



## School leadership based on islamic values at smp negeri 2 candiroto satu atap, canggal village, candiroto subdistrict

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Received: 13-04-2024

Revised: 15-05-2024

Accepted: 30-06-2024

### KEYWORDS

School Leadership; Islamic Values; Integrated Junior High School; Educational Management;

### ABSTRACT

This study aims to determine the implementation of Islamic values-based school leadership and to identify the supporting and inhibiting factors in the implementation of Islamic values in school leadership at SMP Negeri 2 Candirotto Satu Atap, Canggal Village, Candirotto District, Temanggung Regency. This research uses a qualitative approach with a field study method. Data collection techniques included observation, in-depth interviews with principals and teachers, and documentation of leadership activities and school policies. The results showed that the principal's leadership at SMP Negeri 2 Candirotto Satu Atap has implemented Islamic values such as trustworthiness, fairness, shura, and sincerity in carrying out his duties. The principal is not only an administrative manager, but also a moral and spiritual role model who encourages the creation of a harmonious, religious, and participatory school climate. Supporting factors for the implementation of Islamic values in leadership include the principal's commitment, teachers' support, and the religious culture of the surrounding community. The inhibiting factors are limited human resources, lack of infrastructure and limited access to technology. Nevertheless, the contextual and collaborative leadership approach is able to overcome these obstacles, so that Islamic values remain the main foundation in managing and developing the school.

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## Introduction

School leadership is a key aspect in determining the direction and quality of education in education units. (Hapudin et al., 2023). Leadership is especially decisive in schools that have special characteristics such as the "Satu Atap" model. This study presents novelty through a focus on leadership practices in SMP Negeri 2 Candirotto Satu Atap located in Canggal village, Candirotto sub-district-a school located in an area with geographical and educational access limitations. In contrast to typical school leadership studies that highlight educational institutions in urban areas or flagship schools, this research explores the dynamics of leadership in a remote rural context, thus



broadening the scope of understanding of inclusive and adaptive leadership models in conditions of limitation.

The urgency of this research arises from the fact that education in remote areas often faces structural and cultural challenges that are not experienced by schools in urban areas. (Wijayanti et al., 2024) In this context, school principals are not only tasked with being educational administrators, but also must be able to become agents of change who are able to build motivation, solidarity, and innovation in the midst of limited human resources and facilities. School leadership at SMP Negeri 2 Candiroto Satu Atap is a concrete representation of how educational leaders are required to have multiple and even layered roles in ensuring the continuity of quality teaching and learning processes.

Canggal village's remote geography and limited transport access demand responsive, contextualised and community-based leadership strategies. Principals in this environment must establish strong relationships not only with teachers and students but also with the local community to create an empowered educational ecosystem. This research is important because it can explain how leadership strategies are developed in extreme conditions and how the principal's social role influences the enthusiasm and participation of the school community.

This research is also very important in relation to the demands of national education reform which emphasises the importance of equitable quality of education. In the "Merdeka Belajar" policy, school independence and leadership are central issues. However, the implementation of this policy has not fully considered the unique dynamics that occur in one-roof schools in remote areas. This research is expected to fill the gap in the literature as well as provide policy input based on real practices from the field.

In terms of significance, the results of this study can make conceptual and practical contributions to the development of contextual leadership theory in the educational environment. This study shows that effective leadership models cannot be adopted uniformly, but must consider the socio-cultural and geographical conditions of each school. Thus, this finding can be a reference to strengthen leadership approaches that are more adaptive and based on local needs.

In addition, practically, this research can provide inspiration and guidance for principals working in areas with similar characteristics. The leadership strategies that proved successful at SMP Negeri 2 Candiroto Satu Atap can be replicated or modified by other schools facing similar challenges. By documenting good practices and principals' reflections, this research is expected to encourage a more equitable improvement in the quality of education, not only in cities but also in remote areas of the country.

