



The Influence of Religious Values on Leadership Ethics in the Academic Environment

Junaid Gazalin^{1*}, Muhamad Kasai Laisouw², Zulfikar³, Arif Rahman⁴, Reski⁵, Fitri Ramadhani⁶

Muhammadiyah University of Buton

Corresponding Author: Junaid Gazalin: junaidgazalin@gmail.com

ARTICLE INFO

Keywords: religious values, leadership ethics, academic environment, educational leadership

Received : 27, April

Revised : 20, May

Accepted: 8, June

©2026 Gazalin, Laisouw, Zulfikar, Rahman, Reski, Ramadhani (s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International.



ABSTRACT

Religious values play an important role in shaping ethical leadership within academic environments. This study examines how values such as honesty, justice, discipline, responsibility, and social concern influence leadership ethics in educational institutions. Using a qualitative approach with library research methods, data were collected from books, journals, and scientific articles. The findings reveal that implementing religious values positively affects leadership by strengthening integrity, transparency, responsibility, and fairness in decision-making processes. Leaders who apply these values tend to become better role models and create a more harmonious and disciplined academic culture. The study concludes that integrating religious values into educational systems is essential for developing professional, ethical, and morally grounded leadership capable of improving the quality and trustworthiness of academic institutions.

INTRODUCTION

The academic environment plays an important role in shaping the quality of human resources, both intellectually and morally. Higher education institutions do not only function as centers for the development of science and technology, but also as means of building character, ethics, and social responsibility among the academic community. In carrying out these functions, leadership becomes an important factor that influences organizational culture, member behavior, and the effectiveness of academic activities. Therefore, academic leaders are not only required to possess managerial skills, but also to serve as role models in the application of moral values and ethics. (Ali & Zaky, 2018)

Leadership ethics plays an important role in maintaining the quality and integrity of educational institutions. The implementation of good ethics can create an academic environment that is harmonious, disciplined, professional, and responsible. On the other hand, weak leadership ethics can lead to various problems, such as declining trust among the academic community, lack of transparency, and the weakening of a positive academic culture. This condition shows that ethical leadership is highly needed in realizing good and integrity-based educational governance.

Globalization and technological advancement have also brought various moral challenges to higher education institutions, such as declining integrity, abuse of authority, lack of transparency, and weak social responsibility. This indicates that intellectual ability alone is insufficient to create quality leadership; therefore, a strong moral and spiritual foundation is needed so that leaders can perform their duties ethically and professionally.

Religious values are considered one of the important factors in shaping leadership ethics. Religious values include moral principles such as honesty, responsibility, justice, integrity, compassion, and discipline, which can serve as guidelines in decision-making and social interactions. Religious values are not only understood as ritual practices, but also as life principles that shape individual character in social and professional life. (Iskandar Zulkarnaen dkk., 2023)

(Brown & Treviño, 2006) explain that ethical leadership is the behavior of leaders who demonstrate moral actions through communication, interpersonal relationships, decision-making, and role modeling toward organizational members. In line with this, (Ali & Zaky, 2018) state that spiritual values and spiritual practices positively influence leadership effectiveness. Leaders who are able to internalize spiritual values tend to be more honest, fair, responsible, and capable of creating harmonious working relationships.

In the higher education environment, the application of religious values in leadership is very important because academic leaders not only function as organizational managers, but also as moral role models for the academic community. Values such as responsibility, honesty, and justice become essential foundations in creating professional and integrity-based leadership.

However, the implementation of religious values in academic leadership still faces various obstacles, such as lack of transparency, weak role modeling, organizational cultures that do not yet support moral values, and the high

pressure of academic competition. Therefore, strengthening religious values in leadership practices is necessary so that leadership ethics can be applied consistently in the academic environment.

Based on the explanation above, research on the influence of religious values on leadership ethics in the academic environment is important to provide contributions to the development of academic leadership that is more ethical, professional, responsible, and integrity-based.

IMPLEMENTATION AND METHODS

A. Research Type and Approach

This study uses a qualitative approach with a library research method. The qualitative approach was chosen because this research aims to understand, describe, and analyze in depth the influence of religious values on leadership ethics, as well as the meanings contained within them systematically.

