	0.258	3.784	0.000
Prophetic Leadership -> Teacher's Perception	0.245	3.031	0.002
Social Media -> Reputation Management	0.052	0.635	0.526
Social Media -> Teacher's Perception	0.224	2.196	0.028
Teacher Perception -> Reputation Management	0.251	2.688	0.007
Learning Technology -> Reputation Management	0.488	5.287	0.000
Learning Technology -> Teacher's Perception	0.443	4.523	0.000

Source: data processed (2025)

c) Indirect Influence Testing

The results of the mediation pathway analysis in this study indicate that teachers' perceptions serve as a significant mediator in the relationship between learning technology and prophetic leadership on reputation management, but not in the

relationship between social media and reputation management. These findings confirm that teacher perceptions effectively mediate the influence of learning technology and prophetic leadership on improving reputation management. In contrast, the influence of social media through teacher perception has not been strong enough to have a significant impact on institutional reputation. Described as follows:

Table 8. Indirect Influence Test Table

Variable	*Original sample* (O)	*T statistics* (|O/STDEV|)	*P Values*
Learning Technology -> Teacher Perception -> Reputation Management	0.111	2.152	0.031
Prophetic Leadership -> Teacher Perception -> Reputation Management	0.061	2.183	0.029
Social Media -> Teacher Perception -> Reputation Management	0.056	1.561	0.119

Source: data processed (2025)

d) Coefficient of Determination and Simultaneous Influence Testing

The test results showed that the Reputation Management variable had an R-Square value of 0.789, indicating that about 78.9% of the variation in Reputation Management could be explained by a model consisting of the variables tested. The R-squared adjusted value of 0.781 indicates that, despite adjustments to the number of variables used, the model still retains high predictive power. Based on the value of R-Square, the value of F can be calculated to test the significance of the simultaneous influence of the variables of teacher perception, prophetic leadership, social media, and learning technology on reputation management using the following table:

Table 9. Coefficient of Determination

Variable	*R-Square*	*R-Square Adjusted*
Reputation Management	0,789	0,781
Teacher's Perception	0,600	0,589

Source: data processed (2025)

Based on the value of R-Square, the value of F can be calculated to test the significance of the simultaneous influence of the variables of teacher perception, prophetic leadership, social media, and learning technology on reputation management using the following calculations:

$$F - value = \frac{R^2/k}{\frac{(1 - R^2)}{(N - k - 1)}} = \frac{0.789/3}{\frac{(1 - 0.789)}{(170 - 3 - 1)}} = 130{,}877$$

The results of the calculation show that the F value is calculated as 130.877. This value exceeds the F-table (2.690), indicating that the combined influence of prophetic

leadership, social media, and learning technology on reputation management is significant.

Meanwhile, for the Teacher Perception variable, the R-Square value of 0.600 indicates that the model can explain 60.0% of the variation in Teacher Perception. The R-squared Adjusted value of 0.600 indicates that, although it is slightly lower than the R-squared value, this model still has good predictive power for Teacher Perception. Overall, these two R-squared values indicate that the research model has a reasonably strong ability to explain the variability in both variables tested, with Reputation Management exhibiting a higher model fit compared to Teacher Perception. Based on the value of R-Square, the value of F can be calculated to test the significance of the simultaneous influence of prophetic leadership variables, social media and learning technology on teacher perception using the following calculations:

$$F - value = \frac{R^2/k}{\frac{(1 - R^2)}{(N - k - 1)}} = \frac{0.600/3}{\frac{(1 - 0.600)}{(170 - 3 - 1)}} = 52,500$$

The calculation results show an F-value of 52,500. This value exceeds the F-table, indicating that the combined influence of prophetic leadership, social media, and learning technology on teacher perception is significant.

D. Importance-Performance Map Analysis (IPMA)

Learning technology is the variable that has the most influence on reputation management, with the highest total effect value and significant performance. Teacher perception, although less influential than learning technology, still plays a vital role because of its low performance, so it needs to be improved to strengthen its reputation. Social media also needs to optimise its strategy because its influence and performance are still lagging behind those of other variables. Meanwhile, prophetic leadership has relatively little influence on reputation, despite performing exceptionally well. Therefore, the top priority in reputation management should be focused on the development of learning technology, followed by increasing teacher perception and optimising social media. Described in the following table:

Table 10. Result of IPMA Analysis of Reputation Management at the Dimension Level

Variable	Total Effect	Performance
Prophetic Leadership	0,320	74,395
Social Media	0,108	57,792
Teacher's Perception	0,251	50,365
Learning Technology	0,600	60,961

Source: data processed (2025)