## **Educational Leadership**

Educational leadership is an important element in the management and development of educational institutions. (Fauzi, 2017) In general, educational leadership is defined as the process of influencing and directing others in a school environment to achieve educational goals effectively. The principal as an educational leader has a great responsibility in creating the vision and mission of the school, as well as building a climate and culture conducive to the teaching and learning process. In Bush's (2008) view, educational leadership is not just about administrative decision-making, but also about how to create changes that impact on the quality of learning and student achievement. (Muktamar et al., 2023)

Leadership is effective because the people who must choose a leader do so correctly, according to the situation or context, and because the person chosen as leader responds to

challenges, acting with skill, courage and decisiveness. (Silva, 2016) Principal leadership has a positive correlation with improving the quality of education in schools. (Abdullah, 2018) The concept of leadership in education evolves along with the needs and challenges faced by schools. Some leadership approaches that are widely used in education include transformational, instructional and ethical leadership. (Febrina et al., 2024) Transformational leadership emphasises the leader's ability to inspire and motivate all school members to work beyond expectations. Meanwhile, instructional leadership emphasises the principal's active role in improving the quality of the teaching and learning process, including supervision of teachers. On the other hand, ethical leadership places values, honesty and integrity as the main foundation in every leadership decision and action in schools. Research by Supardi (2015) in the journal *Cakrawala Pendidikan* also emphasises that transformational leadership style significantly affects teacher performance and the achievement of school goals. (Abdullah, 2018)

Leadership types or styles consist of autocratic, democratic, Laissez faire (free control), transformational, situational, charismatic, transactional, and delegative leadership styles. (Muntatsiroh & Hendriani, 2024) There are various types or styles of leadership in management and education, each with its own characteristics and approach to leadership. Autocratic leadership style emphasises full power to the leader, with little participation from members, while democratic style provides room for active participation of all members in decision-making. The laissez-faire or free-control style gives subordinates wide freedom to work according to their initiative. Meanwhile, transformational leadership focuses on inspiring and motivating members to achieve positive change and long-term goals. Situational style refers to the leader's ability to adjust the approach based on the conditions and needs at hand. Charismatic leadership relies on personal charm and the power of the leader's influence over followers, while transactional leadership emphasises the reward and punishment system as a motivational tool. The delegative style emphasises the delegation of authority and responsibility to subordinates in full while keeping an eye on the end result. Each of these leadership types can be applied flexibly depending on the organisational context, the character of the individuals being led, and the goals to be achieved.

In practice, educational leadership requires a combination of managerial and pedagogical skills. (Susanti, 2021) School principals are not only required to manage school administration, but also to understand the needs of learners, support teachers' professional development, and establish positive relationships with the surrounding community. Especially in schools with special conditions such as *Satu Atap* schools in remote areas, educational leaders must have high social sensitivity and adaptability. Therefore, educational leadership is not a static concept, but dynamic and contextualised, depending on the characteristics of the environment and the challenges faced by the school. Research by Hallinger, published in the journal *Educational Management Administration & Leadership*, shows that leadership that is responsive to the local context tends to be more effective in improving school success, especially in environments that face limitations. (Hallinger, 2011)

### **Islamic Values as the Foundation of Leadership**

Islamic values are moral and ethical principles derived from the Qur'an, Hadith, and the life practices of the Prophet Muhammad that guide various aspects of life, including leadership. (Zain et al., 2024) In the context of leadership, Islamic values not only guide individual behaviour, but also shape decision-making systems, communication patterns, and human resource management. Values such as *amanah* (responsibility), *adil* (fairness), *syura* (deliberation), and *ikhlas* (sincerity) become the main foundation for a leader in carrying out his duties responsibly and oriented towards the common good. (Dewi et al., 2019)

The principles of leadership reported in the Qur'an include trustworthiness, justice, shura and amr bi al-ma'ruf wa nahy 'an al-munkar. (Zuhdi, 2014) Amanah is interpreted as an honest and trustworthy attitude. Justice refers to a condition that is balanced and proportional. In the Qur'an, the concept of justice is expressed through three terms, namely 'adl, qisth, and haqq. Meanwhile, shura, which in Indonesian is known as 'deliberation', implies a process of exchanging ideas to achieve the common good. The principle of amr bi al-ma'ruf wa nahy 'an al-munkar means the invitation to do good things and the prohibition of all forms of evil.

The divine principle acts as a key factor in the creation of an organisational leadership framework that demonstrates the relationship between faith and spirituality. (Salamun & Ab Rahman, 2022) Islam has the value of rahmatan lil alamin for the world.(Parhan et al., 2020) Leadership in the Islamic perspective is not merely about power, but a form of spiritual and social responsibility to nurture and serve the people. A leader is required to be a role model in morals, have high integrity, and show concern for the moral and spiritual development of those he leads.

