



THE IMPLEMENTATION OF VALUE-BASED LEADERSHIP IN THE STATE ISLAMIC HIGHER EDUCATION INSTITUTIONS



Ikhwanuddin Abdul Majid¹ , Nik Md Saiful Azizi Nik Abdullah² , Faisal Efendi³
Muhammad Wildan Shohib⁴ , Adam Adesina Muhammed-Lawaf⁵

*Correspondence :

Email :

ikhwanuddin.majid@live.iium.edu.my

Affiliation:

^{1,2}International Islamic University Malaysia

³Sekolah Tinggi Agama Islam Balaiselasa YPPTI Pesisir Selatan, Indonesia

⁴Universitas Muhammadiyah Surakarta, Indonesia

⁵University of Ilesa (UNILESA) Osun State, Nigeria

Article History :

Submission : June 11, 2025

Review : June 31, 2025

Accepted : July 11, 2025

Published : July 30, 2025

Keywords :

Implementation, Value-based Leadership, Higher Education, Institutions⁴

DOI:

[10.30983/educative.v10i1.9882](https://doi.org/10.30983/educative.v10i1.9882)

Abstract

This study aims to investigate the implementation of Value-Based Leadership (VBL) in selected Islamic higher educational institutions in North Sumatera, Indonesia. Despite the growing emphasis on leadership in Islamic higher education, empirical evidence on the perception and measurement of Value-Based Leadership in Indonesia remains limited. The research employs a quantitative approach, utilizing survey questionnaires to gather data from undergraduate students. The study's population comprises students from three State Islamic Universities: UIN Sumatera Utara, UIN Syahada Padangsidimpuan, and STAIN Madina, totaling 33,492 students. A stratified random sampling method was used to select a sample size of 380 respondents, ensuring representativeness across the institutions. The methodology involved descriptive analysis and Structural Equation Modeling (SEM), including Confirmatory Factor Analysis (CFA), to test the hypothesized model. Data screening was performed to identify missing data, outliers, and assess normality using skewness and kurtosis values. Key findings indicate that the highest perceived dimension of VBL among respondents is commitment emerged as the most prominent perceived dimension, followed by accountability, Integrity, and Sense of direction. The initial CFA model for VBL did not meet the Goodness-of-Fit (GoF) requirements. However, after re-specification through the removal of 5 items re-specification for improved fit the revised model demonstrated improved fit indices (230.470, df = 95, = 2.426, CFI = .986, RMSEA = .061, TLI = .982, GFI = .932. The convergent validity of the revised VBL model was confirmed, with AVE values 0.5 and CR values 0.7, supporting the validity and reliability of the VBL measurement model. This study contributes to understanding the perception and measurement of value-based leadership and offers a validated framework to guide research and leadership development in Islamic higher education.

INTRODUCTION

Higher education organizational leadership refers to a leader's capacity to persuade, inspire, and guide people and organizations within a campus environment (Lynn-Sze & Ahmad, 2017). However, the literature argued that this condition is due to the lack of good leadership in Islamic higher education (Nurdin, 2019). The problem of value-based leadership in Indonesian universities is the lack of effective implementation and integration of ethical values among university leaders (Larasati, 2019). There are some university leaders in Indonesia focus primarily on achieving academic goals and performance indicators, neglecting the importance of instilling and promoting ethical values among faculty members and students. As a result, there is a lack of ethical awareness, integrity, and responsible decision-making within the university community. University leaders play a crucial role in setting an example for faculty and students. However, there is often a lack of consistency in practicing ethical behaviors, which can lead to a decline in trust and respect towards leadership. This inconsistency undermines the development of a strong ethical culture within the university (Larasati, 2019). Moreover, leadership training programs in Indonesian universities often lack a comprehensive focus on value-based leadership and ethical decision-making. As a result, many university leaders may not possess the necessary skills and



knowledge to effectively manage ethical dilemmas and guide their institution with integrity. In some cases, there is a lack of robust accountability mechanisms to address unethical behaviours among university leaders. This absence of clear consequences for violations of ethical standards can create a culture of impunity, further perpetuating unethical practices within the institution (Hariri, 2014).

On the other hand, according to a recent peer-reviewed meta-analysis of the relationships between leadership styles in higher educational institutions and academic staff job satisfaction with students' achievement, effective leadership in higher educational institutions can increase the job satisfaction of academic staff, which in turn has a positive impact on employee retention, trust, organizational commitment, academic staff performance, and students' achievement (Von Eiff et al., 2021). Kalasak also said that Management styles in education, such as transformational leadership, servant leadership, and spiritual leadership, have some favorable benefits (Sukatin & Fajri, 2021).

