

LEADERSHIP TRAINING IN ISLAMIC SCHOOLS: FOSTERING POSITIVE STUDENT BEHAVIOR

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Abstract

This research aims to describe the impact of the leadership training program at Al-Fajar Islamic School in Jatiasih, Bekasi City, on the formation of positive student behavior. As an educational institution, Islamic schools play a crucial role in shaping the character and values of their students. The research method used is qualitative. Data collection was conducted through in-depth interviews, observations, and documentation. The sources involved in the interviews include 10 teachers at Al-Fajar Islamic High School and 10 students who have participated in the leadership training. The findings indicate that the Leadership Training Program at Al-Fajar Islamic High School has succeeded in providing a significant positive impact on student behavior. The change in student behavior is evident through their increased initiative in various activities and improved time discipline.

Keywords: Leadership; Training; Student Behavior

INTRODUCTION

In an increasingly complex era of globalization, education has an important role in shaping students' character and values (Utamirohmahsari, 2024). Character development is an educational process in educational institutions, both at elementary, middle, and high levels, which is greatly influenced by the curriculum, teaching staff, facilities and infrastructure, and school programs (Hidayati & Nihayah, 2025). Islamic schools, such as Al-Fajar Islamic High School in Jatiasih, Bekasi City, focus on developing not only academic aspects, but also moral and spiritual aspects of students. This is crucial in the effort to produce a young generation that is not only intelligent, but also has noble character.

Leadership training is one of the methods used to achieve the goal of forming students' character (Dekawati, 2020). The leadership program is designed to equip students with the skills necessary to become good leaders, such as the ability to communicate, work in a team, and make sound

decisions (Gialamas et al., 2020). With skills in leadership programs can build students to face challenges in everyday life.

Islamic education emphasizes the importance of good leadership values, which are reflected in the teachings of the Qur'an and Hadith (Sarnoto & Rahmawati, 2022). Students are taught to be role models in various aspects, including in interacting with others. Therefore, leadership training programs in Islamic schools are very relevant to be implemented (Yawisah et al., 2024).

The leadership training program at Al-Fajar Islamic High School not only aims to improve students' skills, but also to shape positive attitudes and behaviors. In this context, leadership training is expected to support the development of students' characters in accordance with Islamic values. Students involved in the leadership program are expected to demonstrate better behavior, such as increased sense of responsibility, discipline, and ability to collaborate (Iksal et al., 2024). In addition, they are also expected to be more independent and able to take the initiative in various situations.

The implementation of leadership training programs also faces challenges, such as lack of interest from some students. Therefore, it is important to create an interesting and relevant atmosphere so that students are willing to actively participate in the program. Student engagement is essential to achieve the desired results (Kusmawan et al., 2025). Through leadership training, SMA Islam Al-Fajar seeks to instill positive values in students. Students are not only ready to face academic challenges, but are also able to make meaningful contributions to society. Based on the above explanation, the purpose of this study is to describe the impact of the leadership training program at SMA Islam Al-Fajar on the formation of positive student behavior.

METHOD

The method used in this study uses a qualitative approach. Qualitative research focuses on understanding the perspective of participants through interactive and flexible strategies. The goal is to explore social phenomena from the perspective of the individuals involved (Sugiyono, 2017). Qualitative research provides the flexibility to explore participant perspectives, uncover the dynamics of social interactions, and understand non-measurable aspects such as attitudes, values, and cultural norms (Haki et al., 2024).

This research was conducted at Al-Fajar Islamic High School, Jatiasih, Bekasi City. Data collection was conducted through observation and in-depth interviews. Interviews were conducted by selecting informants, namely 10 teachers and 10 students who participated in leadership training. Data analysis was conducted using descriptive analysis based on the results of the interviews.

FINDINGS AND DISCUSSION

1. Leadership Training Program Objectives

The leadership training program at Al-Fajar Islamic High School is designed to increase students' motivation and independence. The main objective of this program is to train students' leadership skills so that they can apply these skills in their daily lives. With this training, students are expected to become more disciplined and responsible individuals. This program also focuses on character development, where students are taught to understand the importance of discipline, both in the school environment and outside. Through this understanding, it is hoped that students can internalize leadership values that can be applied in their social interactions.