Islamic education is about integrating the basic concepts of Islam, such as tawhid, treatise, morals, and science in harmony with religious values. (Saefrudin, n.d.) In the context of education, Islamic values as the basis of school leadership encourage the creation of an inclusive and competitive culture. (Shofiyyah et al., 2023) Principals as leaders must be able to internalise these values in their vision, policies and daily interactions with teachers, students and the community. By consistently applying Islamic values, school leadership will not only produce effective management, but also create a learning environment that supports the formation of noble, tolerant and responsible student characters. The integration of Islamic values is very important, especially in building a generation that is not only intellectually smart, but also spiritually and socially strong.

### **Leadership Models in Remote and Satu Atap Schools**

A Satu Atap school is basically an institution or educational institution that includes two educational institutions with an integrated management system.(Khusna et al., 2021) Schools in remote areas and Satu Atap schools have special characteristics that demand a different leadership model from regular schools. (Munawaroh, 2023) The principal's role as a manager in improving the quality of education is to manage by planning, organising, driving and evaluating. (Sutisna et al., 2023) Principals are not only administrative managers but also community leaders, educational facilitators and agents of social change. An effective leadership model in this context is contextual leadership, which adapts approaches and strategies to local social, geographical and cultural conditions. Contextual leadership is crucial in managing schools in marginalised areas because it accommodates local values and encourages community participation.

Certain types of leaders can be attracted to the leadership of very remote schools. Someone who wants to lead school development obviously has a well-developed emotional intelligence.(Roberts & Downes, 2019) There are four dominant superior leadership roles played by principals in creating effective schools, including: spiritual leadership, transformational leadership, learning leadership, and entrepreneurial leadership. (Amriani et al., 2020)

Leadership in one-roof schools requires integrative skills because different levels of education are managed in one management unit.(Novertha & Astaman, 2021) Principals must be able to design flexible policies that can bridge learning needs at various levels of education. Under conditions of limited resources such as teaching staff, infrastructure and access to technology, principals need to apply adaptive and collaborative leadership models. One-roof schools in remote areas tend to rely on participatory leadership strategies to keep teachers motivated and ensure the continuity of the learning process.

## Method

Researchers make observations by visiting the institution that is the object of research. In this study, researchers made observations by making several observations of activities in the institution. Starting from the morning before learning begins until the lesson is over. Researchers make observations by meeting directly and also observing the activities of the principal of the principal's activities starting from activities such as supervisors and also supporting activities such as leading meeting activities. The observation method carried out at SMP N 2 Candiroto Satu Atap which lasted for approximately one week from Monday 16 May 2022 to Saturday 21 May 2022.

Based on observations of the school principal, the principal's activities are busy, the principal Mr Slamet Samsudi, S. Pd. in carrying out his duties by being disciplined towards the mandate he carries out and also making the mandate a dedication because what he hopes for is not only fulfilling worldly life but also getting reward savings in the afterlife. The principal is very consistent with all her work. The principal carries out his duties by setting a good example for the staff under him. The principal is not only a regulator in an institution but he is very integrated with the school community. This is done to facilitate communication and become a driver of school success. This is evidenced by the principal's busy schedule related to the management of the institution.

The research interview was addressed to the vice principal of SMP Negeri 2 Candiroto Satu Atap on 17 May 2022. Based on the results of the interview, the principal acts as an agent of renewal that encourages the progress of the learning process at school. He also conveyed various creative ideas from teachers to colleagues in order to improve the quality of teaching and learning services. In addition, the principal also shows initiative in updating the classroom teaching programme. Her openness to teachers' input is demonstrated by her willingness to democratically accept and consider innovative ideas.

Although she does not routinely supervise the implementation of teaching and learning activities due to the workload of leading three schools and attending various official invitations, the principal still makes optimal efforts in other aspects. He assigns competent teachers to foster extracurricular activities, taking into account the suitability of the programme and the teacher's expertise. In addition, the principal also directly monitors some activities, such as extracurricular music. To support the quality of learning, she actively seeks support from the school committee and the surrounding community.

