

Leadership in Environmental Education: The Role of Madrasah Principals in Madrasah

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Abstract:

This study aims to describe and analyze the leadership of madrasa principals in realizing environmentally aware madrasas in State Elementary Madrasas (MIN) throughout West Lampung, including their roles in mobilizing, directing, guiding, fostering, encouraging, and providing assistance to all members of the madrasa community. This research method uses a descriptive qualitative approach, with the research sites located at MIN 1 and MIN 2 in West Lampung. Data collection used observation, interviews, and documentation. Interviews were conducted with the madrasa principal, the Adiwiyata head, staff, and classroom teachers. Data analysis used data reduction, data presentation, and conclusion drawing. Data validity techniques included source triangulation and technical triangulation. The study shows how Madrasah Principals in West Lampung lead environmentally conscious initiatives at MIN. 1) They mobilise the community through motivation, role models, and forming an Adiwiyata team. 2) They integrate environmental planning with the curriculum and instil Islamic values. 3) They offer guidance through training and innovation, fostering an eco-conscious culture. 4) They promote environmental responsibility through religious and environmental activities. 5) They motivate with awards for creativity and moral growth. 6) They support green infrastructure and community partnerships.

Key Words: Leadership, Adiwiyata Program, Environmental Awareness, Mobilizing Community

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INTRODUCTION

Environmental education is a gift from God Almighty that must be preserved and utilized wisely by humans. In modern life, human activities increasingly negatively impact the Environment, including air, water, and soil pollution, as well as global climate change (Adeoye & Munawwaroh, 2025). One strategic way to address these issues is through environmental education, instilled from an early age, particularly in schools (Obani & Izu-Obani, 2025).

Environmental education aims to foster awareness, knowledge, attitudes, and behaviors that support environmental sustainability. Schools are a strategic place to shape a generation that cares about and is responsible for environmental sustainability through concrete programs such as recycling, reforestation, energy conservation, and waste management. One concrete implementation is the

Adiwiyata program, a school-based environmental culture initiative initiated by the Ministry of Environment and Forestry (Herliana et al., 2025).

Legally, environmental education has a strong foundation. Law Number 32 of 2009 concerning Environmental Protection and Management states that "Everyone has the right to environmental education" (Article 65 paragraph 2), and everyone also has an obligation to protect and preserve the Environment (Article 67). Furthermore, Law Number 20 of 2003 concerning the National Education System states that the goal of national education is to educate the nation and develop faithful individuals who are pious, possess noble morals, and care for the Environment (Aslamiyah & Fauzi, 2025).

Based on preliminary research data, on September 15-16, 2025, researchers visited, observed, and interviewed the principal, the head of the Adiwiyata program, staff, and teachers at MIN 1 and MIN 2 in West Lampung. The research data was collected from MIN throughout West Lampung. Researchers found that MIN 1 West Lampung received the Adiwiyata award from the district government in 2021, the provincial government in 2022, and the national government in 2023. Meanwhile, MIN 2 West Lampung received the Adiwiyata award from the district government in 2021, the provincial government in 2022, and the national government in 2024. It also received the Adiwiyata Mandiri award from the central government's Environmental Education Office in 2024. A Madrasah Principal manages this award.

Regarding the problems at MIN 1 West Lampung, researchers identified several challenges in implementing environmental programs there. These include a lack of participation from some madrasah residents in maintaining the madrasah environment, the continued indiscriminate littering by some students, and the need to strengthen environmental culture among students.

Meanwhile, the problems at MIN 2 West Lampung. Researchers found that several challenges remain in implementing environmental programs at MIN 2 West Lampung. These include a lack of environmental management by some school residents, leading to activities that make the school uncomfortable. Some students still litter, and we need to strengthen students' environmental culture.

Therefore, each madrasah principal mobilized the majority of the MIN 1 and MIN 2 West Lampung community members through community service activities held on the madrasah grounds. All students attended this activity, including the Adiwiyata principal, staff, teachers, and other educational staff at MIN 1 and MIN 2 in West Lampung. This activity was carried out to maintain and beautify the madrasah grounds, making them greener, more comfortable, and cleaner. The community service activities within the madrasah grounds were expected to raise awareness of the importance of environmental protection and cleanliness, and to foster cooperation and solidarity among the madrasah community. Furthermore, this activity also served as the madrasah's contribution to reducing negative environmental impacts.

