

The Influence of Environmental Leadership on Social Aspects in Islamic Education at State Senior High School 3 Sungai Penuh

Nira Widia¹, Yuserizal Bustami², Oki Mitra³

^{1,2,3}Institut Agama Islam Negeri (IAIN) Kerinci

Corresponding author e-mail: nirawidia19@gmail.com, info@iainkerinci.ac.id

Article History: Received on July 10, 2026, Revised on July 19, 2026,
Published on July 19, 2026

Abstract: This study aims to determine the influence of environmental leadership on social aspects in Islamic education at SMA Negeri 3 Sungai Penuh. This study employs a quantitative approach using a descriptive method. Data collection techniques were conducted through questionnaires and observations. Questionnaires were used to obtain quantitative data, while observations were used to obtain supporting data. The research instrument consisted of a closed-ended questionnaire using a Likert scale (1–5), which was validated using Pearson's Product-Moment correlation and reliability was assessed using Cronbach's Alpha. The analysis included normality tests, simple linear regression, a determination coefficient test, and a t-test at a significance level of 0.05. The results of the study indicate that environmental leadership has a significant influence on the social aspect of Islamic education at SMA Negeri 3 Sungai Penuh. This is evidenced by the results of regression analysis and the t-test, which show that leadership contributes to improving the quality of students' social interactions. The 37.9% contribution of leadership indicates that there are still other factors that influence students' social aspects.

Keywords: *Environmental leadership, Social aspects, Islamic education*

A. Introduction

Leadership is a human nature. Since the existence of human beings, leadership and leaders have also existed. Discussions about leaders and leadership generally explain how to become a good leader, the types and characteristics that are appropriate for leadership, as well as the abilities that a leader needs to possess in order to become an ideal leader. A leader is present to motivate followers so that they are willing to follow or carry out what is instructed or desired by the leader (Nasib Tua Lumban Gaol, 2020). The explanation of the verse regarding leadership is as follows:

“Remember when your Lord said to the angels: Indeed, I am going to place a vicegerent (khalifah) on the earth.” (Qur'an Surah Al-Baqarah: 30) This verse shows that humans are given the responsibility as leaders (khalifah) on earth to manage, maintain, and uphold justice in accordance with the will of Allah SWT. The relationship between a leader and those who are led is one of guidance, direction-giving, motivation, and role modeling to influence the people being led. The success of a leader greatly depends on their ability to develop the people around them, because the success of an organization

is highly dependent on the potential of its human resources within the organization (Syauqi et al., 2025).

From the perspective of Islamic education, good leadership must be based on the values of trustworthiness, responsibility, and compassion toward fellow creations of Allah. Environmental leadership implemented in Islamic educational institutions will create a conducive, clean, and harmonious learning atmosphere, thereby influencing the development of students' social aspects (Diana Suci Wulandari et al., 2025). The social aspects in Islamic education include cooperative behavior, social care, honesty, discipline, and a sense of responsibility that grow through healthy social interactions within the environment (Tohari, 2023).

Leadership is one of the most important factors in an organization. Leadership is defined as the ability to influence a group toward achieving its vision and mission (Syafitri et al., 2024). Furthermore, leadership is an influential relationship between leaders and their subordinates that seeks to bring about change in order to achieve shared goals. Leadership makes a significant contribution to improving employee performance within an organization; therefore, organizational development programs are generally directed toward strengthening organizational leadership (Sugiarto & Ahmad Farid, 2024). In addition to leadership, the work environment also plays an important role in influencing employee performance. The work environment encompasses the social, psychological, and physical conditions within an organization that affect employees in carrying out their duties (Ela Rosalinda & Anniez Rachmawati Musslifah, 2025). In the context of Islamic education, environmental leadership represents an effort to instill the values of responsibility, environmental awareness, and cooperation through the example set by leaders who are committed to environmental sustainability (Wahid, 2023). The indicators of principal leadership include the principal's role as a motivator, facilitator, and mobilizer, while the indicators of the social aspect include the physical environment, social environment, and academic environment (Nadifa & Didit, 2025).

Numerous studies have demonstrated that school principal leadership plays a significant role in developing school culture, improving educational quality, and fostering students' character development. However, most previous studies have focused primarily on transformational, instructional, or spiritual leadership, whereas research on environmental leadership remains relatively limited, particularly within the context of Islamic education. Previous research has also tended to examine the effects of leadership on teacher performance, educational service quality, and students' academic achievement, while the relationship between environmental leadership and the enhancement of students' social aspects has received relatively little comprehensive attention. This condition indicates a research gap that warrants further investigation to gain a deeper understanding of how environmentally oriented leadership can shape students' social behavior in Islamic educational institutions (Nadifa & Didit, 2025).