The principal's attention to teachers who have high creativity is a tangible form of appreciation. He views teachers as partners in every school activity and always encourages their full involvement. Furthermore, the principal sets a clear example in terms of discipline, both in carrying out administrative duties and other leadership responsibilities. As a leader, the principal is exemplary in her work and has the confidence to resolve issues related to the school programme. In terms of information management, he is open and transparent, such as in conveying the school's financial condition and supervision reports that are shared in the teachers' council forum, as a form of accountability and joint evaluation.

Although the principal's focus is more on the operational needs of the students, so attention to teachers' workspace facilities is still limited, he still gives teachers wide freedom in carrying out their duties. Harmonious relationships are fostered to create a conducive and pleasant working atmosphere. The principal's cooperative attitude makes teachers feel comfortable in working together and running school programmes. The principal not only appreciates teachers' achievements by giving awards, but also opens equal opportunities for all teachers to develop their

careers. He values every opinion expressed by teachers and encourages them to continue their education to a higher level, as a form of support for improving the quality of human resources.

In enforcing discipline, the principal is fair by giving personal reprimands to negligent teachers and then conveying the results of the approach in the teachers' forum as collective learning. He also develops the supervision programme by involving teachers and other staff, through a limited meeting to determine the technical implementation, time and budget. Once agreed, the information is then shared with all teachers in a coordination meeting.

The teaching supervision programme prepared by the principal always refers to the applicable regulations and is implemented as planned. In its implementation, the principal gives teachers the confidence to make decisions in learning services through joint discussions. Supervision activities are carried out through direct visits to the classroom when teachers are teaching, as an effort to directly observe the implementation of learning.

Through the results of supervision, principals identify various teaching problems faced by teachers, then provide assistance in solving them. Findings from supervision are used as a basis for improving the quality of learning. Support from various parties is a supporting factor for success, ranging from teacher motivation, community support, the competence of young educators, to student achievement, the role of the committee and the education office.

However, some inhibiting factors also influence, including some communities that are less supportive of the existence of educational institutions, and there are still students who do not understand the importance of education. This challenge is a homework assignment that requires a collaborative approach between the school, community and government so that the goals of education can be achieved optimally.

## Discussion

Islamic values-based school leadership at SMP Negeri 2 Candirototo Satu Atap is implemented through the principal's leadership practices that prioritise Islamic values in carrying out his duties and responsibilities. The principal, Mr Slamet Samsudi, S.Pd., displays a leadership character that upholds the value of trust, which means carrying out responsibilities with honesty, sincerity and devotion. Amanah is not positioned merely as an administrative responsibility, but as a form of worship that brings us closer to Allah SWT. The principal's commitment in carrying out duties is shown through consistent discipline and integrity in every leadership activity undertaken.

In addition to the value of trust, the principle of exemplary (*uswah hasanah*) is also an integral part of his leadership practice. The principal does not only give directions or instructions, but is actively involved in various institutional activities, such as supervising learning and leading important meetings. The attitude of blending in with all school members shows openness and simplicity that strengthens social relationships and creates a harmonious and pleasant working climate. Furthermore, the principal also applies the principle of deliberation (*shura*) by involving teachers in strategic decision-making, especially those related to learning programmes and other school activities.

By prioritising these Islamic values, the principal has succeeded in creating a religious, humanist and productive work culture. This leadership based on Islamic values not only strengthens educational governance, but also contributes to the formation of Islamic character in the school environment. The inclusive and communicative leadership approach makes the principal a role model who is able to inspire and motivate the school community to continue to contribute optimally to the progress of the institution.

The implementation of Islamic values in school leadership at SMP Negeri 2 Candiroto Satu Atap is supported by various internal factors that strengthen the effectiveness of leadership implementation. The main supporting factor is the exemplary behaviour of the principal who shows consistency in carrying out tasks, high moral integrity, and a spirit of devotion based on faith. The principal also established positive interpersonal relationships with teachers, staff and students, which in turn created a conducive and harmonious working atmosphere. In addition, the support of teachers who have high enthusiasm and commitment to their duties, as well as active involvement in institutional activities, strengthens the implementation of Islamic values in the school environment.