Based on the results of the Importance-Performance Map Analysis (IPMA) on reputation management, it can be briefly concluded that learning technology is the

primary factor most influential in strengthening the reputation of institutions, primarily through the student-oriented dimension, which includes digital and internet access. Meanwhile, the social media aspect, especially online conversations, also contributed, although its performance still needs to be optimised through improving the quality of content. In the dimension of teacher perception, knowledge and self-awareness are the main pillars of reputation. In contrast, in prophetic leadership, the dimension of *fatonah* has the most significant influence; however, the best performance is found in the dimension of trust. Overall, learning technology ranks at the top in influencing reputation, followed by social media and teacher perception. At the same time, prophetic leadership needs to be strengthened to optimise its impact on institutional reputation. Described in the following table:

Table 11. IPMA Analysis Result: Reputation Management Indicator Level

Indicators	Total Effect	Performance
KP1_*Siddiq*	0.080	73.751
KP2_*Amanah*	0.087	76.453
KP3_*Tabligh*	0.083	76.288
KP4_*Fathonah*	0.093	71.625
MS1_Content	0.051	59.716
MS2_Conversation	0.067	56.422
PG1_Knowledge	0.087	60.026
PG2_Understanding	0.087	41.927
PG3_Self Awareness	0.097	50.542
TP1_Digital System	0.209	57.225
TP2_Student Orientation	0.220	64.457
TP3_Digital Resources	0.204	61.086

Source: data processed (2025)

E. Summary of Hypothesis Testing Result

The results of hypothesis testing in this study show that prophetic leadership and learning technology have a positive and significant influence on reputation management at the Integrated Islamic Senior High School (SMAIT) Bekasi, with a path coefficient value of 0.258 and 0.488, respectively, and a p-value of < 0.05. In contrast, the influence of social media on reputation management was not significant, as indicated by a p-value of 0.526. In terms of teacher perception, all three variables—prophetic leadership, social media, and learning technology were found to have a positive and significant influence, with learning technology exhibiting the most pronounced influence (path coefficient of 0.443). Additionally, teacher perception has been shown to significantly mediate the influence of prophetic leadership and learning technology on reputation management, but not on the impact of social media. Simultaneously, the three main variables, both directly and through teachers' perceptions, have a positive effect on reputation management, as

evidenced by the calculated F value that far exceeds the F-table. Described in the following table:

Table 12. Hypothesis Table

Hypothesis	Analysis Results	Conclusion
H1	Koef. Path = 0.258; t = 3,784; p value = 0.000	Accepted
H2	Koef. Path = 0.052; t = 0.635; p value = 0.526	Not Accepted
H3	Koef. Path = 0.488; t = 5.287; p value = 0.000	Accepted
H4	Koef. Path = 0.245; t = 3.031 p value = 0.002	Accepted
H5	Koef. Path = 0.224; t = 2,196 ; p value = 0.028	Accepted
H6	Koef Path = 0.443; t = 4.523; p value = 0.000	Accepted
H7	Koef. Path = 0.061 t = 2.183 ; p value = 0.029	Accepted
H8	Koef. Path = 0.056 t = 1.561 ; p value = 0.119	Not Accepted
H9	Koef. Path = 0.111 t = 2.152 ; p value = 0.031	Accepted
H10	F count = 97,223 > 2,690 (F-table)	Accepted
H11	F count = 52,500 > 2.45 (F-table)	Accepted

F. Improving Prophetic Leadership to School Reputation Management

Prophetic leadership is a leadership model that embodies prophetic values, including honesty, trust, intelligence, and the ability to convey messages effectively and persuasively. In the context of reputation management at SMAIT, prophetic leadership is vital because it can foster an organisational culture with integrity and transparency. These findings align with Syamsiyah et al. (2024), who suggest that school principals employing prophetic leadership can make significant decisions in education management, including financial transparency, curriculum development, personnel empowerment, and public relations management. All of these aspects contribute to the improvement of the school's reputation in the eyes of the public and stakeholders (Chotevithayathanin et al., 2022).

Principals who embody prophetic qualities can foster a conducive work environment, enhance teacher participation, and cultivate trust between schools and their communities. Other research by Herijanto (2022) emphasises that the prophetic leadership style, which prioritises deliberation, openness, and continuous coaching, is highly effective in increasing employees' psychological ties to the institution, ultimately leading to a school's increasingly positive reputation.

By making the figure of the Prophet Muhammad SAW) the main role model, the principal can inspire all elements of the school to work professionally and ethically. This aligns with Atiqullah (2024), who stated that prophetic leadership can enhance teacher

professionalism and foster a robust organisational culture, enabling schools to maintain and improve their reputation in the face of increasingly fierce competition.

G. Improving Learning Technology to School Reputation Management

The use of technology in learning has become one of the leading indicators of a school's progress in the digital era. The use of online learning monitoring systems, for example, can increase the flexibility, effectiveness, and efficiency of communication between all education stakeholders. Research by Sugiono (2020) supports the application of this technology, which not only improves school services and performance but also serves as an effective promotional medium to enhance the school's reputation in the eyes of parents and the broader community.