A leadership style known as transformational leadership inspires and encourages followers by encouraging them to realize their full potential and put aside their own interests in favor of the greater benefit of the company and society (Suhartono & Pahrudin, 2024). Innovative and creative thinking are encouraged, as well as taking ownership of one's job and embracing change, by transformational leaders who also generate and express compelling future visions (Mesiono et al., 2024). Respect is earned, decisions are thought through in terms of moral and ethical ramifications, and motivation-boosting incentives are offered by transformational leaders (Akhmad et al., 2024). Bass Said they commonly take on the roles of role models and mentors, inspiring people they have an impact on to become better versions of themselves, changing their values, beliefs, and attitudes in the process, as well as increasing their confidence by exhibiting their skills and abilities (Abrori, 2018).

According to Daniel Goleman, this tactic is comparable to "authoritative leadership." Servant leadership places the needs of others above the leader's own interests and prioritizes the development of the institution's workforce (Sandiasa, 2017). Kalasak said that the leaders that use this servant leadership style prioritize the needs of their followers and assist them in accomplishing their objectives and personal growth (Syauqy, 2016). Empathy, cooperation, compassion, trust-building, respectful decision-making, and active listening are traits of servant leaders (Counte et al., 2019). By empowering and elevating followers and fostering an environment that fosters development, innovation, and a sense of belonging, they strive to foster a collaborative work environment (Chang et al., 2021). Their commitment to fostering others' success and development as well as the institution's vision raises employee job satisfaction (Rabac & Jain, 2019). With the help of spiritual leadership, the leadership process can be infused with moral principles, values, and a feeling of greater purpose (Fikri et al., 2024).

Even though it is less usually mentioned than transformational or servant leadership in academic settings, spiritual leadership has been found to significantly increase academic staff job satisfaction, a heightened sense of moral and ethical values, and a focus on the viability and sustainability of the institution (Sudiami et al., 2019). While not as frequently discussed as transformational or servant leadership in academic settings, spiritual leadership has also been shown to affect academic staff job satisfaction positively (Muttapien et al., 2024).

Value-based leadership (VBL) can be operationally defined as a leadership approach that prioritizes and integrates core values, such as accountability, integrity, sense of direction, commitment, truthfulness, sincerity into decision-making and actions (Rao, 2017). The values are traits that must be possessed by leaders and stakeholders of the institution. In this study, researchers aim to investigate the students' perception on the implementation of Value-based Leadership (VBL) in the higher Islamic institutions. To measure the objective of study, there are multidimensional constructs with four dimensions, i.e, accountability, integrity, sense of direction, commitment and was measured using twenty-one (21) self-developed and modified Likert items rated on a 5-point agreement category consisting of Strongly Disagree (1), Agree (2), Neutral (3), Agree (4) and Strongly Agree (5).

This study investigates the implementation of Value-Based Leadership (VBL) in selected Islamic higher educational institutions in North Sumatera, Indonesia. The results of this study are expected to contribute to the understanding of how VBL implemented in the higher education institution.

In contrast to previous research, which may have focused primarily on traditional leadership styles or the impact of leadership on organizational performance, this study specifically examines the implementation of VBL within the unique context of Islamic higher education. Previous studies have often overlooked the cultural and religious dimensions that shape leadership practices in these institutions. By focusing on VBL, this research addresses a gap in the literature and provides a nuanced understanding of how value-based leadership implemented in Islamic educational settings. Furthermore, while many studies have utilized qualitative methods to explore leadership in education, this research's quantitative approach allows for a more comprehensive analysis. This methodological difference enhances the robustness of the findings and provides a clearer picture of the implementation of value-based leadership. Overall, this study aims to fill a critical gap in the existing literature and contribute to the ongoing discourse on leadership in higher education, particularly within the context of Islamic institutions in Indonesia.

METHODS

It includes a description of the methodologies and steps, including the research design, the study's population, sampling, instrumentation, data collection process, and study pilot. In order to investigate the implementation of value-based leadership (VBL) in the selected Islamic higher educational institutions in North Sumatera, Indonesia, this study uses a quantitative approach. To gather data from the respondents for this quantitative investigation, surveys a frequent design in field studies in education were employed. A survey is described as a quantitative analytic technique in which the researcher oversees a sample of respondents or the entire population for a survey. For a variety of reasons, including the ones listed below, studies on organizations frequently use survey questionnaire methods. These include describing the actions and current performance of an organization (Fan et al., 2016).