Furthermore, previous studies have generally positioned environmental aspects as part of the implementation of the Adiwiyata School Program or character education rather than as an independent leadership paradigm with its own conceptual framework. Consequently, there is still limited understanding of the mechanisms through which environmental leadership influences the development of students' social aspects through school policies, principals' exemplary behavior, and organizational culture.

Based on these limitations, this study offers novelty by positioning environmental leadership as the primary independent variable and examining its influence on social aspects within Islamic education. Therefore, this study is expected to enrich the literature on educational leadership while providing empirical evidence regarding the importance of environmentally oriented leadership in fostering students' social character in Islamic educational institutions.(Suyatno et al., 2026).

B. Methods

This study employed a quantitative approach using a descriptive-verificative method. This approach was selected because it aims to analyze and examine the effect of environmental leadership variables on social aspects in Islamic education in a measurable manner. The research was conducted at SMA Negeri 3 Sungai Penuh. The population of this study consisted of all students at SMA Negeri 3 Sungai Penuh. The sample was selected using a purposive sampling technique by considering the representation of students who had an understanding of the implementation of environmental leadership and social activities within the school environment (Sugiyono, 2022). The total sample consisted of 30 students.

Data collection techniques were conducted through questionnaires, observation, and documentation. Questionnaires were used to obtain quantitative data regarding students' perceptions of environmental leadership and social aspects in Islamic education, while observation and documentation were used to examine its implementation in the school and obtain supporting data. The research instrument was a closed-ended questionnaire using a Likert scale (1–5). The validity of the instrument was tested using the Pearson Product Moment correlation, while its reliability was tested using the Cronbach's Alpha coefficient. Furthermore, normality testing, simple linear regression analysis, coefficient of determination testing, and t-tests at a significance level of 0.05 were conducted to test the research hypothesis (Creswell, 2023).

Table 1. Indicators of Leadership Variable (X)

Indicator	Statement
Principal as Motivator	The principal encourages students to actively participate in religious activities at school. The principal sets an example in applying Islamic values within the school environment. The principal provides support to students to increase their
	The principal encourages students to actively participate in religious activities at school. The principal sets an example in applying Islamic values within the school environment. The principal provides support to students to increase their
	The principal encourages students to actively participate in religious activities at school. The principal sets an example in applying Islamic values within the school environment. The principal provides support to students to increase their
	enthusiasm in learning Islamic Religious Education (PAI).

Principal as Facilitator	The principal facilitates Islamic Religious Education (PAI) learning activities.
Principal as Mobilizer	The principal supports PAI teachers in developing teaching methods. The principal provides opportunities for teachers to participate in training in the field of Islamic education. The principal is able to mobilize teachers to participate in Islamic Religious Education activities. The principal invites all school members to support Islamic religious programs. The principal coordinates the implementation of Islamic education programs effectively.

Table 2. Indicators of the Social Variable (Y)

Indicator	Statement
Physical Environment	The school's physical environment supports the creation of Islamic social interactions among students. Facilities such as the prayer room (mushola) and classrooms help students apply Islamic social values. Cleanliness and neatness of the school environment reflect Islamic values in social life.
Social Environment	Students at school respect one another and demonstrate behavior in accordance with Islamic values. The social environment at school encourages students to behave honestly and responsibly. Students cooperate and help one another in school activities.
Academic Environment	Teaching and learning activities support cooperation and mutual respect among students. Students are given the opportunity to express their opinions in a polite manner during the learning process. The classroom learning process encourages students to engage in discussion with one another.

C. Results and Discussion Results

1. Validity and Reliability Test Results

This study was conducted on 30 respondents consisting of teachers and students at SMA Negeri 3 Sungai Penuh, with the aim of determining the influence of environmental leadership on social aspects in Islamic education. The research data were collected using a closed-ended questionnaire with a Likert scale (1–5), specifically designed to measure two main variables, namely environmental leadership (X) and social aspects in Islamic education (Y).