In addition, learning technology allows schools to document and analyse important data related to the teaching and learning process, such as student and teacher attendance, and learning duration. Thus, schools that can adopt learning technology optimally will find it easier to build a positive image and a good reputation in the community (Rivaldy, I, et al., 2023).

However, the success of integrating learning technology into school reputation management is highly dependent on the readiness of human resources, especially teachers and educational staff (Chotimah et al., 2024). Schools must ensure that all staff receive adequate training to utilise technology effectively.

H. Improving Prophetic Leadership on Teacher Perception in School

Prophetic leadership has a significant influence on teachers' perceptions in schools. Principals who apply prophetic values can create a harmonious, trustful, and respectful work environment (Atiqullah et al., 2021). Teachers who feel valued and supported by their leaders tend to have a positive perception of the institution they work for, which ultimately leads to improved teacher performance and loyalty (Borashkyzy et al., 2020).

Research in Islamic education has shown that prophetic leadership, which prioritises effective communication, empowerment, and continuous coaching, can increase teacher motivation and professionalism (Udin & Dananjoyo, 2023). Additionally, prophetic leadership fosters the creation of a conducive and collaborative work environment (Abd Rahman et al., 2022). Teachers are encouraged to participate actively in decision-making and the development of school programs.

I. Improving Social Media on Teacher Perception in Schools

Social media is now the primary means of communication in the world of education. The use of social media by schools serves not only as a promotional tool but also as a medium to foster effective communication among teachers, students, parents, and the community. The findings align with Rivaldy's (2023) research, which suggests that the use of social media platforms, such as Instagram and Facebook, can enhance school reputations and foster positive perceptions among teachers.

Teachers who are involved in school social media management feel more valued and have the opportunity to express their ideas and innovations (Cantwell & Rashid, 2015). Collaboration through social media also strengthens the sense of togetherness and increases teachers' motivation in carrying out their duties. However, challenges in the use of social media persist, including the need for professional and ethical content management, as well as the protection of personal data. Schools need to provide training to teachers to be able to use social media wisely and productively (Griffiths et al., 2014).

J. Improving Learning Technology on Teacher Perception in Schools

Learning technology has changed the paradigm of education, including teachers' perception of the teaching and learning process. Research by Yan et al. (2022) indicates that the majority of teachers hold a positive perception of technology's use in learning, as it is considered to enhance interactivity, effectiveness, and the comfort of the teaching process. Technologies such as interactive learning applications, videos, and collaborative platforms enable teachers to present material in a more varied and easily understandable way for students. This has a direct impact on increasing student motivation and learning outcomes, as well as strengthening teachers' positive perceptions of their profession (Perry et al., 2022).

However, not all teachers have the same level of technological literacy. Challenges such as limited facilities, inadequate internet access, and a lack of training persist as significant obstacles. Therefore, schools need to provide adequate support, such as technology training and sufficient infrastructure, so that all teachers can fully benefit from learning technology (Wahyuni et al., 2024).

K. Improving Teacher Perception and Prophetic Leadership Towards School Reputation Management

The synergy between positive teacher perception and prophetic leadership has been proven to improve school reputation management significantly (Maria et al., 2024). Teachers who have a positive perception of the principal's leadership tend to be more loyal, enthusiastic, and actively contribute to various school programs.

Prophetic leadership that prioritises the values of integrity, openness, and empowerment encourages teachers to participate in decision-making and school development. Research by Mutamimah et al. (2025) indicates that schools that practice prophetic leadership and foster positive perceptions among teachers can enhance public trust and enhance the school's reputation.

In addition, collaboration between principals and teachers in building a healthy and professional organisational culture is the primary key to the success of school reputation management. Thus, the synergy between teacher perception and prophetic leadership can create a conducive, innovative, and highly competitive school environment (Hamid & Juliansyahzen, 2017).

L. Improving Teachers' and Learning Technology Perception of School Reputation Management

The integration of positive teacher perception with the use of learning technology is an effective strategy in improving school reputation management. Teachers who have a good understanding of technology will more easily adopt learning innovations, thereby increasing the quality of education in schools (Yada et al., 2022). This has a direct impact on the school's positive image in the eyes of the public (Zyryanova et al., 2020).

The application of learning technology, supported by positive perceptions of teachers, also makes it easier for schools to promote and build communication with parents and the community. The findings align with Phillips (2016), who mentioned that well-managed data and information, facilitated through technology, serve as proof of the transparency and accountability of schools, which are crucial in building the reputation of educational institutions.

However, the success of this strategy is highly dependent on the support of school management in providing adequate training and infrastructure. Schools that can facilitate teachers' development of technological competencies will more easily establish a reputation as a modern and trusted educational institution (Martínez-León & Olmedo-Cifuentes, 2021).