Additionally, the survey form is chosen because it is a perfect and appropriate design that enables the respondents to express their ideas and understandings regarding the relevant subjects. The responders' privacy concerns, on the other hand, are protected (Dash & Paul, 2021). A survey design might also be used to test research topics and hypotheses. The most common uses of this design are to describe the attitudes, behaviors, and opinions of the respondents as well as the characteristics. In order to collect the data to the

implementation of VBL, researcher used form of survey design is regarded as a common technique used to gather data and to observe the respondents' opinions, beliefs, perspectives, and attitudes. Another benefit of using this design is that it allows you to find out what people currently think about how organizations are (Shiau et al., 2019).

The respondents to this survey are university students from selected Islamic higher education institutions in North Sumatra, Indonesia (Della Corte et al., 2017b). The sample size of a certain population is taken into consideration when choosing this technique. To participate in this study, people who meet specified criteria are chosen (Houmanfar & Szarko, 2021). On the other hand, stratified random sampling is used to ascertain the population's representativeness needs that must be met. In particular, it is regarded as a crucial statistical method used to pick the right sample size that will adequately represent the study's target population (Ali et al., 2023).

The study employed a descriptive analysis to describe the respondents' perspective, and it implements the multivariate statistical technique for data analysis (Harsoyo, 2022). Confirmatory Factor Analysis (CFA) was used to test the hypothesized model developed in the study (Komalasari & Saripudin, 2017). Here the details of the respondents' population, sampling technique, and sample size are presented in the next section (Rigdon et al., 2017).

Three Selected Islamic Higher Education Institutions located in North Sumatra, Indonesia, were nominated by the Ministry of Religious Affairs of the Republic of Indonesia as the population for this study (Arifin, 2017). These three Islamic universities were chosen based on their educational programs for developing human resources and islamizing the classroom, which have an impact on all elements of university performance (Ghasemy et al., 2020). The decision to focus on North Sumatra was made possible by the information that could be easily accessed from the Ministry of Religious Affairs offices. The Selected Islamic Universities are listed in Table 1.

Table 1. List of Selected Universities

No	English Name	Name in the Indonesian Language	Establish	Abbreviation	District
1	State Islamic University of North Sumatra	Universitas Islam Negeri Sumatera Utara	1957	UIN SU	Medan Sumatera Utara
2	SYAHADA State Islamic University of Padang Sidempuan	Universitas Islam SYAHADA Padang Sidempuan	1973	UIN SYAHADA	Padangsidempuan Sumatera Utara
3	State College for Islamic Studies Madina	Sekolah Tinggi Agama Islam Negeri Madina	2000	STAIN Madina	Mandailing Natal, Sumatera Utara

Source: Ministry of Research and Technology and Higher Education of the Republic of Indonesia (2022).

As the study employed the Confirmatory Factor Analysis (CFA) as the statistical analysis process, the calculation of the minimum sample size was guided by three factors. Confirmatory Factor Analysis (CFA) for data analysis requires a large sample size and some factors to be considered. The factors are involved (i) acceptable margin of error; (ii) required confidence level; (iii) population and size which indicated the number of latent variables, indicators, path relationships involved in the study (Kline, 2011). Consequently, the determination of minimum sample size is needed in the study through the specific calculation.

According to Raosoft (2004), the general basis of an acceptable margin of error in social science and educational research is a 5% margin of error with a confidence interval level of 95%. Figure 1 draws the sample size from a given population.

Figure 1. Determination of Sample Size from Given Population
Source: Raosoft,2004

Therefore, based on figure 1, a sample size from the targeted population of 33,492 is about 380 (at confidence interval 95% and margin of error 5%) respondents from three State Islamic universities in Indonesia.

Stratified random sampling is a type of probability sampling method by which the population is divided into distinct sub-populations known as strata (meaning groups), and a separate random sample within each stratum is selected. With the implementation of stratified random sampling, there is an equal chance (probability) of selecting each unit within a particular stratum (group) of the population when creating the sample.

Table 2. Sampling Size Proportion and Distribution in Strata

Institutions	Population Size	Proportion%	Sample Size
UIN Sumatera Utara	22,118	66%	251
UIN SYAHADA P.Sidimpuan	8,361	24%	91
STAIN Madina	3,013	10%	38
TOTAL	33,492	100%	380

Source: Ministry of Research and Technology and Higher Education of the Republic of Indonesia (2022).

