



## **Ethical Leadership In Islamic Perspective And Impact On Educational Decision-Making**

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**Abstract:** *This study investigates ethical leadership from an Islamic perspective and its impact on educational decision-making at MAN 3 Tulungagung. The study aims to analyze how ethical leadership is practiced, how it influences decision-making processes, and how both elements interact within the institutional context. A qualitative case study design was employed to explore experiences of the principal, teachers, and administrative staff. Data were collected through semi-structured interviews, observations, and document analysis, followed by thematic analysis to identify patterns related to leadership values and decision-making practices. The findings reveal that ethical leadership grounded in Islamic values such as integrity, justice, responsibility, and trustworthiness shapes transparent, participatory, and accountable decision-making processes. Leadership practices encourage open communication, fairness, and consistency in policy implementation, which strengthen institutional trust and professional commitment among staff. Decision-making becomes more inclusive and value-oriented, reflecting alignment between organizational goals and ethical considerations. The study also shows a dynamic interaction in which ethical leadership guides decision-making, implementation provides feedback, and leadership practices are continuously refined. These findings emphasize the importance of ethical leadership in fostering responsible and sustainable decision-making in Islamic educational institutions.*

**Keywords:** *Ethical Leadership, Islamic Perspective, Decision-Making, School Leadership, Islamic Education*

### **INTRODUCTION**

Educational institutions are expected to demonstrate accountability, transparency, and effectiveness in managing organizational processes and decision-making practices. Contemporary schools operate within environments characterized by performance demands, public scrutiny, and expectations for continuous improvement in teaching and learning. These conditions require leadership that is not only administratively competent but also grounded in ethical principles that guide institutional actions. Leadership determines how policies are formulated, how resources are allocated, and how institutional goals are translated into practice. Ethical leadership provides a framework that ensures decisions are guided by integrity, fairness, and responsibility, which are essential for maintaining credibility and trust within the organization. Empirical evidence shows that ethical leadership contributes to organizational effectiveness by strengthening trust, promoting accountability, and ensuring consistency in decision-making practices (Brown & Treviño, 2006).



Within Islamic educational contexts, ethical leadership is closely connected with religious values that shape both individual conduct and institutional practices. Principles such as *amanah* (trustworthiness), *adl* (justice), and *ihsan* (excellence) function as foundational elements that guide leadership behavior. These values influence how leaders interact with teachers, students, and the broader community, ensuring that institutional decisions reflect moral responsibility. Leadership in Islamic schools is expected to demonstrate alignment between values and actions, creating a sense of integrity that strengthens organizational cohesion. Ethical leadership in this setting extends beyond compliance with formal regulations and involves a commitment to moral accountability in all aspects of institutional life. This integration supports a holistic approach to education, where academic achievement is aligned with character development. Studies indicate that value-based leadership rooted in Islamic principles enhances organizational commitment and ethical awareness among institutional members (Beekun & Badawi, 1999). Based on this context, this study examines how ethical leadership is practiced in MAN 3 Tulungagung.

Decision-making represents a central component of educational leadership, as it directly influences instructional practices, organizational processes, and student outcomes. Educational leaders must consider multiple factors, including institutional goals, stakeholder expectations, and ethical implications. The complexity of these considerations requires a leadership approach that balances efficiency with fairness. Ethical leadership provides a guiding framework for decision-making by ensuring that processes are transparent, inclusive, and consistent. Leaders who adopt this approach encourage participation from teachers and staff, allowing diverse perspectives to inform institutional decisions. This participatory orientation enhances the quality of decisions and strengthens their acceptance among organizational members. Teachers and staff are more likely to engage in implementing decisions when they perceive them as fair and aligned with shared values. Research confirms that ethical leadership improves decision-making quality by fostering perceptions of justice and reinforcing trust within organizations (Kalshoven et al., 2011).

The influence of ethical leadership on decision-making is also reflected in the development of trust and collaboration within the institution. Trust functions as a critical resource that supports effective communication, cooperation, and collective engagement in organizational activities. When leaders demonstrate ethical behavior, they establish credibility that encourages teachers and



staff to align their actions with institutional expectations. This condition supports the creation of a positive organizational climate where individuals are willing to share ideas, participate in discussions, and contribute to problem-solving processes. Ethical leadership shapes how fairness and accountability are perceived, which influences engagement in decision-making. In Islamic educational settings, trust is closely associated with moral responsibility, reinforcing the expectation that leadership actions reflect ethical values. Empirical findings show that ethical leadership enhances relational trust and strengthens collaboration, which contributes to improved institutional performance (Engelbrecht et al., 2017).