The library research method is a series of research activities related to collecting data and library sources, such as books, scientific journals, articles, documents, and other literature relevant to the research topic. This study is not conducted directly in the field or within the community, but rather relies on written materials as the primary source of data. This method is considered the most appropriate and suitable for the purpose of the study, namely to examine the conceptual relationship between religious values and leadership ethics based on theoretical studies and previous research.

B. Research Focus

Considering that this research is a library study, the focus of the research is directed toward an in-depth examination of materials related to the research variables, namely:

- I. Religious values, including their definitions, functions, and main indicators such as honesty, responsibility, discipline, justice, and social concern.
- II. Leadership ethics, including its principles, characteristics, and implementation within the academic environment.
- III. The relationship and influence of religious values in shaping the ethics, character, and behavior of leaders in higher education institutions.

C. Data Sources

In this library research, data sources are divided into two types, namely:

I. Primary Data Sources

These are the main data sources used as the primary references in this study, including theoretical books, scientific works, and research journals that specifically discuss religious values, leadership ethics, educational management, and academic leadership.

II. Secondary Data Sources

These are supporting data sources that complement the primary data, including documents, scientific articles, papers, research reports, and other reading materials relevant to the research discussion but not considered the main sources.

All data sources were collected and selected based on their relevance, accuracy of content, data recency, and the credibility of the authors or publishers of the literature.

D. Data Collection Techniques

The data collection technique in this study was carried out by tracing, reading, recording, and citing various library materials such as books, journals, articles, and documents considered relevant to the research problem. The steps undertaken are as follows:

I. Literature Inventory

Collecting a list of books, journals, articles, and documents related to religious values, leadership ethics, and the academic environment.

II. Document Study

Reading and studying the contents of the collected data sources to obtain an initial understanding.

III. Data Recording

Recording, quoting, and documenting important data, concepts, theories, expert opinions, and findings from previous studies that support the discussion. The recording process was conducted systematically to facilitate data processing and analysis.

IV. Data Analysis Techniques

Data analysis in this qualitative library research was conducted descriptively and analytically, namely by presenting and explaining the data obtained and then analyzing it to draw conclusions. The stages of data analysis refer to the qualitative data analysis model, which includes the following steps:

I. Data Reduction

The stage of selecting, focusing, simplifying, and discarding unnecessary information from the collected data. The selected data are those directly related to the influence of religious values on academic leadership ethics, while irrelevant data are excluded.

II. Data Presentation

After the reduction process, the data are organized and presented in the form of narrative descriptions that are systematic, structured, and easy to understand. The purpose of data presentation is to help the researcher view the overall picture or specific parts of the study so that conclusions can be drawn accurately.

III. Conclusion Drawing and Verification

The final step is drawing conclusions based on the results of the analyzed and presented data. The conclusions are intended to answer the research problem regarding how religious values influence leadership ethics in the academic environment. The conclusions are based on strong and consistent evidence found in the literature sources.

RESULTS

General Description of the Research Location

1. Profile of the Academic Institution

This research was conducted at a higher education institution that plays a strategic role in carrying out education, research, and community service as the primary functions of higher education institutions (Altbach, 2011). As a higher education institution, this institution not only focuses on developing students' academic abilities but also strives to shape the character, morality, and integrity

of students so that they are able to compete and adapt to the development of science, technology, and social dynamics in society.

In carrying out its functions, this institution is supported by various study programs that are adjusted to educational needs and current developments. In addition, the presence of professional and competent educators is an important factor in supporting the creation of quality learning processes. Academic facilities and infrastructure such as classrooms, libraries, laboratories, and other supporting facilities are also provided to support the effectiveness of teaching and learning activities.

The academic environment in this institution is built upon the values of discipline, cooperation, responsibility, and respect for academic norms and ethics. Interactions among leaders, lecturers, students, and educational staff are directed toward creating a conducive, harmonious, and professional academic atmosphere. Moral and spiritual values also become an important part of campus life, so that the behavior of the academic community is expected to reflect not only intellectual intelligence but also ethical attitudes and integrity.