Table 2 displays the details of sampling techniques for data collection purposes. The “random” technique was employed when selecting the respondents from each institution (drawing the sample from the students). The next subsection is to elaborate on the development of the research instrument after confirming the sample size, techniques, and procedures.

The first section of the survey questionnaire proposed to stimulate information regarding respondents’ demographic backgrounds. The demographic questions consist of 4 questions eliciting information about the students’ basic demographic information. The items contain the respondents’ gender, program of the study, year of study and age. The second the section seeks to ascertain the respondents’ perception on the value-based leadership (VBL) that contains 6 constructs which are accountability; integrity; sense of direction; commitment; truthfulness; sincerity with 21 items and the items were adopted(Usakli & Rasoolimanesh, 2023).

Table 3. Details, Constructs and Sources of the Questionnaire

No	Characteristics	Details	Constructs	Sources
1	Demographic	Gender Age Faculty Program of Study Year of Study	5	
2	Value Based Leadership (VBL)	Accountability Integrity Sense of Direction Commitment	4	Mokhtar (2003); M. Abdullah et al., (2012) and Ab Hamid, Mohd Rashid, et al., (2010)
Total			9	

Due to the model validation and more prominently to answer the research questions, the researcher applied descriptive statistics and Confirmatory Factor Analysis (CFA) in the study. This is because CFA assists in assessing a series of structural equations. Hence, all the research questions and hypotheses in this study are answered using the following statistical analysis:

Table 4. Summary of the Research Objectives and Corresponding Data Analyses

Research Objectives	Data Analyses
Data Screening: Error Checking	Checking each item’s minimum and maximum values
Data Screening: Identification of Missing values	Descriptive statistics
Detection of Outliers	
Addressing the Research Objectives	
To examine the level of perceptions of the respondents on the practice of VBL	Descriptive Statistics (Means, Standard Deviation, Frequencies and Percentages)
To examine whether the measurement model of (VBL) is valid and reliable.	CFA

Hypothesis: The Value Based Leadership (VBL) measurement model is valid and reliable

The purpose of this hypothesis is to assess whether the indicators used in measuring the construct of Value-Based Leadership (VBL) truly reflect the concept validly and consistently. Testing is carried out using Confirmatory Factor Analysis (CFA) to ensure that the indicators have significant loading factors, high Construct Reliability (CR) values, and adequate AVE values. If the measurement model meets the model feasibility criteria (fit indices), then this hypothesis is declared accepted.

RESULT AND DISCUSSION

RESULT

In this study, before conducting data analysis, the first thing the researcher did was to filter the data to find out missing data, outliers, data accuracy, and whether the data was normally distributed or not. The goal is to avoid errors in entering data from surveys that have been filled in by respondents (Sihite & Saleh, 2019). Therefore, if there is an item in the survey that is not filled in, then the data is considered missing. Data is considered valid if the missing data is no more than 5% of the total respondents, but if the missing data is more than that, then the questionnaire is considered invalid. If there is incomplete data, then the data must be removed (Nurdiana, 2023).

The questionnaires in this study were distributed randomly to students in Indonesia totaling 392 questionnaires. However, the questionnaires filled out were 380. A total of 12 questionnaires were not filled out properly so that the questionnaires were removed and 380 questionnaires were considered complete. The demographic section explains the background of respondents from Indonesian students. Of the 380 respondents, 127 respondents (33.4%) were male, and 253 respondents (66.6%) were female. In terms of age, 6 respondents (1.6%) were aged 26-30 years, and 374 respondents (98.4%) were aged 18-25 years. Based on the institution of origin, some respondents were students of the State Islamic University of North Sumatra with 242 respondents (63.7%), the State Islamic University of Syekh Ali Hasan Ahmad Addary Padang Sidempuan with 107 respondents (28.2%), and STAIN Madina with 30 respondents (7.9%).

Table 5. Demographic Characteristics of the Respondents

Characteristic	Category	Frequency	Percentage
Gender	Male	127	33,4%
	Female	186	66,6%
Age	18-25	374	98,4%
	26-30	6	1,6%
Institutional Origin	Universitas Islam Negeri Sumatera Utara	242	63,7%
	Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padang Sidempuan	107	28,2%
	STAIN Madina	30	7,9%
TOTAL		380	

Descriptive Analysis of the level of perception on the practice of Value Based Leadership (VBL)

This section aims to answer the research question regarding how respondents perceive the practice of Value Based Leadership (VBL). To answer this question, table 7 presents the average of all

components as well as the average standard deviation of each variable. It also shows the ingestion score and its maximum, skewness value, kurtosis along internal reliability.