The relationship between ethical leadership and decision-making reflects a dynamic interaction that evolves through continuous feedback and adaptation. Leadership values influence how decisions are formulated and implemented, while decision outcomes provide information that supports the refinement of leadership practices. This interaction creates a cyclical process in which leadership and decision-making are interconnected and mutually reinforcing. Ethical leadership ensures that decisions are aligned with institutional values and stakeholder expectations while maintaining effectiveness in achieving organizational objectives. Teachers and staff respond to ethical leadership through increased trust, commitment, and engagement, which strengthens the implementation of institutional policies. Research indicates that organizations integrating ethical leadership into decision-making processes demonstrate stronger consistency and long-term effectiveness (Resick et al., 2011).

Understanding this relationship requires attention to both structural and cultural dimensions within the institution. Structural elements include policies, procedures, and evaluation systems that guide decision-making, while cultural elements involve shared values, beliefs, and norms that influence how decisions are interpreted and enacted. Leadership operates across these dimensions by aligning formal systems with ethical values, ensuring that institutional practices reflect both organizational goals and moral principles. In Islamic educational contexts, shared values provide a common foundation that strengthens this alignment and supports collective engagement in decision-making processes. Teachers and staff are more likely to participate actively when institutional expectations are consistent with their ethical beliefs. This alignment enhances motivation, reinforces collaboration, and supports sustained institutional development. Based on



this perspective, this study addresses how ethical leadership and decision-making processes are interconnected within the institutional context of MAN 3 Tulungagung.

## **METHOD**

This study employs a qualitative case study design conducted at MAN 3 Tulungagung to examine ethical leadership and its influence on educational decision-making within a specific institutional context. A qualitative approach enables the exploration of meanings, experiences, and interactions that shape leadership practices and decision processes in natural settings. The case study design focuses on a bounded system, allowing detailed investigation of how ethical values are interpreted and enacted in everyday institutional activities. This design is appropriate for examining complex social phenomena that involve multiple actors and contextual influences. Qualitative case studies provide rich and contextualized insights that reflect real conditions within educational environments (Stake, 1995). The emphasis on context supports a deeper understanding of how leadership behavior is connected to decision-making practices in Islamic schools.

Participants consist of the principal, teachers, and administrative staff selected through purposive sampling. This sampling strategy focuses on individuals who possess direct experience and involvement in leadership practices and institutional decision-making. The principal serves as a key informant who provides insights into ethical values, leadership strategies, and decision-making approaches applied within the school. Teachers contribute perspectives related to how decisions are communicated, interpreted, and implemented in instructional practices. Administrative staff offer information regarding institutional coordination, policy execution, and operational procedures that support decision-making processes. The inclusion of multiple participant groups allows the study to capture diverse perspectives and develop a comprehensive understanding of leadership dynamics. Purposeful sampling is widely used in qualitative research to obtain information-rich cases that align with research objectives (Patton, 2015).

Data collection was conducted through semi-structured interviews, observations, and document analysis. Semi-structured interviews allow participants to express their experiences and perceptions while enabling the researcher to explore emerging issues relevant to ethical leadership and decision-making. Observations were carried out to examine how leadership practices and



decision processes are enacted in daily activities, including meetings, classroom interactions, and administrative coordination. Document analysis involved reviewing institutional plans, policy documents, and reports to understand formal structures and evidence of implementation. The combination of these data sources supports triangulation and enhances the depth of analysis. Document analysis is recognized as a valuable method for examining organizational processes and verifying findings obtained through other techniques (Bowen, 2009).

Data analysis followed a thematic approach involving systematic stages of data reduction, coding, categorization, and interpretation. The process began with organizing data from interviews, observations, and documents, followed by coding to identify meaningful units related to ethical leadership and decision-making. Codes were grouped into categories and developed into themes that represent recurring patterns across the dataset. Interpretation focused on explaining relationships among themes and linking them to the research questions. Thematic analysis provides a flexible yet rigorous method for identifying patterns and constructing meaning in qualitative research (Braun & Clarke, 2006). Trustworthiness was ensured through triangulation and member checking, where participants reviewed findings to confirm their accuracy. These procedures strengthen credibility, dependability, and confirmability of the study.