MIN 1 and MIN 2 West Lampung's concern for the Environment is also reflected in the Adiwiyata School program promoted by the Ministry of Environment and Forestry. Adiwiyata Schools is an award program for schools that strive to foster an environmental culture, promote and sustain environmental sustainability, and increase community participation in environmental conservation efforts. The principals of MIN (Islamic junior high schools) throughout West Lampung, particularly the principal of MIN 1, Mr. Darmani S.Pd., M.Pd., and the principal of MIN 2, Ms. Ema Juwita, S.Pd., urged all members of the madrasa community to work together to maintain and improve the madrasa. MIN 1 and MIN 2 West Lampung have also added facilities that serve as madrasa icons, including a fountain, gazebo, and many other facilities for students to study outside the classroom, making them more comfortable in gaining knowledge at the madrasa.

The leadership of madrasa principals plays a strategic role in creating a conducive, religious, and environmentally conscious learning environment (Ataman & Safitri, 2024). In the current era of globalization and climate change, educational institutions are required not only to produce graduates who are academically intelligent but also sensitive to the social and natural Environment (Mustafazada, 2024). Therefore, the madrasah principal must be able to direct all elements of the madrasah to actively protect, preserve, and wisely use the Environment (Thohir, 2024).

As the leader of Islamic education, the madrasah principal is responsible for instilling spiritual, moral, and ecological values among all members of the madrasah (Mahmud & Ramli, 2025). He or she must be able to serve as a role model, director, motivator, and mentor in building a healthy, clean, and green environmental culture within the madrasah. The importance of sustainable environmental management in madrasahs has led to the emergence of the concept of "environmentally aware madrasahs," which integrate ecological principles into their vision, mission, programs, and learning activities (Albustomi, 2025).

Indicators of Madrasah Principal Leadership in the Environment
According to Wahjosumidjo and several other education experts, indicators of madrasah principal leadership in environmental management include: the ability to mobilize madrasah members in cleaning and greening activities, directing green madrasah policies and programs, guiding teachers to exemplify environmental awareness, fostering teachers in integrating environmental education into learning, encouraging community participation in preserving the school environment, and providing support for green madrasah programs. (Daud, 2023)

Therefore, the environmentally aware leadership of madrasah principals implemented at MIN 1 and MIN 2 in West Lampung can be a solution for realizing environmentally aware madrasahs. Based on the initial exploration, the researcher sought to understand how the leadership of the madrasah principal, which emphasizes environmentally conscious madrasahs, will be realized in

MIN 1 and MIN 2 in West Lampung. Therefore, this study is entitled "Madrasah Principal Leadership in Realizing Environmentally Conscious Madrasahs at MIN Se-West Lampung."

RESEARCH METHOD

This research employs a descriptive qualitative approach to describe and analyze the role of madrasah principals in realizing environmentally conscious madrasahs. The research was conducted at two madrasah schools: MIN 1 and MIN 2 in West Lampung. Data collection techniques included observation, interviews, and documentation. Interviews were conducted with the madrasah principal, the Adiwiyata head, teaching staff, and class teachers.

Data analysis was carried out using data reduction, data presentation, and conclusion drawing techniques. To ensure data validity, source triangulation and technical triangulation were applied. This methodology aimed to ensure the accuracy and depth of the research findings by utilizing multiple sources and data collection techniques.

RESULT AND DISCUSSION

Result

Madrasah Principal Leadership in Fostering Environmental Awareness

The Madrasah Principal's Leadership as a Driving Agent. In the context of Islamic educational management, the madrasah principal acts as a driving force, determining the direction, strategy, and sustainability of the madrasah program. According to Mulyasa, an effective principal is a leader who can mobilize the full potential of the school through the active participation of the school community. This is evident at MIN 1 West Lampung, where the madrasah principal successfully engaged teachers, administrative staff, students, and the surrounding community in environmental activities such as reforestation and waste management.

Furthermore, Sutisna stated that a leader's ability to mobilize others is at the core of effective leadership (Prasetia et al., 2024). The madrasah principal at MIN 1 demonstrated this ability by creating a collaborative work environment, fostering a sense of shared responsibility, and exemplifying concrete actions in maintaining environmental cleanliness.