Table 6. Details of Mean, Standard Deviation, Skewness, Kurtosis, and Internal Reliability of Each Construct

Variables	Constucts	No of Items	Mean	SD	Kurtois	Skewness	Internal Reliability
Value	Accountability	5	18.0026	6.65767	-.568	-.864	.967
Based	Integrity	5	17.6421	6.39577	-.559	-.767	.960
Leadership (VBL)	Sense of Direction	5	17.5211	6.31304	-.593	-.692	.969
	Commitment	6	20.7684	7.59176	-.690	-.625	.973

N= 380

Based on table 7 above, the highest level of perception of Value Based Leadership (VBL) from the highest to the lowest score is Commitment with a score of (M = 20.7684 SD = 7.59176), Accountability (M = 18.0026, SD = 6.65767), Integrity (M = 17.6421, SD = 6.39577), and the lowest Sense of Direction (M = 17.5211, SD = 6.31304).

Before conducting analysis, it is necessary to conduct tests to emphasize certain assumptions regarding statistical methodologies. These assumptions include multivariate normality testing, outlier data, model descriptions, and the number of samples used. Several tests can be used in research. In this study, skewness and kurtosis values are used. The skewness test is to observe the symmetry of the data while the kurtosis observes how the data is distributed. Using skewness and kurtosis values, there are two possibilities, the data distribution is too high or too flat. The distribution is said to be normal if the skewness and kurtosis values are between -1.0 and +1.0(Dash & Paul, 2021). Table 7 shows the skewness and kurtosis values of each observed variable. For variable Value Based Leadership, skewness and kurtosis values Accountability skewness = -.864 and kurtosis = -.568, Integrity skewness = -.767 and kurtosis = -.559, Sense of Direvtnon skewness = -.692 and kurtosis = -.593, Commitment skewness = -.625 dan kurtosis = -.690.

Confirmatory Factor Analysis for Value Based Leadership (VBL) Construct

The first part is the CFA of Value Based Leadership which consists of four constructs, namely Accountability (A), Integrity (I), Sense of Direction (SD), Commitment (C). The use of CFA is to ensure the extent to which certain indicators are measured correctly and represented by one or more latent variables(Ghasemy et al., 2020). Figure 2 is a picture of the CFA organizational culture. The questions and hypotheses that must be answered are as follows:

Research Question: is the Value Based Leadership measurement model valid and reliable? Hypothesis : The Value Based Leadership (VBL)measurement model is valid and reliable.