## **RESULTS AND DISCUSSION**

### **1. Ethical Leadership Practices in Islamic Perspective**

Ethical leadership at MAN 3 Tulungagung is reflected in the principal's consistent commitment to values derived from Islamic teachings, including integrity, justice, responsibility, and trustworthiness. These values are not limited to symbolic expressions but are translated into observable leadership behavior that shapes institutional life. The principal demonstrates alignment between words and actions, which strengthens credibility and reinforces ethical standards within the school. Teachers describe that leadership behavior reflects fairness in decision-making, openness in communication, and responsibility in managing institutional processes. This alignment creates a sense of moral consistency that influences how teachers and staff perceive leadership. Ethical leadership grounded in clear values contributes to the development of trust and organizational stability, as individuals feel confident that decisions are guided by principled



considerations. Research indicates that leaders who demonstrate integrity and fairness establish stronger ethical climates within organizations, which influence employee attitudes and behavior (Mayer et al., 2009).

Leadership practices at the school are characterized by transparent communication and participatory engagement that support ethical conduct in decision-making. The principal ensures that institutional information is shared openly through meetings, discussions, and informal interactions, allowing teachers and staff to understand the rationale behind decisions. Transparency reduces uncertainty and strengthens perceptions of fairness, as stakeholders are able to see how decisions are formulated and implemented. Teachers report that leadership provides opportunities for them to express their perspectives, which contributes to a sense of inclusion in institutional processes. Participation in decision-making enhances ownership and commitment, as individuals feel that their contributions are valued. This approach aligns with the principles of ethical leadership, where leaders encourage dialogue and consider diverse viewpoints in making decisions. Empirical findings show that participatory and transparent leadership practices enhance perceptions of procedural justice and strengthen organizational trust (Colquitt et al., 2013).

The consistent application of rules and policies represents another important dimension of ethical leadership at MAN 3 Tulungagung. Leadership ensures that institutional regulations are implemented fairly and without bias, reinforcing the principle of justice that is central to Islamic leadership values. Teachers describe that rules are applied consistently across different situations, which strengthens confidence in leadership decisions. This consistency reduces perceptions of favoritism and supports the development of a stable organizational environment. Ethical leadership requires leaders to demonstrate impartiality and accountability, ensuring that decisions are based on objective criteria rather than personal preferences. The application of fair procedures contributes to the development of organizational justice, which influences employee satisfaction and engagement. Studies indicate that ethical leadership enhances perceptions of fairness and accountability, leading to more positive organizational outcomes (Neubert et al., 2009).

The influence of ethical leadership extends beyond formal decision-making processes and shapes the broader organizational culture within the institution. Values promoted by leadership become embedded in daily practices, influencing how teachers and staff interact with one another



and perform their roles. Teachers demonstrate commitment to their responsibilities, maintain professionalism in their work, and engage in collaborative activities that reflect shared values. Ethical leadership fosters a culture where respect, responsibility, and mutual trust guide behavior, creating a positive working environment. This culture supports not only organizational effectiveness but also the development of individual character, which is a key objective in Islamic education. Leadership acts as a role model, and its behavior becomes a reference point for others in the institution. Research suggests that ethical leadership influences organizational culture by establishing norms that guide behavior and reinforce ethical standards among members (Schaubroeck et al., 2012).

The integration of Islamic values into leadership practices provides a distinctive framework that strengthens the moral foundation of the institution. Principles such as *amanah* and *adl* are reflected in how leaders manage responsibilities and ensure fairness in decision-making. Teachers perceive that leadership actions are aligned with these values, which enhances their trust and commitment to institutional goals. This alignment creates coherence between religious principles and organizational practices, supporting a holistic approach to leadership. Ethical leadership in this context is not limited to administrative effectiveness but involves moral accountability that influences all aspects of institutional life. The presence of value-based leadership contributes to the development of an environment where ethical considerations are central to decision-making processes. Studies highlight that leadership grounded in strong moral values enhances organizational integrity and supports sustainable development (Brown & Mitchell, 2010).