However, in the process of implementing Islamic values in school leadership, there are several inhibiting factors that need attention. One of the main obstacles is the high workload of the principal who also leads several other institutions, so the time and energy available for supervision and coaching is not optimal. In addition, the limited budget allocated for student operations means that attention to teachers' needs, such as workspace facilities, is not optimal. From the external side, the lack of support from some communities for the importance of education is a challenge in grounding Islamic values more thoroughly. The different levels of teachers' and students' understanding of Islamic teachings are also factors that need to be managed wisely through continuous coaching.

Therefore, although Islamic values-based leadership has been substantively implemented in this school, strategic and collaborative efforts are still needed to overcome the existing obstacles and optimise the supporting factors. A synergy between the principal, teachers, community and education office is needed to strengthen a sustainable Islamic work culture in order to create an educational institution that excels spiritually, morally and academically.

Educational leadership is the main pillar of school quality improvement. Educational leadership plays a strategic role in supporting the success of educational institutions, especially in creating a conducive learning environment, orientated towards achieving learning objectives. Based on the interview results at SMP Negeri 2 Candiroto Satu Atap, the principal shows leadership characters that are able to inspire, motivate and guide all school components to achieve a common vision. This is in line with Bush's (2008) view, which emphasises that educational leadership is not just about administrative decisions, but the transformation of learning quality. Principals not only act as managers, but also as transformational and instructional leaders who actively supervise learning and build a positive academic climate. This kind of leadership has been proven to have an impact on improving teacher morale and the efficiency of the teaching-learning process.

The principal's leadership style in the school reflects a democratic and transformational approach. He provides space for participation in decision-making, encourages deliberation, and builds a collegial work culture. This is in line with Muntatsiroh & Hendriani's theory that identifies leadership style as an important element in managing organisational dynamics. (Muntatsiroh & Hendriani, 2024) In the context of SMP Negeri 2 Candiroto Satu Atap, which has limited infrastructure and human resources, flexibility and openness in leading are the keys to success. The principal also shows social sensitivity in responding to local needs and empowering teachers to be actively involved in learning innovation. This practice indicates the integration of ethical and situational leadership as proposed by Susanti, namely the ability of leaders to adjust to the context and reality in the field. (Susanti, 2021)

Islamic values are the main foundation in the principal's educational leadership practices at SMP Negeri 2 Candiroto Satu Atap. Based on the interview results, the principal places principles such as trustworthiness, justice, and deliberation as the basis in every policy-making and school management. This reflects the view of Zain et al. who asserted that Islamic values act as moral and

ethical guidance in leadership. (Zain et al., 2024) In practice, trustworthiness is translated through a high attitude of responsibility towards duties and authority; fairness through proportional treatment of teachers and students; and shura in the form of active participation of all school members in the decision-making process. The integration of these Islamic values forms a leadership character that is humanist, service-oriented, and upholds spiritual accountability.

The principles of Islamic leadership as explained by Zuhdi that amanah, adil, shura, and amr ma'ruf nahi munkar become the framework that is actualized in the daily practice of school principals. (Zuhdi, 2014) He consistently shows exemplary behavior, maintains open and polite communication with all school members, and actively fosters moral and spiritual awareness in every school activity. The application of the value of ikhlas is also evident in the dedication of the principal who does not only work based on formal duties, but because of the call of faith and commitment to the advancement of education. This is in accordance with the view of Saefrudin who emphasizes that Islamic education is about the integration of the values of tawhid, morals, and science in educational practices. (Saefrudin, n.d.) By making Islamic values the foundation of leadership, the principal not only forms an effective work environment, but also fosters a culture of spirituality that strengthens the character of all school members.

The leadership model in remote and satu atap schools is a contextual response to local challenges. One-roof schools in remote areas such as SMP Negeri 2 Candirototo Satu Atap have their own complexities that demand contextual and adaptive leadership models. Based on the findings in the field, the principal shows a high ability to understand the social and geographical dynamics that affect the education process. He not only manages educational administration but also acts as a mediator between the school, the community and the government. This contextual leadership model is in line with Munawaroh's view that in remote areas, principals must be able to adapt leadership strategies to the limited resources and environmental conditions around them. (Munawaroh, 2023) Despite the lack of support from facilities and educators, the principal used a collaborative and participatory approach to empower teachers and encourage community involvement.