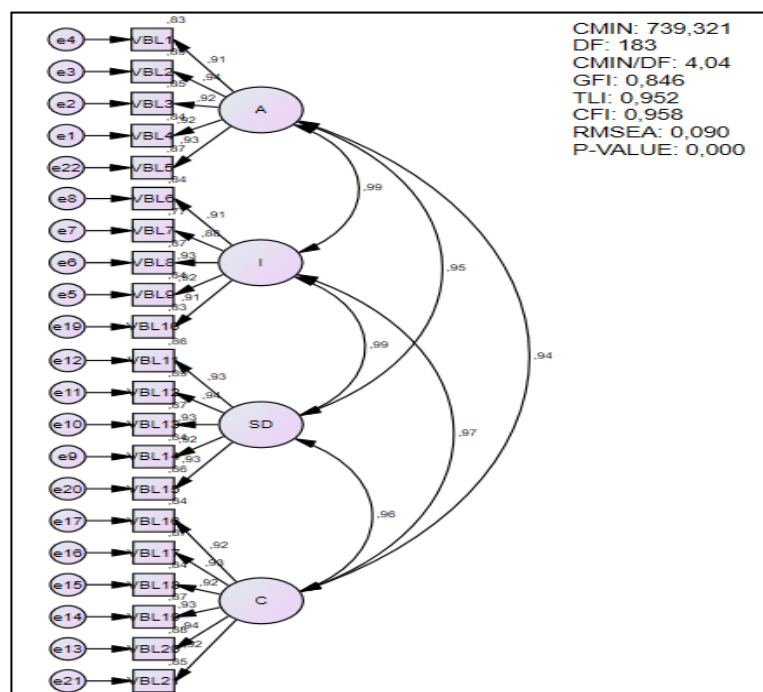


Figure 2. Generated Hypothesized VBL model

Based on Figure 2 above, the correlation between items for 21 items is statistically significant. However, the CFA results show a model that does not meet the GoF (Good-of-fit) requirements with CFI = .958, RMSEA = .090, TLI = .952, GFI = .864, DF = 183, and CMIN / df = 739.321, CMIN / DF = 4.04. It is estimated that the model does not meet the goodness of fit standards, so it is re-determined by checking the modification index (MI) to get a better model. To get a better score, based on MI suggestions, several items and components were removed due to cross-loading problems after connection errors. Of the 37 existing items, 5 items were removed. The deleted items consisted of one Accountability (A) item, two Integrity (I) items, one Sense of Direction (SP) item, and one Commitment (C) item. The researcher made connections for error 11 (VBL 12) and error 9 (VBL14), connections for error 17 (VBL16) and error 16 (VBL17), and connections for error 14 (VBL 19) and error 13 (VBL20) to obtain results that meet the alignment standards.

From these results, there is an increase in the suitability for the revised Value Based Leadership (VBL) model with the results shown in Figure 4.7. The results indicate that the fit index is better than the hypothetical model ($\chi^2 = 230.470$, $df = 95$ $\chi^2/df = 2.426$, CFI = .986, RMSEA = .061, TLI = .982, GFI = .932,).

Table 7. Summary of the fit Indices of VBL Measurement Model

Fit Indices	Accepted Fit	QE Generated Model	QE Re-Specified Model
Chi-Square	Insignificant	739,321	230,470
p-value*	.001≤P≤.05	.000	.000
CMIN/DF	≤3	4,04	2,426
RMSEA	≤80	.090	.060
CFI	≥90	.958	.986
GFI	≥90	.846	.932
TLI	≥90	.952	.982

Source:Kline,2023

Referring to the table above, the VBL dimension structure is included in the acceptable index value range. It can be assumed that there is a good model between the implicit covariance matrix of the model and the covariance matrix of the data studied.

Parametric estimation examination also shows statistical significance in the data set. The model values range between .91 (VBL6) and .96 (VBL12). It can be concluded that the resulting model does not have negative estimates. In the case of multiple squared correlation, the resulting values range between .83 (VBL6) and .92 (VBL12) which means that the values are in accordance with and support the construction of the variables used. Figure 3 is a revised figure.

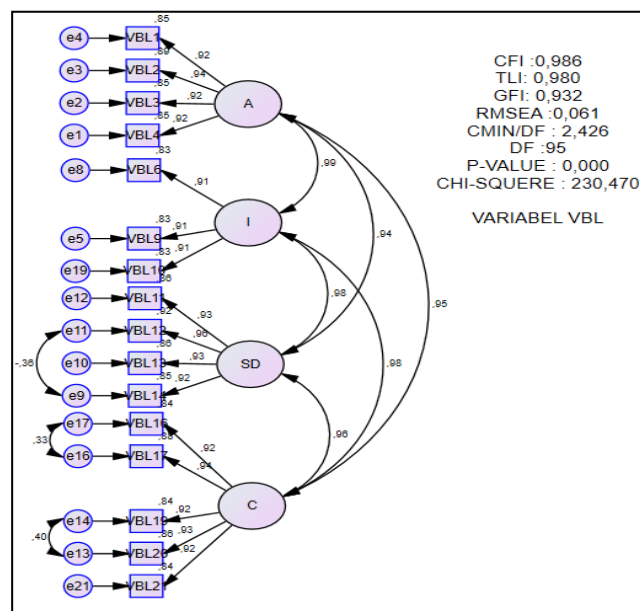


Figure 3. Revised Multi-dimensional Constructs of VBL

Figure 2 shows that the modified VBL model has been in accordance with the sample data. Further analysis requires convergent validity. The table below shows the Cronbach Alpha value, loading factors, Average variance extracted (AVE), and composite reliability (CR) based on the modified model.