The findings demonstrate that ethical leadership at MAN 3 Tulungagung plays a central role in establishing a value-based institutional environment through consistent behavior, transparent communication, and fair decision-making practices. Leadership practices influence both structural processes and cultural dynamics, creating alignment between values and actions within the institution. Teachers and staff respond to ethical leadership through increased trust, commitment, and engagement in institutional activities. This relationship highlights the importance of ethical leadership in shaping organizational culture and supporting effective educational management. Ethical leadership becomes a driving force that connects values, behavior, and institutional



practices, ensuring that educational processes are guided by both professional standards and moral principles.

## **2. Ethical Leadership and Educational Decision-Making**

Educational decision-making at MAN 3 Tulungagung is closely shaped by leadership practices that emphasize fairness, transparency, and accountability as guiding principles. Decisions related to curriculum implementation, student management, and institutional planning are not formulated in isolation but are developed through processes that involve consultation and reflection on multiple perspectives. The principal encourages teachers and staff to participate in discussions, allowing them to contribute ideas and express concerns before decisions are finalized. Teachers describe that this participatory approach creates a sense of inclusion and strengthens their confidence in institutional processes. When individuals are involved in decision-making, they are more likely to understand the objectives behind policies and demonstrate commitment in implementing them. This practice reflects an ethical orientation in leadership where decision-making is viewed as a shared responsibility rather than a unilateral action. Research indicates that participatory decision-making enhances organizational commitment and improves the quality of decisions through the integration of diverse perspectives (Somech, 2010).

Decision-making processes at the school are structured to ensure clarity and consistency in both formulation and implementation. Leadership establishes clear procedures that guide how decisions are discussed, communicated, and executed within the institution. Meetings serve as a primary platform for discussing policy directions, evaluating existing practices, and identifying areas for improvement. Teachers report that decisions are communicated in a clear and detailed manner, including explanations of the rationale and expected outcomes. This clarity supports understanding and reduces ambiguity in implementation, particularly in instructional and administrative practices. When teachers understand the reasoning behind decisions, they are better able to align their actions with institutional goals. Structured communication also strengthens accountability, as individuals are aware of their roles and responsibilities in carrying out decisions. Evidence suggests that clarity in leadership communication improves implementation effectiveness and reduces resistance to organizational change (Yukl, 2013).



Transparency represents a central element in ethical decision-making at MAN 3 Tulungagung. Leadership ensures that information related to institutional policies and decisions is accessible to teachers and staff, enabling them to follow the development and implementation of decisions. Transparent processes create an environment where stakeholders can evaluate the fairness and consistency of leadership actions. Teachers perceive that transparency strengthens their trust in leadership, as it demonstrates openness and reduces uncertainty regarding institutional processes. This condition supports a positive organizational climate where individuals feel secure in expressing their views and participating in discussions. Transparency also contributes to accountability by making decision-making processes visible and subject to collective understanding. Studies show that transparent leadership practices enhance trust and promote ethical behavior within organizations, which in turn supports effective decision-making (Rawlins, 2008).

Ethical considerations play a fundamental role in shaping decision-making processes within the institution. Leadership evaluates decisions not only based on efficiency or institutional goals but also on their alignment with moral values and their impact on stakeholders. Decisions are assessed in relation to their consequences for students, teachers, and the broader school community, ensuring that outcomes reflect fairness and responsibility. Teachers describe that leadership demonstrates sensitivity to the needs of different groups, considering both academic and social implications in decision-making. This approach reflects the integration of ethical principles into organizational processes, where decisions are guided by values rather than solely by technical considerations. Ethical decision-making contributes to the development of balanced and responsible policies that support institutional sustainability. Research highlights that leaders who incorporate ethical considerations into decision-making processes enhance organizational justice and stakeholder satisfaction (Treviño et al., 2014).