These conditions make the institution relevant as a research location regarding the influence of religious values on leadership ethics. An academic environment that emphasizes the importance of integrity, discipline, and responsibility provides an appropriate setting to examine how religious values are implemented in leadership practices within higher education institutions.

Leadership Structure

The leadership structure within this institution is organized hierarchically and systematically to support the smooth implementation of academic and administrative activities. The structure consists of top leaders such as the Rector or Chairperson, assisted by Vice Rectors, Deans, Heads of Study Programs, and leaders of other units and divisions. Each leadership element has duties, functions, and responsibilities that are interconnected in managing and developing the educational institution.

In practice, institutional leaders are responsible for program planning, decision-making, supervision, evaluation, and improving the quality of education (Iskandar Zulkarnaen dkk., 2023). Academic leadership also plays an important role in maintaining organizational stability, building good communication among divisions, and ensuring that all activities are carried out according to institutional goals.

In addition to having managerial and administrative abilities, academic leaders are also expected to possess integrity, professionalism, and a strong moral foundation in carrying out their duties. Honesty, fairness, responsibility, and the ability to become role models are important aspects that leaders in academic environments must possess. This is because leadership in higher education institutions is not only oriented toward achieving organizational targets but also toward shaping an ethical and dignified academic culture.

The leadership structure is established to create harmonious coordination among work units so that the implementation of education, research, and academic services can run effectively, orderly, and efficiently.

With a clear division of duties, each section within the institution can work in a directed manner to support the achievement of the vision, mission, and goals of higher education.

DISCUSSION

1. The Concept of Religious Values and Leadership Ethics in the Academic Environment

Based on the research findings, religious values are understood as a set of moral principles, beliefs, and life guidelines derived from religious teachings and applied in daily behavior within the academic environment. These values are not only interpreted as forms of worship or ritual activities, but also as the basis for shaping character, mindset, and individual attitudes in interacting with others. The most prominent values include honesty, responsibility, justice, integrity, social concern, and humility.

In the academic environment, the application of religious values is reflected through behavior that upholds ethics, respects others, maintains discipline, and carries out duties and responsibilities faithfully. These values serve as guidelines for the academic community in creating a harmonious, professional, and integrity-based educational atmosphere. Thus, religious values have an important function in shaping positive social behavior while also serving as moral control in academic life (Ali & Zaky, 2018).

Meanwhile, leadership ethics is understood as a set of moral standards and behavioral principles that serve as the basis for leaders in carrying out duties, making decisions, and building relationships with the academic community. Leadership ethics requires leaders to be fair, honest, responsible, wise, and capable of becoming role models for their subordinates. In the context of higher education institutions, ethical leadership is essential for creating good organizational governance and building a healthy and professional academic culture.

These findings are in line with the opinion of (Ali & Zaky, 2018), who state that spiritual values and spiritual practices are interconnected in shaping leadership effectiveness. Spiritual values are not only internal beliefs but must also be manifested through real actions in daily leadership behavior. Therefore, religious values and leadership ethics are inseparable aspects because religious values become the primary basis for forming ethical, professional, and responsible leadership in the academic environment.

The research findings show that religious values have a close relationship with the formation of leadership ethics. Religious values become the primary foundation in building ethical leadership behavior because they guide leaders to act according to moral norms and humanitarian principles. Leaders who possess good understanding and implementation of religious values tend to be more careful in decision-making, more respectful toward others, and more committed to justice and responsibility in carrying out leadership responsibilities.

2. The Role and Influence of Religious Values on Leadership Ethics

According to the study by (Rusnadi & Hafidhah, 2019), religious values play a very important role and have a positive influence in shaping leadership ethics within the academic environment. The higher the level of understanding and

internalization of religious values within a leader, the better the ethical behavior demonstrated in carrying out leadership duties and responsibilities. Religious values become a moral foundation that guides leaders to continue acting in accordance with norms, ethics, and humanitarian principles.

In leadership practices, religious values function as guidelines in determining attitudes and making decisions. Religious values help leaders distinguish between right and wrong actions so that every policy implemented not only considers institutional interests but also moral and justice aspects. In addition, religious values contribute to shaping leaders who are honest, disciplined, trustworthy, and responsible in performing their duties.