Teachers at Sma Islam Al-Fajar emphasized that this program not only focuses on academic aspects, but also on developing soft skills that are important for students' future. The leadership skills taught are expected to equip students to face challenges in the real world. Through this program, students are taught to work together in teams, so that they can learn to respect each other and understand each other's roles. The objectives of this program are very relevant to the needs of students in the modern era that demands good interpersonal skills. In a social context, this program also helps students understand their responsibilities as members of society. Students are expected to not only be leaders in the classroom, but also outside of school, in everyday life. This is important to form individuals who are not only academically successful, but also have a positive impact on the surrounding environment.

2. Measuring Changes in Student Behavior

Measurement of changes in student behavior after participating in the leadership training program was carried out through various observation methods. Teachers conducted direct observations in class and in extracurricular activities to see how students applied the skills learned. In this way, teachers were able to evaluate students' attitudes and behaviors in different contexts. In addition, these observations included daily activities at school, including social interactions and participation in group activities.

Reflection from teachers is important in this measurement process. By involving homeroom teachers, schools can gain additional perspectives on changes that occur in students, as expressed by one of the following teachers "Through direct observation during teaching and learning activities and reflection from parents, we can see student progress". This shows that

collaboration between teachers and parents is very important in assessing student development holistically.

Students who actively participate in leadership activities are an indicator of the success of the program. For example, students who show initiative in group activities and are able to lead their friends indicate that the training is successful, as expressed by one of the following teachers "It can be seen when students have higher initiatives in exemplifying simple things such as ceremonies and scouts". This indicates that the training is successful in increasing the sense of responsibility and leadership among students.

Student feedback is also an important part of measuring behavioral change. Students often provide opinions about how the program has affected them personally. Here is one of the student's statements regarding the training at Sma Islam Al-Fajar "This program has influenced my attitude change to be more disciplined and responsible". This provides a clearer picture of how students assess the program's impact on themselves and the progress they have made.

3. Examples of Positive Change

After participating in the leadership training program, many students showed significant positive changes in their attitudes and behaviors. One of the most visible changes was the improvement in students' ability to lead activities. Here is one of the students' statements "Students can show better leadership and awareness after participating in the training program". This can be seen from the improvement in students' attitudes in taking responsibility in various school activities.

Previously passive students are now actively participating in activities. They no longer wait for instructions, but take the initiative to take an active role, such as leading the line during ceremonies and other events, as expressed by one of the following teachers "Being able to lead team/group members to be the best is a concrete example". This shows that the training is successful in fostering self-confidence in students and making them more courageous in taking initiatives.

Changes also occurred in terms of time discipline, which is an important aspect of leadership, as expressed by one of the following teachers "After attending the training, students showed improvements in discipline, such as arriving on time". This is an indicator that the training program is effective in forming good habits among students. With better discipline, students can maximize their time to study and contribute to school activities.

Caring among students also increased as a result of the program, as expressed by one of the teachers as follows "Students are more sensitive to the needs of their friends and are ready to help when someone is having difficulties". This shows that the program not only teaches leadership, but also important social values, such as empathy and cooperation. With this caring attitude, students can build better relationships among themselves.

DISCUSSION

The leadership training program at Al-Fajar Islamic High School has shown a significant positive impact on students. With clear objectives, the program focuses not only on improving leadership skills, but also on building students' character. The main objectives such as increasing student motivation and independence are very relevant to today's needs. Education must not only produce students who are academically intelligent, but also individuals who have a high sense of leadership and discipline. This is in line with the school's vision to create a generation of quality future leaders.

Measuring changes in student behavior is an important aspect in evaluating this program. By using observation and reflection methods, schools can see student progress as a whole. The results of observations show that students who actively participate in leadership activities show positive changes in attitude. Feedback from teachers and parents also adds a more holistic dimension to the evaluation. Thus, this comprehensive measurement helps ensure that the program remains effective and relevant.

Examples of positive changes seen in students are real evidence of the success of this program. Students began to show initiative in various activities, such as leading the line during ceremonies and other group activities. Improved time discipline is also an important indicator that this program has succeeded in forming good habits among students. In addition, concern among students has increased, indicating that they are not only learning about leadership, but also social values. This shows that leadership training can contribute to better character development.

CONCLUSION

The conclusion obtained from this study is that the Leadership Training Program at Al-Fajar Islamic High School has succeeded in providing a significant positive impact on student behavior. Through this training, students not only learn about leadership skills, but also develop social values and concern for others. Changes are clearly visible in their attitudes, such as increased initiative in various activities and better time discipline. Feedback from teachers shows that students have become more responsive and caring, reflecting progress in the formation of better character. Thus, this program contributes substantially to the development of quality student character.

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