The influence of ethical leadership on decision-making is also reflected in the development of collective responsibility among teachers and staff. When decisions are made through inclusive and transparent processes, individuals feel a sense of ownership toward institutional policies. Teachers demonstrate commitment to implementing decisions in their classrooms and participate actively in evaluating their effectiveness. This shared responsibility strengthens coordination



within the institution and supports the achievement of educational goals. Leadership fosters this condition by maintaining consistency between ethical values and decision-making practices, ensuring that actions reflect institutional principles. The alignment between values and decisions contributes to the development of a cohesive organizational environment where individuals work collaboratively toward common objectives. Empirical findings suggest that ethical leadership strengthens collective engagement by promoting fairness and encouraging participation in organizational processes (Demirtas & Akdogan, 2015).

The findings demonstrate that ethical leadership at MAN 3 Tulungagung significantly influences educational decision-making by shaping processes that are inclusive, transparent, and value-based. Leadership practices ensure that decisions are formulated through consultation, communicated with clarity, and implemented with accountability. Ethical considerations guide decision outcomes, ensuring alignment with institutional values and stakeholder needs. Teachers and staff respond to these practices through increased trust, engagement, and commitment, which enhance the effectiveness of institutional processes. This relationship highlights the importance of ethical leadership in creating decision-making systems that are both effective and morally grounded, supporting sustainable development within Islamic educational institutions.

### **3. Interconnection Between Ethical Leadership and Decision-Making**

The relationship between ethical leadership and decision-making at MAN 3 Tulungagung reflects a continuous and interconnected process in which leadership values and institutional actions influence one another within a dynamic system. Ethical leadership provides a moral framework that guides how decisions are formulated, communicated, and implemented across the institution. Leadership values such as integrity, justice, and responsibility shape the criteria used in evaluating alternatives and selecting appropriate actions. Decisions are not viewed as isolated events but as part of an ongoing process that reflects institutional principles and long-term goals. Teachers and staff perceive that leadership behavior demonstrates consistency between values and actions, which strengthens trust and supports the implementation of decisions. This interaction indicates that ethical leadership functions as a foundation that connects moral principles with organizational practices. Research shows that ethical leadership influences organizational



processes by shaping norms and expectations that guide decision-making behavior (Bedi et al., 2016).

Leadership vision is translated into practical actions through structured decision-making processes that involve planning, consultation, and evaluation. At MAN 3 Tulungagung, the principal communicates institutional goals clearly and ensures that decisions are aligned with these objectives. Teachers and staff participate in discussions that allow them to contribute insights and clarify implementation strategies. This participatory process ensures that decisions are grounded in collective understanding and reflect the needs of different stakeholders. Implementation occurs through daily activities in classrooms and administrative settings, where teachers translate decisions into instructional practices and operational procedures. Students respond to these practices through their engagement and learning experiences, which serve as indicators of decision effectiveness. The alignment between leadership vision and operational practices creates coherence within the institution, ensuring that decisions are not only formally established but also practically enacted. Studies indicate that leadership effectiveness is closely linked to the ability to translate vision into actionable strategies that guide organizational behavior (Van Wart, 2013).

Feedback mechanisms play a central role in sustaining the interconnected relationship between ethical leadership and decision-making. Feedback is generated from various sources, including teacher reflections, student performance, and institutional evaluations. Teachers engage in reflective practice by analyzing how decisions influence classroom activities and learning outcomes. These reflections provide insights into the strengths and limitations of existing decisions, which are then communicated to leadership through discussions and meetings. Leadership uses this feedback to evaluate the effectiveness of policies and adjust strategies accordingly. This process creates a feedback loop where decisions are continuously refined based on evidence from implementation. The presence of structured feedback mechanisms enhances accountability and supports adaptive decision-making within the institution. Evidence suggests that feedback-informed leadership contributes to organizational learning and improves decision quality by enabling continuous evaluation and adjustment (Hannah et al., 2011).

The dynamic interaction between ethical leadership and decision-making also strengthens institutional adaptability. The ability to respond to changing educational demands depends on how



effectively leadership integrates feedback into decision-making processes. At MAN 3 Tulungagung, leadership demonstrates responsiveness by adjusting policies and practices based on emerging needs and contextual challenges. Teachers describe that leadership remains open to suggestions and encourages ongoing dialogue, which supports flexibility in institutional processes. This adaptability ensures that decisions remain relevant and effective in addressing evolving conditions within the educational environment. Ethical leadership contributes to this adaptability by ensuring that changes are guided by consistent values, preventing decisions from becoming disconnected from institutional principles. Research highlights that ethical leadership enhances organizational adaptability by promoting reflective practice and supporting responsive decision-making (Zhu et al., 2004).