Religious values also function as behavioral control so that leaders do not abuse their positions and authority. Leaders who possess strong religious foundations tend to be more capable of self-control, maintaining integrity, and avoiding actions that may harm the organization or members of the academic community. This attitude reflects the importance of spiritual values in creating clean and ethical leadership.

These research findings are consistent with the opinions of (Brown & Treviño, 2006), (Ali & Zaky, 2018), and (Hakim, 2022), who explain that ethical leadership is strongly influenced by the moral and spiritual values possessed by leaders. Besides serving as moral control, religious values also encourage the development of fairness, wisdom, and respect for others. Leaders who apply religious values in daily life tend to be more objective in decision-making, open to criticism and suggestions, and able to build harmonious working relationships with lecturers, students, and staff.

This condition creates a more conducive, professional, and mutually respectful academic atmosphere. Religious values are viewed as a moral compass that directs leaders to uphold honesty, responsibility, and justice in carrying out leadership. Thus, religious values function not only as personal beliefs but also as important factors in creating professional, integrity-based, and responsible academic leadership.

3. Dominant Religious Values in Shaping Leadership Ethics

According to the study by (Iskandar Zulkarnaen dkk., 2023), the research findings reveal several religious values that are the most dominant and fundamental in shaping leadership ethics within the academic environment. These values become the main guidelines for leaders in carrying out duties, building working relationships, and creating harmonious and integrity-based organizational cultures.

The first and most dominant value is honesty and integrity. Honesty becomes the primary basis for building trust between leaders, subordinates, and the entire academic community. Honest leaders are more trusted in making decisions, delivering information, and carrying out organizational responsibilities. Integrity also reflects consistency between words and actions so that leaders can become good role models within the academic environment.

The second value is responsibility or trustworthiness (*amanah*). This value is reflected in leaders' seriousness in carrying out duties, performing obligations with discipline, and completing work according to institutional regulations and

objectives. Leaders who possess a high sense of responsibility tend to be more professional, consistent, and committed to organizational progress.

The third value is justice. Fair attitudes are demonstrated through leaders' ability to treat all parties equally without discriminating based on certain backgrounds. Fair leaders provide rights and opportunities proportionally and are able to make objective and impartial decisions. The implementation of justice is very important in creating harmonious working conditions and minimizing conflicts.

In addition, social concern is also a dominant religious value in shaping leadership ethics. Concern is reflected through leaders' attention to the needs, welfare, and conditions of lecturers, students, and staff. Caring attitudes help create closer and more humane relationships between leaders and organizational members, thereby fostering mutual respect and support.

Another value is humility. Humble leaders tend to be more open to criticism, suggestions, and input from others. This attitude shows that leaders do not consider themselves always right or superior, but instead appreciate opinions and maintain good communication with all organizational members.

Overall, these religious values become the main foundation in shaping ethical, professional, and integrity-based academic leadership. The application of honesty, responsibility, justice, social concern, and humility can create harmonious working relationships, increase trust, and build a positive and dignified academic culture.

4. Implementation of Religious Values in Leadership Practices

The research findings indicate that the implementation of religious values in leadership practices within the academic environment is manifested through various concrete actions that reflect ethical behavior and moral responsibility. The application of religious values is not only visible in formal or symbolic aspects, but has also become deeply embedded as part of the organizational culture, reflected in decision-making patterns, social relationships, and the way leaders carry out their duties and authority within educational organizations. This is in line with the view of Jeumpa (2017) cited in (Iskandar Zulkarnaen dkk., 2023), which explains that religious values such as the relationship between humans and God, sincerity of conscience, and other spiritual values must be deeply internalized as part of a shared value and belief system that interacts with every member of the organization.