M. Improving Prophetic Leadership, Social Media, and Learning Technology to School Reputation Management

The collaboration between prophetic leadership, social media, and learning technology is a comprehensive strategy to improve school reputation **management**. Principals who embody prophetic values can foster a strong and ethical organisational culture. At the same time, social media and learning technology become practical tools to expand the reach of communication and promote schools (Rivaldy, Ma'mur, et al., 2023).

The use of professionally managed social media can strengthen the school's image as a responsive and transparent institution. This is supported by Warta et al. (2024), who argue that learning technology enables schools to demonstrate innovation and a superior quality of education. These three elements complement each other in building a positive school reputation in the digital era.

However, challenges remain in integrating these three aspects, including the need for training, ethical content management, and infrastructure support. Schools that overcome these challenges will be institutions that are adaptive, innovative, and have a strong reputation in the face of global competition.

N. Improving Prophetic Leadership, Social Media, and Learning Technology Through Teachers' Perception of School Reputation Management

Teacher perception is a key factor in the successful integration of prophetic leadership, social media, and learning technology in school reputation management. Teachers who have a positive perception of the principal's leadership, the use of social

media, and learning technology are more likely to be adaptable and innovative in the educational process (Abbas et al., 2019). Prophetic leadership provides inspiration and motivation for teachers to be actively involved in school development. Social media is an effective means for teachers to share information and build professional networks, while learning technology improves the efficiency and quality of the teaching and learning process (Lawson, 2022). The synergy of these three aspects, supported by positive perceptions of teachers, will strengthen the school's reputation in the eyes of the public.

The application of organisational reputation theory, as proposed by Fombrun (2018), in Islamic schools is reflected in how these institutions build positive perceptions through the consistency of their actions, the quality of their educational services, and active engagement with stakeholders. Fombrun asserts that an organisation's reputation is a perceptual representation of the organisation's past actions and prospects, as judged by a wide range of audiences, including students, parents, and the wider community.

Research findings on integrated Islamic schools suggest that school reputation can be enhanced by strengthening educational services, fostering open communication, and collaborating with the community, which aligns with the four main dimensions of reputation, as identified by Fombrun: emotional appeal, quality of service, vision and leadership, and institutional performance. Reputation management practices in integrated Islamic schools, such as improving the quality of education and public relations services, strengthen public trust and build stakeholder loyalty, so that schools can compete healthily and sustainably amid the challenges of educational globalization

IV. Conclusion

Prophetic leadership and learning technology have a significant influence on the management of school reputation, both directly and through the mediation of teacher perception. This finding is strengthened by the considerable path coefficient value in both variables. At the same time, social media only has a significant effect on teacher perception, but not directly on school reputation management. In addition, teacher perception has proven to be an essential mediator that reinforces the influence of prophetic leadership and learning technology on school reputation, but not for the impact of social media. Simultaneously, the three variables of prophetic leadership, social media, and learning technology, both directly and through teacher perception, contribute positively to SMAIT Bekasi's reputation management.

The relevance of this finding can be explained through the Organisational Reputation Theory, developed by Charles Fombrun, which states that organisational reputation is the result of a collective assessment by various stakeholders of the organisation's ability to meet expectations and achieve goals consistently. In the context of integrated Islamic schools, reputation is not only built through academic achievement, but also through

leadership behaviour, quality of social interaction, and innovation in learning. Prophetic leadership that emphasises moral values, integrity, and example is the primary foundation in shaping positive perceptions of teachers and other stakeholders, thereby strengthening the school's reputation. Meanwhile, the effective use of learning technology can enhance the quality of the teaching and learning process, providing a positive experience for both teachers and students, which is ultimately reflected in the public's perception of schools. The results of this study also show that social media. However, it plays a role in shaping teachers' perceptions. Still, it has not been able to have a significant direct impact on the reputation of schools, so a more integrated and effective communication strategy through social media is needed to strengthen the reputation of educational institutions.

The practical implications of this research are the importance of schools in developing prophetic leadership training programs for leaders and teachers, as well as optimising the sustainable use of learning technologies. Schools also need to strengthen their communication strategies through social media to have a broader, more positive impact on the school's reputation. In addition, teachers' perceptions must continue to be built through a conducive work environment, appreciation for performance, and active involvement in decision-making, given their central role as mediators in the process of forming an organisation's reputation.

Further research can be directed at exploring other factors that also affect school reputation management, such as parental involvement, organisational culture, or external variables, including government policies and community dynamics. Comparative studies between schools with different characteristics, both in terms of geography, type of ownership, and level of accreditation, are also highly recommended to gain a broader understanding and generalisation of research results. In addition, in-depth qualitative research can be conducted to explore stakeholder perceptions in more detail, as well as identify innovative strategies in building and maintaining the school's reputation in an increasingly competitive digital eran .

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