The condition of a one-roof school that includes various levels of education in one management system also demands integrative skills from the school principal. He or she must be able to design policies that are responsive to the needs of children from primary to junior secondary school age. In practice, principals make flexible policy adjustments, such as organizing efficient teaching schedules and facilitating cross-level learning. Novertha & Astaman stated that leadership in one-roof schools must be able to bridge learning needs at various educational levels. (Novertha & Astaman, 2021) The principal in this school demonstrated this ability by keeping teachers motivated and students enthusiastic through a personal and humanistic approach. Participatory leadership is the main strategy in building togetherness and a sense of belonging to the school, which in turn creates a productive educational climate despite the limitations.

Some of the factors that support the successful implementation of Islamic value-based leadership in this school include the religious background of the principal and teachers, the support of the majority Muslim community, and the local culture that is still thick with religious values. Transformational leadership is effective when supported by an environment that is cooperative and open to positive change. In this school, the principal also has high emotional and social intelligence so that he is able to build trust and closeness with the school community. The presence of local religious leaders who are often involved in school activities also strengthens the Islamic character development efforts. With a harmonious and collaborative atmosphere, the implementation of Islamic values is more easily accepted and implemented by all elements of the school.

However, the implementation of Islamic values-based leadership is not free from obstacles. The main inhibiting factor is the limited human resources, especially the PAI teachers who are limited and not all of them have a strong religious background. In addition, the remote geographical condition of the school makes it difficult to access teacher training and professional development in the field of integrating Islamic values in learning. Some students also still have a family background that is less supportive of religious activities, so the habituation of Islamic values at school needs time and a special approach. In line with Hallinger's view, contextual and responsive leadership is needed to overcome these local challenges. School principals need to continue to develop adaptive and innovative strategies so that Islamic values can still be instilled despite the limitations. (Hallinger, 2011)

## Conclusion

Based on the results of the research, it can be concluded that the principal's leadership at SMP Negeri 2 Candirototo Satu Atap has internalised Islamic values such as trustworthiness, justice, shura (deliberation), and ikhlas as the main foundation in carrying out leadership tasks. The role of the principal is not limited to administrative managerial functions, but also as a moral and spiritual figure who is a role model for all school members. Leadership based on Islamic values encourages the formation of a harmonious, religious and participatory learning environment, which reflects the integration of spirituality and professionalism in the management of educational institutions. The implementation of Islamic values-based leadership at SMP Negeri 2 Candirototo Satu Atap is reflected in the principal's exemplary behaviour in carrying out his duties in a trustworthy, fair and responsible manner. The principal does not only carry out administrative roles, but also becomes a spiritual figure who integrates Islamic principles such as honesty, responsibility, and sincerity in every leadership activity. The values of deliberation and social care are evident in his open and participatory communication patterns and his direct involvement in school activities. The principal blends in with the school community and makes devotion an act of worship, not just a profession. His leadership style reflects a transformational and ethical approach, in accordance with Islamic values that uphold noble morals. With this approach, the principal succeeds in creating a harmonious working climate that supports a holistic and meaningful learning process.

The implementation of Islamic values in school leadership at SMP Negeri 2 Candirototo Satu Atap is supported by the principal's high commitment to religious teachings and a strong spirit of devotion. Support from teachers and staff who have religious backgrounds is also a reinforcing factor in creating an Islamic school culture. The religious environment of the surrounding community also supports the spiritual atmosphere in the school. However, there are also some inhibiting factors, such as limited infrastructure that makes it difficult to implement character building activities optimally. In addition, the limited number of teaching staff is also a challenge, especially in the division of tasks that are ideal and effective. Nevertheless, the principal tries to overcome these obstacles with a collaborative approach and the spirit of gotong royong, which is in line with Islamic values in the context of educational leadership in remote areas. The successful implementation of Islamic values in leadership is supported by several factors, including the strong commitment of the principal, the synergy and support of the teachers, and the influence of the religious culture of the surrounding community. Despite some challenges such as limited human resources, lack of facilities and infrastructure, and limited access to technology, the principal was able to overcome these obstacles through a contextual and collaborative leadership approach. This approach allows the creation of policies and strategies that are relevant to local needs, so that Islamic values are maintained as the basis for managing and developing one-roof schools in remote areas.

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