Table 3. Validity Test Results for Leadership (X) and Social (Y)

Leadership X			
No.	r-table	r-count	Remark
Item 1	0.349	0.542**	Valid
Item 2	0.349	0.651**	Valid
Item 3	0.349	0.560**	Valid
Item 4	0.349	0.768**	Valid
Item 5	0.349	0.527**	Valid
Item 6	0.349	0.752**	Valid
Item 7	0.349	0.597**	Valid
Item 8	0.349	0.565**	Valid
Item 9	0.349	0.775**	Valid
Social Variable (Y)			
No.	r-table	r-count	Remark
Item 1	0.349	0.661**	Valid
Item 2	0.349	0.659**	Valid
Item 3	0.349	0.568**	Valid
Item 4	0.349	0.726**	Valid
Item 5	0.349	0.523**	Valid
Item 6	0.349	0.759**	Valid
Item 7	0.349	0.616**	Valid
Item 8	0.349	0.619**	Valid
Item 9	0.349	0.762**	Valid

Source: Processed Data

Based on Table 3, the results of the validity test show that all items in the leadership (X) and social (Y) variables are declared valid. This is indicated by the calculated r-values of each item being greater than the r-table value of 0.349. In the leadership variable, the r-count values range from

0.527 to 0.775, while in the social variable they range from 0.523 to 0.762. Thus, all statement items in both variables are able to accurately measure the intended construct and are therefore suitable to be used as research instruments for further analysis.

Table 4. Reliability Test Results for Leadership (X) and Social (Y)

Variable	Cronbach's Alpha	Remark
Leadership (X)	0.755	Reliable
Social (Y)	0.759	Reliable

Source: Processed data

Based on Table 4, the results of the reliability test show that both the leadership (X) and social (Y) variables have a good level of reliability. This is indicated by the Cronbach's Alpha values of 0.755 for the leadership variable and 0.759 for the social variable, both of which are higher than the minimum threshold of 0.60. Therefore, the instruments

used in this study are considered reliable, meaning they have high consistency and can be trusted for data collection and further analysis.

2. Normality Test

Table 5. Normality Test Results

One-Sample Kolmogorov-Smirnov Test	
	Unstandardized Residual
N	30
Normal Parameters ^{a,b}	Mean Std. Deviation
Most Extreme Differences	Absolute Positive Negative
Kolmogorov-Smirnov Z	
Asymp. Sig. (2-tailed)	
a. Test distribution is	Normal.
b. Calculated from data.	

Source: Processed data

Based on Table 5, the results of the normality test using the One-Sample Kolmogorov-Smirnov method show that the Asymp. Sig. (2-tailed) value is 0.718, which is greater than 0.05. This indicates that the residual data are normally distributed. In addition, the Kolmogorov-Smirnov Z value of 0.696 and the relatively small maximum difference (absolute value) of 0.127 indicate that there is no significant deviation from the normal distribution. Therefore, it can be concluded that the data meet the assumption of normality and are suitable for further parametric statistical analysis.

Table 6 Simple Linear Regression Analysis

Coefficients ^a					
Model		Unstandardize d Coefficients		Standardizedt Coefficients	Sig.
	(Constant)	B	Std. Error	Beta	
1	Kepemimpin an	11,903 ,593	5,107 ,143		2,331 ,027 4,136 ,000

a. Dependent Variable: Sosial

Source: Processed data

Based on the table above, the simple linear regression equation in this study is:

$$Y = 11.903 + 0.593X + e$$

Where:

Y = Social

X = Leadership e = Error

1. The constant value of 11.903 indicates that if the environmental leadership variable (X) is assumed to be zero, the predicted value of the social aspects variable (Y) is 11.903. The regression coefficient of 0.593 indicates that every one-unit increase in the environmental leadership variable will increase students' social aspects by 0.593 units, assuming that other variables remain constant.
2. The significance value of 0.000 ($p < 0.05$) indicates that environmental leadership has a statistically significant effect on students' social aspects.

The t-value of 4.136 further confirms that the relationship between environmental leadership and social aspects is statistically significant. However, the use of simple linear regression in this study only explains the direct relationship between environmental leadership and social aspects. The development of students' social aspects is a complex phenomenon that may also be influenced by other factors, such as school culture, religiosity, learning climate, family environment, and peer interaction. Therefore, future research is recommended to incorporate additional variables in order to develop a more comprehensive research model.