Transformational Leadership Approach. Based on Bass & Avolio's transformational leadership theory, effective leaders not only direct but also inspire and motivate their followers to achieve higher shared goals. In this context, the principal of MIN 1 West Lampung Madrasah displays transformational leadership characteristics, such as Inspirational motivation, by conveying a vision for a green madrasah grounded in Islamic values. Idealized influence, through direct role models such as participating in community service and planting trees. Individualized consideration, by paying attention to the ideas and initiatives of both teachers and students. This leadership style successfully

fosters commitment and collective awareness among the madrasah community regarding the importance of environmental conservation (Nasution & Ismail, 2025).

Based on the field findings and the theory used, it can be concluded that the madrasah principal's leadership in driving environmental programs at MIN 1 West Lampung follows a transformational and participatory approach. The madrasah principal acts not only as a manager but also as a motivator, inspirator, and spiritual role model. Environmental activities serve as a medium for implementing Islamic-based ecological character education, thereby shaping a madrasah community that is caring, disciplined, and virtuous towards nature.

Madrasah Principal Leadership in Promoting Environmental Awareness

From observations and interviews, the madrasah principal's direction is systematic and hierarchical, with each work unit having clear roles and responsibilities. For example, science teachers are directed to develop experiment-based learning that fosters ecological awareness, such as recycling projects and the use of organic waste. Religious Affairs teachers are directed to instill Islamic values of cleanliness, responsibility, and trustworthiness towards nature (Quran, Al-A'raf: 56). Administrative and cleaning staff receive direction on sustainable logistics and the cleanliness of the madrasah area. In addition to internal direction, the madrasah principal also builds external networks with the madrasah committee and the Environmental Agency (DLH) to strengthen support for the Green Madrasah program.

This aligns with Owens & Valesky's view that one indicator of effective educational leadership is the principal's ability to direct human resources in a participatory manner to achieve common goals through inspiring and vision-based communication. In the context of Islamic education management, this directive role reflects the principles of trust and leadership responsibility, as emphasized by Nasution, who argued that Islamic education leaders not only act as administrative decision-makers but also as drivers of moral values and behavior in managing the educational environment (Rohaemi, 2025).

Furthermore, the educational administration theory advanced by Sutisna holds that the principal's directive function includes activities to motivate, coordinate, and guide all members of the organization to carry out their tasks effectively and efficiently, thereby achieving the institution's goals. In this case, the madrasah principal at MIN 1 West Lampung has demonstrated directive abilities aligned with these principles by ensuring that all madrasah elements participate in environmental activities such as Clean Friday, Mini Waste Bank, and the Love Plant Movement. From a strategic educational management perspective, Tilaar emphasized that practical principal guidance will foster a strong school culture, in which institutional values, including environmental stewardship, become the habits and characteristics of the school community. This is clearly evident at MIN 1 West Lampung, where the principal's guidance

not only results in procedural compliance but also a moral and spiritual commitment from all members of the school community to environmental preservation.

Based on various theories and field findings, this study concludes that the principal at MIN 1 West Lampung has effectively carried out his guidance function through visionary, coordinative, and Islamic-value-based communication strategies. This type of leadership has successfully built a participatory, caring, and responsible madrasah culture for environmental sustainability.

Madrasah Principal Leadership in Guiding Eco-Conscious Madrasas

According to Sutisna, the guidance function in educational leadership involves developing subordinates' skills and awareness through direction, training, and modeling so that they can work effectively in line with the institution's goals. This finding aligns with this theory, as the madrasah principal of MIN 1 West Lampung not only directs but also actively guides and directly assists in implementing environmental programs. One concrete form of guidance provided by the madrasah principal is strengthening the capacity of teachers and students through activities such as the Green Madrasah Literacy Program, Waste Almsgiving, and Organic Waste Management Training. This guidance focuses on developing ecological competencies and awareness so that the madrasa community can become active participants in maintaining a clean and beautiful environment.

This concept aligns with the view of Owens & Valesky, who state that effective educational leaders facilitate continuous learning, guiding the school community to grow through habituation, reflection, and direct experience. The madrasah principal also serves as a primary role model for ecological behavior. He emphasized the importance of starting with oneself by maintaining cleanliness, conserving energy, and maintaining the madrasah gardens. This principle of exemplary behavior aligns with the concept of transformational leadership, in which leaders serve as inspiration and role models, encouraging subordinates to change and act positively.