Table 8. Summary of the Convergent Validity of the Revised Multi-dimensional Construct of VBL

Constructs	Items	Internal Reliability (Cronbach Alpha)	Factor Loading	AVE	CR
Accountability	VBL1	0,960	0,92	0,859	0,961
	VBL2		0,94		
	VBL3		0,92		
	VBL4		0,92		
Integrity	VBL6	0,936	0,91	0,831	0,937
	VBL9		0,91		
	VBL10		0,91		
Sense of Direction	VBL11	0,963	0,93	0,874	0,965
	VBL12		0,96		
	VBL13		0,93		
	VBL14		0,92		
	VBL16	0,969	0,92	0,852	0,966

Constructs	Items	Internal Reliability (Cronbach Alpha)	Factor Loading	AVE	CR
Commitment	VB17		0,94		
	VB19		0,92		
	VB20		0,93		
	VB21		0,92		

From Table 9 above, the AVE and CR values have met the requirements for AVE values ≥ 0.5 and CR ≥ 0.7 . Therefore, the revised VBL hypothesis model is valid. Based on the goodness-of-fit index value and convergent validity of the modified VBL hypothesis model, it is clear that RQ Is the Value Based Leadership (VBL) measurement model valid and reliable has been answered and it can be assumed that the VBL measurement is valid and reliable, thus hypothesis one can be accepted.

DISCUSSION

Value-Based Leadership is a leadership approach that emphasizes the alignment of leadership practices with core values. This concept is particularly relevant in educational settings, where leaders are tasked with not only managing academic programs but also fostering an environment that promotes ethical behavior and personal development. VBL is grounded in the belief that effective leadership is not solely about achieving organizational goals but also about nurturing the values that underpin those goals. In the context of Islamic higher education, VBL takes on additional significance. Islamic teachings emphasize ethical conduct, accountability, and integrity, which are essential qualities for leaders in these institutions. The integration of these values into leadership practices can enhance the educational experience for students, fostering a sense of community and belonging.

The highest constructs of students' perception of the implementation of Value-Based Leadership (VBL) is Commitment, followed by Accountability, Integrity, and the lowest is Sense of Direction. Means (M) and standard deviations (SD) indicate that Commitment scored the highest (M = 20.77), while Sense of Direction scored lowest (M = 17.52). Thus, University leaders and faculty should model committed behavior, demonstrating dedication, ethical standards, and responsibility in their roles. This sets a cultural tone throughout the institution. Leaders establish and communicate a strong institutional vision that emphasizes commitment to academic excellence, ethical standards, student development, and community service. Then, fostering commitment in higher education requires consistent effort from leadership, a value-driven culture, active engagement, and a supportive environment that aligns with institutional and religious values.

The dimensions of "Accountability" and "Integrity" also emerged as significant factors in students' perceptions of VBL. Accountability refers to the responsibility of leaders to uphold ethical standards and be answerable for their actions. In educational settings, accountability is crucial for fostering trust and transparency between leaders and students. The emphasis on accountability in the findings aligns with existing literature that highlights its importance in promoting ethical behavior and decision-making in organizations. Integrity, on the other hand, is the adherence to moral and ethical principles. The high mean score for integrity suggests that students value leaders who demonstrate honesty and ethical conduct. This finding is consistent with research that indicates that integrity is a fundamental

characteristic of effective leaders. Leaders who exhibit integrity are more likely to inspire trust and loyalty among their followers, which is essential for creating a positive educational environment.

The dimension of "Sense of Direction" received the lowest mean score among the four dimensions assessed. This finding may indicate that while students appreciate leaders who provide guidance and clarity, they may not perceive this as a primary characteristic of effective leadership. However, the importance of a clear sense of direction cannot be understated, as it is essential for aligning the efforts of students and faculty towards common goals. A leader's ability to articulate a clear vision and direction is crucial for fostering a shared sense of purpose within an educational institution. This aligns with the work of Kouzes and Posner (2012), who emphasize the importance of vision in leadership. A strong sense of direction can help to motivate and engage students, ultimately leading to improved academic performance and satisfaction.

The findings of this study contribute to the existing body of literature on leadership in higher education, particularly within Islamic contexts. Previous research has often focused on traditional leadership styles or the impact of leadership on organizational performance without adequately addressing the unique cultural and religious dimensions that shape leadership practices in Islamic institutions. By focusing on VBL, this study fills a critical gap in the literature, providing a nuanced understanding of how core values influence leadership effectiveness in these settings. The emphasis on VBL aligns with transformational leadership theories, which advocate for a values-driven approach to leadership. Transformational leaders are characterized by their ability to inspire and motivate followers through a shared vision and commitment to ethical principles. The findings of this study support the notion that VBL is a relevant and measurable concept within Islamic higher education, reinforcing the importance of ethical leadership practices in fostering positive educational outcomes.