Table 7. t-Test Results

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	11,903	5,107		2,331	,027
Leadership	,593	,143	,616	4,136	,000

a. Dependent Variable: Sosial

Source: Processed data

Based on the table above, the t-test results show that the calculated t-value for the leadership variable is 4.136. With a significance level of $\alpha = 0.05$ and degrees of freedom $df = (n - k - 1) = (30 - 1 - 1) = 28$, the t-table value is ± 2.048 . Since the calculated t-value is greater than the t-table value ($4.136 > 2.048$) and the significance value of 0.000 is less than 0.05, H_0 is rejected and H_a is accepted. Therefore, it can be concluded that the leadership variable has a positive and significant effect on the social variable.

Table 8. Coefficient of Determination Test

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	,616	,379	,357	4,88484	

a. Predictors: (Constant), Leadership

Source: Processed data

Based on the table above, the results of the coefficient of determination (R^2) test show that the R Square value is 0.379, which is equivalent to 37.9%. This indicates that environmental leadership explains 37.9% of the variation in students' social aspects.

Meanwhile, the remaining 62.1% of the variation in students' social aspects is explained by other variables outside the proposed research model. However, these potential variables have not yet been identified and discussed comprehensively.

D. Discussion

Based on the results of the study, it can be concluded that environmental leadership has a positive and significant influence on social aspects in Islamic education at SMA Negeri 3 Sungai Penuh. This is evidenced by the results of the simple linear regression test, which show a regression coefficient value of 0.593 with a significance value of $0.000 < 0.05$. This means that the better the leadership implemented in the educational environment, the higher the students' social aspects will be. This result is also supported by the t-test, which shows a calculated t-value of 4.136, greater than the t-table value of 2.048, so the hypothesis stating that there is an influence is accepted.

In addition, the coefficient of determination (R^2) value of 0.379 indicates that leadership contributes 37.9% to social aspects, while the remaining 62.1% is influenced by other factors outside the study. This suggests that although leadership plays an important role, there are still other variables such as family environment, school culture, and social interaction that also contribute to the development of social aspects in Islamic education.

An effective leader does not only provide direction but is also able to inspire and motivate individuals to demonstrate positive behavior within a social group. In Islamic education management, transformational environmental leadership plays a role in facilitating the development of students' social values, such as empathy, cooperation, and responsibility. This study shows that the environmental leadership variable has a positive effect on social aspects, with a regression coefficient value of 0.593 and a significance value of 0.000 ($p < 0.05$). This indicates that every 1-unit increase in environmental leadership will increase social aspects by 0.593 units. Therefore, it can be concluded that leadership style in education has a significant influence on students' social behavior in schools at a significance level of $p < 0.05$. (Fitriani & Setiawati, 2025).

From an Islamic perspective, humans are positioned as *khalifah* (vicegerents of Allah on earth) who are responsible for preserving the environment, maintaining relationships among human beings (*hablum minannas*), and maintaining their relationship with Allah SWT (*hablum minallah*). Through Islamic education integrated with social values, environmental leadership serves as a unifying force in instilling noble social character. This study found that the coefficient of determination (R^2) value of 37.9% indicates that environmental leadership is able to explain nearly 38% of the variation in students' social aspects, while the remaining percentage is influenced by other factors outside the proposed research model. This finding demonstrates that Islamic education led through a social value-based approach can significantly enhance students' social awareness ($p < 0.05$) (Hikmah & Yuliana, 2025).

Environmental leadership has a substantial role in improving social aspects within Islamic education. Therefore, schools are expected to continuously improve the quality

of leadership oriented toward developing students' social values and character, so that the objectives of Islamic education can be achieved optimally(Izzati et al., 2024).

E. Conclusions

This study shows that environmental leadership has a positive and significant influence on social aspects in Islamic education at SMA Negeri 3 Sungai Penuh. This is proven by the results of regression analysis and the t-test, which indicate that leadership makes a real contribution to improving the quality of students' social interactions. However, the leadership contribution of 37.9% indicates that there are still other factors that also influence students' social aspects. Therefore, improving the quality of leadership oriented toward social and Islamic values needs to be continuously developed in order to support the creation of a conducive and character-based educational environment.

F. Acknowledgement

The authrs would like to express their deepest gratitude to Allah SWT for His blessings, mercy, and guidance, which made it possible to complete this research successfully. The authors also extend their sincere appreciation to the Principal of State Senior High School 3 Sungai Penuh, along with all teachers and educational staff, for granting permission, providing support, and facilitating the research process. The authors are also grateful to all students who willingly participated as respondents and provided the data required for this study. Finally, the authors would like to thank everyone who contributed valuable suggestions, support, and assistance, both directly and indirectly, which greatly contributed to the successful completion of this research.