In the decision-making process, leaders strive to apply the principles of justice, honesty, and transparency by considering the interests of all parties involved. Every policy implemented is not solely oriented toward achieving targets or institutional progress, but also takes into account moral, humanitarian, and ethical impacts. This attitude demonstrates that religious values function as the primary guideline in determining actions that are right and responsible. According to Nurjanah (2018) cited in (Iskandar Zulkarnaen dkk., 2023), the implementation of religious values, particularly Islamic values such as trustworthiness (*amanah*), justice, *ihsan*, and the understanding that work is a form of worship, serves as the main foundation in decision-making that does not harm others and is always oriented toward the common good. These values

create a governance system that upholds truth and justice, so that decisions made can be accepted and trusted by all elements of the campus community.

The implementation of religious values is also clearly visible in interpersonal relationships and communication within the academic environment. Leaders attempt to build good communication with lecturers, students, and educational staff through mutual respect, appreciation of opinions, and fair treatment without discrimination. This is consistent with the theory proposed by Joko Susanto (2020) cited in (Iskandar Zulkarnaen dkk., 2023), which states that from a religious perspective, leadership ethics strongly emphasizes open, clear, and accurate two-way communication. Ethical communication becomes a means of facilitating value-based leadership, where leaders are able to influence the behavior of their followers through respectful attitudes, active listening, and humane treatment of others. Furthermore, (Hakim, 2022) emphasize that interactions built upon religious values will create an organizational environment characterized by harmony, a sense of family, and freedom from conflict or unfair treatment.

In addition, leaders demonstrate exemplary conduct in discipline, integrity, and compliance with academic regulations, thereby becoming role models for the academic community. Hafiz Sandeq Yusuf et al. (2022) cited in (Iskandar Zulkarnaen dkk., 2023) argue that good leadership grounded in religious values must be able to provide positive examples, possess high integrity, and build strong emotional bonds with others. Values such as sincerity and responsibility serve as the foundation for leaders to carry out their duties seriously and avoid abusing their authority. The implementation of these values is reflected in leaders' consistency in enforcing regulations and continuously encouraging all members of the campus community to uphold morality.

Moreover, the application of religious values is also reflected in leaders' efforts to engage in self-reflection and continuously improve service quality and organizational performance. Leaders who are grounded in religious values tend to be more open to criticism and evaluation in order to create better institutional governance. Latifah (2021) cited in (Iskandar Zulkarnaen dkk., 2023) adds that leadership models based on religious values require leaders to continuously develop themselves and ensure that noble values remain a top priority amid organizational dynamics.

Overall, the findings of this research indicate that religious values should not merely be understood at the theoretical or conceptual level, but must also be realized through actual behavior and concrete actions. As concluded by Arifin et al. (2020) cited in (Iskandar Zulkarnaen dkk., 2023), the implementation of religious values in leadership practices has significant positive impacts, including shaping an ethical organizational culture, increasing member engagement and performance, strengthening institutional identity, and creating stability and harmony that support the achievement of educational goals effectively, professionally, and with integrity.

5. Supporting and Inhibiting Factors in the Implementation of Religious Values

a) Supporting Factors

The research findings indicate that there are several factors that support the implementation of religious values in shaping leadership ethics within the academic environment. The most dominant factor is an institutional culture that is religious and upholds moral values in organizational activities. An academic environment that instills discipline, honesty, responsibility, and mutual respect is able to encourage leaders to act more ethically, professionally, and responsibly in carrying out their leadership duties.

In addition, individual awareness of the importance of religious values is also a highly influential supporting factor. Leaders who possess a good understanding and internalization of religious values tend to maintain integrity, act fairly, and remain consistent in carrying out organizational responsibilities. These findings are in line with the opinion of (Brown & Treviño, 2006), who explain that ethical leadership is formed through a process of social learning, in which leaders become role models in demonstrating moral behavior to organizational members.

Another supporting factor is the existence of institutional regulations, codes of ethics, and policies that support ethical behavior. The presence of clear regulations helps leaders implement the principles of justice, transparency, and responsibility in decision-making. According to (Colquitt dkk., 2001), organizational justice can be achieved when procedures are implemented consistently, free from personal interests, and prioritize ethical values and the common good. (Hakim, 2022) explains that the internalization of moral values can be achieved through role modeling, habituation, and organizational culture that supports ethical behavior in daily life.