According to Tilaar, in the context of Islamic educational management, effective leadership is not sufficient through instruction alone; it must be realized through *uswah hasanah* (good example) that can stimulate the moral and spiritual motivation of all members of the educational institution. Furthermore, the madrasah principal's guidance in this context also reflects an Islamic approach to the environment. Islam teaches the importance of *ihsan* (doing good) and trustworthiness towards nature. As Nasution explained, environmental education from an Islamic perspective must foster awareness that humans are God's vicegerents on earth, tasked with ensuring its prosperity and preserving it. Therefore, the principal's guidance is not merely administrative, but also spiritual and moral (Pepilina et al., 2024). The ongoing and participatory

guidance at MIN 1 West Lampung has successfully fostered an environmentally conscious madrasa culture. This is evident in the disciplined habits of the madrasa community in cleanliness, waste management, and school garden maintenance. The principal also guides teachers in integrating environmental values into thematic learning processes, fostering ecological awareness from an early age.

Based on various theories and field findings, the principal of MIN 1 West Lampung carries out his guidance function with a spiritual and exemplary educational approach. This function is a key pillar in shaping an environmentally conscious madrasa culture characterized by educational power and serving as a role model for the surrounding community. The principal's guidance has encouraged changes in the ecological behavior of the madrasa community as a whole, reflecting the concrete implementation of the concept of values-based leadership and environmental moral responsibility.

Madrasah Principal Leadership in Fostering Eco-Conscious Madrasahs

Environmental Attitude Development: The madrasah principal consistently instills values of environmental concern through regular counseling during morning assembly, monthly meetings, and religious activities. The values of cleanliness, responsibility, and love of nature are incorporated into students' character and spiritual development, emphasizing the principle that "cleanliness is part of faith." This finding aligns with Nasution's view that environmental education from an Islamic perspective emphasizes not only knowledge but also the development of ecological morals rooted in human spiritual awareness as caliphs on earth. Therefore, the madrasah principal's development of environmental attitudes represents the implementation of Islamic values within the context of environmentally conscious education. Furthermore, according to Owens and Valesky, effective educational leadership must instill values and foster behavior through influence rather than just issuing administrative instructions (Shahin et al., 2024). The principal of MIN 1 Madrasah applies this principle by serving as a role model and inspiration for teachers and students in maintaining the cleanliness and sustainability of the madrasah environment.

Environmental Activity Development. The principal of the MIN 1 Madrasah initiated various activities, including "Clean Friday," "Green Class Competition," and "Madrasah Waste Bank." These activities were designed not only as routine activities but also as contextual learning tools that connect knowledge with real-world practice. Through these activities, students were not only taught the theory of the importance of the environment but also directly trained in environmentally friendly behavior. According to Sutisna, one of the functions of coaching in educational management is to improve the abilities and motivation of school members through concrete, focused activities that support the achievement of educational goals (Obani & Izu-Obani, 2025). Thus, the environmental activities initiated by the principal of MIN 1 Madrasah reflect a

form of functional coaching oriented towards behavioral change through positive habits and direct experience. These activities also support the experiential learning theory described by Kolb in the context of educational leadership, where understanding of environmental values becomes firmly embedded when accompanied by direct involvement in the actions of Owens & Valesky.

Maintaining Madrasah Environmental Culture. The principal fosters an environmentally conscious school culture by establishing written, systematic rules for waste management, energy conservation, and the maintenance of the school's gardens. This step demonstrates efforts to establish an organizational culture that supports a clean, green, and disciplined environment. Tilaar emphasized that fostering a strong school culture requires consistent values, exemplary leadership, and a supportive evaluation system. In the context of MIN 1 West Lampung, the principal implements this principle through monthly evaluations and awards for the cleanest classrooms, thereby strengthening the school community's motivation to participate actively. This evaluative and appreciative coaching approach demonstrates the application of a positive reinforcement model in educational leadership. The principal prioritizes rewards and character development over punishment, thus creating a learning environment that is educational, not intimidating.