References

- Creswell, J. W. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: SAGE Publications.
- Diana Suci Wulandari, Kurnia Wahyuni, & Syafaatul Habib. (2025). Kepemimpinan Pendidikan dalam Perspektif Islam : Sebuah Kajian Teoritis. *Jurnal Manajemen Dan Pendidikan Agama Islam*, 3(3), 323–340. <https://doi.org/10.61132/jmpai.v3i3.1128>
- Ela Rosalinda, & Anniez Rachmawati Musslifah. (2025). Analisis Lingkungan Kerja terhadap Stres dan Kinerja Karyawan di Distributor Plafon PVC Gemolong. *Khatulistiwa: Jurnal Pendidikan Dan Sosial Humaniora*, 5(2), 553–565. <https://doi.org/10.55606/khatulistiwa.v5i2.5912>
- Fitriani, A., & Setiawati, M. (2025). *Jurnal Ilmu Manajemen Dan Pendidikan Implementasi Pengendalian Risiko dalam Meningkatkan Efektivitas Manajemen Sekolah Jurnal Ilmu Manajemen Dan Pendidikan*. 02(03), 829–832.
- Hikmah, A. N., & Yuliana. (2025). Analisis Fungsi Strategis dan Tipe-Tipe Kepemimpinan Pendidikan Islam di Era Modern. *Jurnal Ilmiah Multidisiplin*, 2(5), 320–326.
- Izzati, M., Utama, S., & Fauziati, E. (2024). Kepemimpinan Transformasional Kepala Sekolah Dasar. *JAMPARING: Jurnal Akuntansi Manajemen Pariwisata Dan*

- Pembelajaran* *Konseling*, 2(1), 168–174.
<https://doi.org/10.57235/jamparing.v2i1.1863>
- Nadifa, S., & Didit, D. (2025). KEPEMIMPINAN KEPALA SEKOLAH SEBAGAI MOTIVATOR DALAM MENINGKATKAN MOTIVASI KINERJA GURU. *Journal Creativity*, 3(1), 3025–7425.
- Nasib Tua Lumban Gaol. (2020). Teori Kepemimpinan: Kajian dari Genetika sampai Skill. *BENEFIT Jurnal Manajemen Dan Bisnis*, 5(2), 158–173.
- Sugiarto, & Ahmad Farid. (2024). Kepemimpinan transformasional dalam meningkatkan mutu Madrasah Ibtidaiyah. *Didaktika: Jurnal Kependidikan*, 13(2), 1767–1780. <https://jurnaldidaktika.org/contents/article/view/429>
- Sugiyono. (2022). *Metode penelitian kuantitatif*. Bandung: Alfabeta.
- Suyatno, A., Silalahi, P., & Syah, A. (2026). Analisis Peran Kepala Sekolah dalam Meningkatkan Mutu Pendidikan: Studi Literatur. *Takuana: Jurnal Pendidikan, Sains, Dan Humaniora*, 5(1), 113–127. <https://doi.org/10.56113/takuana.v5i1.453>
- Syafitri, R. A., Nusantara, A. B., Sahila, A. N., Samsi, A., Wahyudin, C., & Salbiah, E. (2024). Peran Kepemimpinan dalam Meningkatkan Kinerja Pegawai Balai Latihan Kerja. *Karimah Tauhid*, 3(2), 1681–1694. <https://doi.org/10.30997/karimahtauhid.v3i2.11902>
- Syauqi, M., Askar, R. A., & Ghofur, A. (2025). Ekologi dan Hadits: Analisis tentang Peran Manusia sebagai Khalifah di Bumi. *Socius: Jurnal Penelitian Ilmu-Ilmu Sosial*, 2(10), 231–237. <https://ojs.daarulhuda.or.id/index.php/Socius/article/view/1373>
- Tohari, H. (2023). Peran Pendidikan Agama Islam dalam Membangun Toleransi Beragama. *Kaipi: Kumpulan Artikel Ilmiah Pendidikan Islam*, 1(2), 43–47. <https://doi.org/10.62070/kaipi.v1i2.34>
- Wahid, A. (2023). Peran Lingkungan Pendidikan Islam dalam Mewujudkan Pendidikan Islam yang Optimal. *Socius: Jurnal Pendidikan Islam*, 15(1), 1–18. <https://ojs.daarulhuda.or.id/index.php/Socius/article/download/1877/2031>