The role of teachers and staff in this interconnected process is significant, as they function as mediators between leadership decisions and practical implementation. Teachers interpret leadership directives and apply them within their instructional practices, influencing student learning experiences. Their engagement in decision-making processes strengthens the connection between policy and practice, ensuring that decisions are implemented effectively. Teachers also contribute to the refinement of decisions through feedback and reflection, creating a collaborative environment where improvement becomes a shared responsibility. This interaction highlights that ethical leadership does not operate in isolation but relies on the active participation of organizational members. Studies indicate that employee involvement enhances decision effectiveness by improving alignment between organizational goals and operational practices (De Hoogh & Den Hartog, 2008).

Alignment between ethical leadership and decision-making emerges as a key factor in sustaining institutional effectiveness. Leadership provides direction through ethical principles, decision-making processes translate these principles into action, and outcomes reflect the success of implementation. When alignment is achieved, the institution operates as a coherent system where values, practices, and goals are interconnected. Teachers demonstrate a shared understanding of institutional objectives, which strengthens collaboration and supports consistent implementation of policies. Students benefit from structured and value-oriented learning environments that enhance both academic and character development. This alignment ensures that



decision-making remains consistent with institutional values while supporting long-term sustainability. Research suggests that alignment between leadership values and organizational practices is essential for maintaining effectiveness and fostering institutional trust (Eisenbeiss & Giessner, 2012).

The findings demonstrate that the interconnection between ethical leadership and decision-making at MAN 3 Tulungagung forms a foundation for continuous institutional improvement. Leadership values guide decision-making processes, while decision outcomes provide feedback that informs leadership practices. This cyclical interaction supports reflection, adaptation, and sustained development within the institution. Ethical leadership acts as a driving force that integrates values with action, ensuring that decisions are both effective and morally grounded. This relationship highlights the importance of ethical leadership in guiding responsible decision-making and strengthening the capacity of Islamic educational institutions to respond to changing demands while maintaining their ethical foundations.

## **CONCLUSION**

Ethical leadership at MAN 3 Tulungagung demonstrates a strong influence on institutional practices through the integration of Islamic values into leadership behavior and decision-making processes. Leadership grounded in principles such as integrity, justice, responsibility, and trustworthiness creates a foundation for transparent and accountable management. The consistency between values and actions strengthens trust among teachers and staff, which contributes to a stable and cohesive organizational environment. Teachers respond to this leadership approach by showing commitment, professionalism, and alignment with institutional goals. Ethical leadership shapes not only formal procedures but also the broader organizational culture, ensuring that daily practices reflect shared moral values. This condition supports the development of an educational environment that balances academic effectiveness with ethical responsibility.

Educational decision-making within the institution reflects the influence of ethical leadership through processes that emphasize participation, clarity, and fairness. Decisions are formulated through inclusive discussions that allow teachers and staff to contribute perspectives and engage in institutional planning. Clear communication of decisions, along with transparent



explanations of their rationale, supports effective implementation and reduces uncertainty. Ethical considerations guide the evaluation of decisions, ensuring that outcomes are aligned with the needs of students, teachers, and the wider school community. Teachers demonstrate active involvement in implementing decisions and take responsibility for maintaining institutional standards. These practices contribute to improved coordination, stronger collaboration, and enhanced effectiveness in managing educational processes. Decision-making becomes a structured and value-oriented activity that integrates organizational objectives with ethical principles.

The relationship between ethical leadership and decision-making reflects a continuous and interconnected process that supports institutional development. Leadership values guide the formulation and implementation of decisions, while feedback from outcomes informs the refinement of leadership strategies. This interaction creates a cycle of improvement that strengthens alignment between values, practices, and results. The institution demonstrates adaptability through its ability to adjust decisions based on reflection and emerging needs while maintaining consistency with ethical principles. Ethical leadership functions as a driving force that connects moral values with practical actions, ensuring sustainability in institutional practices. The findings indicate that ethical leadership plays a central role in developing responsible, responsive, and value-based decision-making systems. This study highlights the importance of integrating ethical leadership into educational management to support long-term effectiveness and integrity within Islamic educational institutions.

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