Furthermore, exemplary behavior from leaders and influential figures within the institution also plays an important role in strengthening the implementation of religious values. Leaders who consistently demonstrate honesty, discipline, care, and responsibility will become positive examples for other organizational members.

b) Inhibiting Factors

On the other hand, this research also found several factors that hinder the implementation of religious values in academic leadership ethics. One of the main obstacles is the difference in understanding regarding the application of religious values in professional and organizational contexts. These differences in perspectives often lead to varying judgments regarding policies, especially those related to justice and institutional priorities.

In addition, high levels of competition and academic demands also become inhibiting factors. Leaders are often faced with performance targets, administrative demands, and complex inter-institutional competition, so that in certain situations moral and ethical aspects receive less attention. This situation can affect leaders' consistency in optimally applying religious values in their leadership practices.

The lack of transparency in the decision-making process also becomes an obstacle to the implementation of honesty and organizational justice. (Colquitt

dkk., 2001) state that low procedural and interpersonal justice can create distrust, reduce organizational member satisfaction, and affect working relationships within institutions. Therefore, openness of information and clarity of procedures are essential for creating ethical and accountable leadership.

Moreover, an organizational culture that does not adequately support moral values can also weaken the implementation of religious values within the academic environment. An environment that is overly oriented toward achieving targets without considering humanitarian aspects has the potential to reduce values of care, honesty, and responsibility. (Brown & Treviño, 2006) also emphasize that ethical behavior within organizations is influenced by reward systems, sanctions, and behavioral examples demonstrated by leaders.

Thus, the implementation of religious values in academic leadership ethics is influenced by both internal and external organizational factors. Therefore, a conducive institutional culture, exemplary leadership, clear regulations, and continuous strengthening of moral values are needed so that the implementation of religious values can be carried out consistently, effectively, and sustainably within the academic environment.

6. Synthesis of Discussion

Based on the overall research findings and discussions that have been conducted, it can be concluded that religious values play a very important and fundamental role in shaping leadership ethics within the academic environment. Religious values not only function as moral guidelines in individual life, but also serve as the foundation for carrying out leadership responsibilities, making decisions, building social relationships, and managing organizations professionally and responsibly.

The research findings indicate that the implementation of religious values is capable of shaping leaders who are more ethical, honest, disciplined, fair, and possess strong integrity. Values such as honesty, responsibility, justice, social concern, humility, and integrity have proven to significantly influence the quality of leadership in the academic environment. Leaders who are able to internalize these values tend to be more objective in decision-making, capable of maintaining harmonious relationships with the academic community, and more trusted by organizational members.

Furthermore, this study also demonstrates that religious values should not merely be understood as theoretical concepts or limited to religious ritual practices, but must be manifested in real behavior and daily actions. The implementation of religious values in leadership practices can be seen through transparency in decision-making, consistency in enforcing regulations, the ability to respect the opinions of others, and exemplary conduct in discipline and responsibility. Therefore, the success of ethical leadership is greatly influenced by the alignment between the values believed by leaders and the actions they perform.

This study also found that the successful implementation of religious values in academic leadership is influenced by various supporting and inhibiting factors. A religious organizational culture, the existence of institutional codes of ethics, individual awareness, and exemplary leadership are important factors

that strengthen the application of moral values within the academic environment. On the other hand, competitive pressures, lack of transparency, differences in understanding religious values, and organizational cultures that do not adequately support moral values can become obstacles in realizing ethical and integrity-based leadership.

The findings of this study reinforce the views of (Ali & Zaky, 2018; Brown & Treviño, 2006; Hakim, 2022), who state that ethical leadership is strongly influenced by the moral and spiritual values possessed by leaders. Religious values function as a moral compass that directs leaders to remain committed to the principles of honesty, justice, and responsibility in carrying out their leadership duties.

Thus, it can be understood that effective and ethical academic leadership must be built upon a strong foundation of religious values. The consistent implementation of religious values is not only capable of improving leadership quality, but can also create an academic environment that is harmonious, professional, fair, and integrity-based. Therefore, higher education institutions need to continuously strengthen organizational cultures that support moral and spiritual values so that educational governance can operate optimally, responsibly, and sustainably.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results and discussion of the research that has been conducted, it can be concluded that religious values have a positive influence on leadership ethics within the academic environment. The stronger the implementation of religious values such as honesty, responsibility, discipline, justice, and social concern, the better the quality of leadership ethics demonstrated by academic leaders.

