The Innovative Leadership Style of the School Principal in Developing Student's Religiosity Program at SMP Muhammadiyah 2 Program Khusus Boyolali

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Abstract. As a leader who advances educational institutions, the school principal can be interpreted as the head of education or one of the fields of education that has the most significant role in developing students' religious attitudes. Developing students' religious attitudes requires an innovative leadership style of the school principal to create innovative programs so that the desired goals work effectively. The objectives of this research are a) To describe the approach of the Principal of SMP Muhammadiyah 2 Program Khusus Boyolali, in determining school policies to identify their leadership style. b) To describe the innovations implemented by the Principal of SMP Muhammadiyah 2 Program Khusus Boyolali, in developing students' religious attitudes. c) To describe the strategies implemented by the school principal in developing religious attitudes at SMP Muhammadiyah 2 Program Khusus Boyolali. d) To describe the outcomes of applying the innovative leadership style in developing students' religious attitudes at SMP Muhammadiyah 2 Program Khusus Boyolali. This study employed a qualitative research method. The researchers directly observed the phenomenon in the field according to the formulated research questions. Data collection techniques included interviews, observations, and documentation. Data analysis techniques involved data reduction, data presentation, and conclusion. Data validation techniques included triangulation, the robustness of observation, and the expansion of observation.

The school principal adopts a democratic leadership style as a strategy for decision-making in developing students' religious attitudes. The development of religiosity encompasses facilitative and educational strategies. Regarding religiosity development, a renewed program is required to achieve the school's vision and mission. The application of religiosity development through innovative leadership and creating a positive environment is an ongoing innovation initiated by the school principal. The attitude of religiosity as the principal's innovation aims to shape a positive environment and revive the Sunnah practices through school routines, which are expected to become students' daily habit at home and outside the school.

Keywords: Leadership · Innovative · Religiosity

1   Introduction

The school principal, as a leader in advancing educational institutions, can be defined as an educational leader or one of the fields of education that has the most roles in promoting educational quality development. As Mulyasa stated, "There is a close relationship between the quality of school principals in various aspects of school life: school discipline, school culture, and reducing student sexual abuse." On the other hand, the school principal is responsible for implementing education directly related to the learning process in schools [1].

According to E. Mulyasa, the success of the teaching and learning process in schools is largely determined by the school principal's capability to manage all parts of the school. The leader's competence is primarily related to their knowledge and understanding of leadership and management, as well as the responsibilities they carry. They are employed because of frequent failures in education and learning in schools due to a lack of understanding of the school principal's duties [2].

The significance of leadership in education lies in guiding groups to achieve common goals, including leadership as a separate process aimed at influencing, motivating, and coordinating individuals or groups so that collaborative relationships are formed to achieve predetermined goals [3]. However, leaders play a dominant role in an organization [4]. This dominant role can influence morale, job satisfaction, and, most importantly, organizational performance. In education, leadership has become a crucial concern in various educational community fields, and leadership can drive change and leadership quality. Furthermore, leadership quality must be further improved to justify aspects such as competence, dedication, integrity, impartiality, reliability, high integrity, and educational orientation.

In modern life, the mass fulfillment of culture and various technical-mechanical movements, on the one hand, has a very positive effect, while on the other hand, negative effects cannot be avoided, creating multidimensional crises in society. It is ironic because it not only occurs in the lower class but also poisons the bureaucratic atmosphere of the state from top to bottom. The old, young, and even children are affected. It is not only a social crisis but an incalculable number of crises that have infiltrated criminal activities [5].

The reality above triggers various complaints about the effectiveness of religious education, which has been largely considered by society as a failure in constructing students' attachment to eternal values and their ability to face challenges of change. Furthermore, in this case, the world of education also plays a role as a center of knowledge and human resource development, as a research center, and as a culture center, which is considered less successful; if not so, it is considered a failure to fulfill its tasks. The education system developed so far has focused more on enriching students' cognitive abilities than on self-development to produce intelligent yet morally sound graduates. The important affective and psychomotor aspects for them are neglected [6].