Sustainable and Synergistic Coaching. Coaching at MIN 1 West Lampung is also sustainable and involves all components of the school in strong synergy. This aligns with Bass's transformational leadership theory, as outlined in Owens & Valesky, which emphasizes that educational leaders must transform organizational values, behaviors, and culture through vision, role modeling, and continuous development. The principal of MIN 1 successfully created a development system that extends beyond ceremonial activities to a vibrant and participatory madrasah culture. This development is carried out through a combination of role modeling, habituation, evaluation, and rewards, culminating in the creation of an ecologically sound madrasah.

Based on various theories and field findings, it can be concluded that the development carried out by the principal of MIN 1 West Lampung reflects an educative and transformative leadership model, where development is not merely supervision but a process of value education and the formation of a sustainable culture. The principal acts as a moral educator, motivator, and facilitator of change, systematically shaping an environmentally conscious madrasah rooted in Islamic values.

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Madrasah Principal's Leadership in Providing Eco-Conscious Madrasah Support

Material Assistance: The Madrasah Principal of MIN 1 West Lampung actively sought material assistance by optimizing School Operational Assistance (BOS) funds, collaborating with the madrasah committee, and engaging in CSR collaborations with external institutions such as Islamic banks. This assistance included the provision of segregated waste bins, plant seeds, organic fertilizer, and the establishment of a Madrasah Waste Bank as an educational and economic resource. This form of support illustrates the leadership function as a facilitator, as Sutisna explains, by requiring the principal to provide adequate resources and facilities to ensure the effectiveness of learning activities and school programs. Furthermore, the management of material assistance demonstrates the implementation of the madrasah principal's managerial function, which is oriented towards sustainability. According to Owens & Valesky, effective educational leaders focus not only on short-term achievements but also ensure the availability of facilities and infrastructure to support continuous learning and school community participation (Waruwu et al., 2025). Therefore, material assistance at MIN 1 West Lampung represents a long-term investment that strengthens environmental culture by providing green facilities.

Non-Material Assistance: In addition to material support, the madrasah principal provides non-material assistance, including teacher mentoring, inter-agency coordination, and motivation. Teacher mentoring in the preparation of Adiwiyata proposals and environmental activity reports reflects a coaching-leadership approach, in which the madrasah principal serves as a mentor and professional partner to teachers. This aligns with Tilaar's theory of human

resource empowerment in education, which emphasizes that the principal must be a driving force in developing teachers' capacity and creativity to implement values-based programs. Furthermore, non-material assistance is evident through motivation and appreciation for madrasah members, aligning with Owens & Valesky's concept of intrinsic motivation in educational organizations, which holds that moral rewards such as praise and public recognition are more effective in building long-term commitment than material incentives alone. The madrasah principal at MIN 1 West Lampung successfully synergistically implemented these two aspects, strengthening competencies and providing spiritual meaning, and encouraging all madrasah members to actively participate in environmental activities with a sense of pride and responsibility.

Synergy of Material and Non-Material Assistance: Integrating material and non-material assistance reflects a holistic leadership approach. The madrasah principal focuses not only on providing physical facilities but also on fostering a sense of belonging and ecological responsibility among madrasah members. According to Nasution, from an Islamic perspective, environmental protection should be interpreted as a trust and a moral responsibility of humans as caliphs on earth. Therefore, the assistance provided by the madrasah principal at MIN 1 West Lampung is not only technical but also has spiritual value, instilling an awareness that environmental preservation is part of worship. This synergy also demonstrates that the madrasah principal has implemented the "Green Leadership" principle, in which every decision, assistance, and policy is directed toward supporting a sustainable learning environment. This approach aligns with Tilaar's theory of environmentally conscious educational management, which emphasizes a balance between ecological, social, and religious dimensions in the governance of educational institutions.

Leadership Implications: The madrasah principal's role in providing assistance at MIN 1 West Lampung demonstrates action- and value-based leadership. He not only issues policies but also mobilizes and facilitates the madrasah community to actively participate in environmental preservation. This leadership model fosters a culture of cooperation and shared responsibility for the sustainability of the madrasah environment. In line with Sutisna's view, successful principals are those who can build a shared vision and inspire the entire school community to act on that vision.

Based on various theories and field findings, the principal of MIN 1 West Lampung plays a strategic role in the success of the Environmentally Conscious Madrasah program through the integration of material and non-material assistance. Material assistance strengthens physical infrastructure and environmentally friendly facilities, while non-material assistance strengthens the spirit, capacity, and awareness of the madrasa community regarding the importance of environmental conservation. With inspirational, collaborative, and religious leadership, the madrasah principal successfully creates a green, healthy,

and Islamic-influenced learning environment, while simultaneously establishing the madrasah as a model for sustainable education.