From the author's perspective, the findings of this study support the notion that VBL is essential for effective leadership within Islamic higher education institutions. The validated measurement model not only affirms the importance of value-based principles in leadership but also provides a framework for future research and practical application. The emphasis on accountability, integrity, and commitment aligns with Islamic teachings, suggesting that educational leaders who embody these values can create a more supportive and ethical learning environment. However, it is essential to acknowledge that while the findings are largely consistent with existing theories on leadership, they also challenge some traditional views that may prioritize hierarchical or authoritarian leadership styles. The emphasis on VBL suggests a shift towards more participative and ethical leadership approaches, which may not always align with conventional leadership paradigms. This indicates a need for further exploration of how VBL can be effectively implemented in diverse educational contexts, particularly in regions where traditional leadership models are prevalent.

The findings of this study are consistent with previous research that emphasizes the importance of ethical leadership in educational settings. For instance, studies have shown that leaders who demonstrate commitment, accountability, and integrity are more likely to foster positive relationships with students and enhance their overall educational experience. This aligns with the work of Leithwood and Jantzi (2000), who found that ethical leadership practices positively influence student outcomes. Moreover, the emphasis on VBL in Islamic higher education is particularly significant, as it aligns with the ethical and moral principles

inherent in Islamic teachings. Previous research has highlighted the importance of integrating ethical values into leadership practices to create a supportive and nurturing educational environment. The findings of this study reinforce the notion that VBL is not only relevant but also essential for effective leadership in Islamic higher education.

The validated VBL measurement model provides a strong foundation for further research and practical application in assessing and developing value-based leadership in educational institutions. Educational leaders can utilize the findings of this study to inform their leadership practices and create a more supportive and ethical learning environment for students. By prioritizing dimensions such as commitment, accountability, and integrity, leaders can enhance student engagement and satisfaction, ultimately leading to improved academic outcomes. Furthermore, the emphasis on VBL suggests that leadership training programs should incorporate value-based principles to better prepare future leaders for the challenges of the modern educational landscape. By equipping leaders with the skills and knowledge to embody these values, educational institutions can foster a culture of ethical leadership that benefits both students and faculty.

The research findings underscore the significance of Value-Based Leadership in shaping effective leadership within Islamic higher education institutions. The dimensions of commitment, accountability, integrity, and sense of direction are critical in influencing students' perceptions of leadership effectiveness. The author's position supports the notion that value-based principles are essential for fostering positive educational outcomes, while also recognizing the need for ongoing research to explore the complexities of leadership in diverse cultural and religious contexts. The study contributes to the existing literature on leadership in higher education, particularly within Islamic settings, by offering insights into how core values are perceived and integrated into leadership practices. By integrating value-based principles into leadership frameworks, educational institutions can better prepare students for the challenges of the modern world while remaining true to their foundational values. The findings of this study provide a valuable resource for educational leaders, policymakers, and researchers seeking to enhance leadership practices in Islamic higher education institutions.

CONCLUSION

Value-Based Leadership emphasizes aligning leadership practices with core ethical values. In educational settings, leaders not only manage academic programs but also foster an environment rooted in ethical behavior and personal development. VBL underscores that effective leadership is about more than organizational achievement. It's about nurturing values that underpin success. In Islamic higher education, VBL gains heightened importance, as Islamic teachings prioritize ethics, accountability, and integrity, which can significantly enhance the educational experience by fostering a sense of community and belonging. Finding indicates that Value-Based Leadership (VBL) received at the high level of implementation among all measured constructs, highlighting its prominent role in shaping effective leadership practices within the studied at the state Islamic higher institution. Leaders' commitment is the highest perceived by students and important to be applied among every leader while other constructs are also relevant to be implemented. These findings suggest that VBL, with its dimensions of accountability, integrity, sense of direction, and commitment, is a relevant and measurable concept within the context of Islamic higher education. The validated and reliable VBL measurement model provides a strong foundation for further research and practical application in assessing and developing value-based

leadership in educational institutions. This study contributes to the literature on leadership in higher education, particularly in an Islamic setting, by offering insights into how core values are perceived and integrated into leadership practices. Value-Based Leadership is essential for fostering ethical, responsible, and effective leadership in Islamic higher education. By emphasizing core dimensions like commitment, accountability, and integrity, educational institutions can better prepare students for challenges ahead while maintaining their foundational spiritual and moral values. This approach not only enhances leadership effectiveness but also contributes to the development of morally upright graduates aligned with Islamic principles.

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