In addition, the implementation of leadership ethics in the academic environment has generally been carried out quite well, although several obstacles are still found in its application, such as differences in perspectives regarding justice, a lack of transparency in the decision-making process, as well as the influence of technological developments and increasing competition in the academic world.

Thus, it can be emphasized that religious values play a very important role in shaping the character and behavior of leaders who are professional, have integrity, and are responsible within the academic environment. Therefore, academic leaders are expected to strengthen the implementation of religious values in decision-making processes, task execution, and interactions with the academic community in order to create an ethical, fair, professional, and integrity-based academic environment.

Furthermore, educational institutions need to continuously strengthen organizational culture based on moral and religious values through various policies, training programs, character development, as well as academic and non-academic activities. Lecturers and students are also expected to apply religious values in their daily activities in order to create a harmonious, disciplined, and mutually respectful campus atmosphere.

For future researchers, this study is expected to be further developed by adding other variables or using different research approaches so that the research results become broader, deeper, and provide greater benefits for the development of studies on academic leadership.

ACKNOWLEDGMENT

The author would like to express sincere gratitude to all parties who have contributed to the completion of this research entitled "The Influence of Religious Values on Leadership Ethics in the Academic Environment."

Special appreciation is extended to the lecturers, academic supervisors, and colleagues who provided valuable guidance, suggestions, constructive feedback, and motivation throughout the research and writing process. Their support and insights have greatly contributed to the improvement of this study.

The author also acknowledges the contributions of researchers and scholars whose books, journals, and scientific publications served as important references in developing the theoretical framework and discussion of this research.

Furthermore, the author is grateful to the academic institution that provided a supportive environment for learning and research activities, enabling the completion of this study successfully.

Finally, the author would like to thank family and friends for their continuous encouragement, understanding, and moral support throughout the completion of this research. May this study contribute to the development of academic leadership that is ethical, professional, responsible, and based on strong moral and religious values.

REFERENCES

- Ali, Z., & Zaky, M. (2018). Spiritual Values and Spiritual Practices: Interactive Effects on Leadership Effectiveness. *Etikonomi*, 17(1), 123-134.
- Altbach, P. G. (Ed.). (2011). *Leadership for world-class universities: Challenges for developing countries* ([Online-Ausg.], 1. publ). Routledge.
- Brown, M. E., & Treviño, L. K. (2006). Ethical leadership: A review and future directions. *Science Direct*, 595-616.
<https://doi.org/doi:10.1016/j.leaqua.2006.10.004>
- Colquitt, J. A., Conlon, D. E., Wesson, M. J., Porter, C. O. L. H., & Ng, K. Y. (2001). Justice at the millennium: A meta-analytic review of 25 years of organizational justice research. *Journal of Applied Psychology*, 86(3), 425-445.
<https://doi.org/10.1037/0021-9010.86.3.425>
- Hakim, D. (2022). INTERNALIZATION OF MULTICULTURAL VALUES IN THE LEARNING PROCESS OF ISLAMIC RELIGIOUS EDUCATION. *Journal Education Multicultural of Islamic Society*, 2(2), 137-159.
<https://doi.org/10.33474/jemois.v2i2.15713>

- Iskandar Zulkarnaen, Alvin Dwi Nugroho, & Ismail Mubarok. (2023). Etika Komunikasi Dalam Memfasilitasi Kepemimpinan Berdasarkan Nilai Agama Dalam Organisasi. *Student Scientific Creativity Journal*, 2(1), 24–31. <https://doi.org/10.55606/sscj-amik.v2i1.2527>
- Rusnadi, R., & Hafidhah, H. (2019). NILAI DASAR DAN MORALITAS KEPEMIMPINAN PENDIDIKAN ISLAM. *Jurnal Pendidikan Agama Islam*, 16(2), 223–244. <https://doi.org/10.14421/jpai.2019.162-06>