Discussion

The results of this study indicate that the leadership of the madrasah principal at MIN 1 West Lampung in mobilizing, directing, guiding, fostering, encouraging, and providing assistance to realize an Environmentally Conscious Madrasah refers to a transformational leadership approach that aligns with existing theories (Adeoye, 2025). Aqodiah stated that an effective principal is a leader who can mobilize the full potential of the school through active participation (Aqodiah et al., 2024). This research demonstrated the active involvement of various stakeholders within the madrasah — teachers, administrative staff, students, and the surrounding community — in environmental activities (Gitmiwati & Indrayuda, 2024). Furthermore, Bass & Avolio's transformational leadership theory, which emphasizes the inspiration and motivation of followers, was also evident in the principal of MIN 1, who inspired the madrasah community with a strong environmental vision (Basri et al., 2024). This aligns with field findings demonstrating a collective commitment to sustainable environmental conservation, consistent with a leadership approach focused on values and inspiration (Qushwa, 2024).

However, there are interesting differences with the existing literature. Many educational leadership studies focus primarily on administrative and managerial aspects. In contrast, the madrasah principal at MIN 1 demonstrated a more holistic, spiritually based approach to motivating and nurturing the madrasah community. Owens & Valesky (2021) state that effective leadership involves inspirational, vision-based communication, as seen in the leadership practices of madrasah principals, which emphasize communication that is not only administrative but also prioritizes moral and spiritual values at every leadership step (Albustomi, 2025). Furthermore, Muslim emphasizes the importance of values-driven leadership, as reflected in the ongoing coaching carried out by madrasah principals to foster ecological character among students, teachers, and staff (Muslim & Kunta, 2025).

The theoretical implication of these findings is that the concepts of transformational and values-based leadership have significant potential for application in Islamic education (Adeoye & Munawwaroh, 2025). This research adds to the literature on educational leadership by offering a new perspective on how leaders in educational institutions can embed spiritual and social values in environmentally conscious educational programs (Ibrahim et al., 2025). Existing theories on educational leadership, such as those presented by Bass & Avolio (2003), can be expanded by emphasizing the role of religious values in motivating and mobilizing all madrasah members to preserve the environment (Arifin et al., 2024).

Practically, the findings of this study have important implications for leadership development in other madrasahs, particularly in the context of values-based and environmental education (Tohet, 2024). Madrasah principals who can mobilize all elements of the madrasah with a more holistic approach, relying not only on administrative strategies but also on religious values to motivate, can create an environment that supports the goals of sustainable education (Azizah, 2024). Furthermore, the leadership model that involves active participation of madrasah members in the planning and implementation of environmental programs, as found at MIN 1, can be adopted by other madrasahs to improve the quality of environmental management through social and moral awareness.

Overall, this study provides a clear picture of how the madrasah principal at MIN 1 West Lampung carries out an effective leadership role, integrating managerial, spiritual, and social aspects to realize an Environmentally Conscious Madrasah. These findings confirm that values-based and inspirational leadership can bring about positive changes that impact not only the physical cleanliness of the environment but also the ecological and spiritual character formation of the madrasah community.

CONCLUSION

The results of this research demonstrate that the leadership of Madrasah Principals in realizing environmentally conscious Madrasahs at MIN schools in West Lampung is highly effective, comprehensive, and focused on both spiritual values and ecological sustainability. The principals' leadership is evident in several key areas: mobilizing the community, directing strategic environmental planning, providing guidance, fostering environmental responsibility, encouraging innovation, and offering support through infrastructure and partnerships.

In terms of mobilization, Madrasah Principals successfully engaged teachers, students, staff, and the broader community by using motivational strategies, role modeling, and participatory approaches such as forming local *Adiwiyata* teams. They also integrated environmental planning with the *Adiwiyata* curriculum, instilling Islamic values and ecotheology. Furthermore, principals provided technical and moral guidance through mentoring, training, and environmental innovations, fostering a school culture centered on sustainability. Their leadership in encouraging creativity, moral development, and environmental responsibility is reinforced through awards and recognition, while support for green infrastructure and local resource empowerment strengthens community partnerships.

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