The moral crisis afflicting this nation seems to impact all sectors. It is not surprising considering the rampant corruption cases that never decrease but continues to increase over time. On the other hand, this crisis is further complicated by many painful situations, such as student clashes, drug addiction, indifference, abortion, murder, and violence. This phenomenon is contradictory to the ethos and religious personality of Indonesian society.

If this crisis persists and even considered normal, then all moral corruption becomes a culture. No matter how small the moral crisis is, it will undoubtedly damage the values of the nation's life [5].

The above phenomenon is inseparable from the misperception of religion and religiosity. Religion is often interpreted in a shallow, textual, and mostly exclusive manner. Religious values are only taught on the state of the heart, but are limited to the cognitive domain, without touching the affective and psychomotor aspects.

Therefore, the school principal, as the educational institution's leader, must be able to create a religious culture in the school. The school principal fosters and develops faith and piety as the embodiment of the educational goals stated in Law No. 20 of 2003 concerning the National Education System, Chapter V, Article 12, point a: "Students receive religious education following their religion and is taught by teachers of the same religion." From the legal foundation, it is clear that religious education is one of the mandatory subjects at all levels and types of education. Thus, the general goals of national education will be achieved [5].

The religious culture of the school essentially involves integrating religious education values as cultural traditions of behavior and organization embraced by all members of the school. By making religion as a tradition in schools, consciously or unconsciously, students practice religious teaching when participating in deeply rooted traditions. Therefore, the promotion of religious values can be accomplished in various ways, including school management policies, classroom teaching, and learning activities, outing class activities, as well as the traditions and behaviors of school students. It is expected to continuously and permanently create a religious culture in the school environment [2]. The role of leaders in developing religious values as a religious culture is crucial because they manage educational institutions, understand commitment and openness, comprehend the spirit of Islam, and move with time in an orderly and dynamic manner. Additionally, school principals must also understand the position of schools in society and be familiar with community institutions that support education for social, political, and societal change, including faith and taqwa (God consciousness), and information technology. These are prerequisites to realizing the morals, behaviors, and personalities of the nation's children. School principals must also assist teachers in developing educational programs in line with societal changes and find ways to overcome them.

School management usually less focus on the implementation of religious culture in schools. This thing is reflected in the development of diverse school cultures. A concrete example is when students meet teachers without greeting or shaking hands. It indicates that school teachers only perform teaching duties without educating. The school fails to teach the distinctiveness of religious culture that sets it apart from other schools [7].

Discussing the leadership innovation of the school principal in developing students' religious attitudes, SMP Muhammadiyah 2 Program Khusus Boyolali has various programs to develop students' religious attitudes to provide quality education, development, and improvement, and fulfill the school's established standards. The form of developing students' religious attitudes is through character education programs, which have become the school's programs and innovations. One of the programs has a specific schedule for character education. This schedule includes programs that encompass character

education, such as congregational prayers (*salat*), especially the *Dzuhur* (midday) congregational prayer in the mosque, performing *Sunnah* prayers (commendable prayers), reciting the Quran, assisting parents, and *Tahfidz* (Quran memorization) programs.

SMP Muhammadiyah 2 Program Khusus Boyolali, in accomplishing the educational process, has been quite effective under the principal's leadership, because the principal leads the management, so the cooperation among the teaching staff has been commendable. As a learning organization, SMP Muhammadiyah 2 Program Khusus Boyolali is ready to develop religious attitudes towards an effective and innovative school, particularly in religious education. It has prompted researchers to study the Innovative Leadership Style of the School Principal in Developing Students' Religious Attitudes at SMP Muhammadiyah 2 Program Khusus Boyolali.

The objectives of this study are as follows:

a) To describe how the principal of SMP Muhammadiyah 2 Program Khusus Boyolali determines school policies to identify his leadership style.
b) To describe the innovations implemented by the principal of SMP Muhammadiyah Program Khusus Boyolali in developing students' religious attitudes.
c) To comprehend the strategies employed by the principal in developing religious attitudes at SMP Muhammadiyah 2 Program Khusus Boyolali.
d) To describe the outcomes of implementing an innovative leadership style in developing students' religious attitudes at SMP Muhammadiyah 2 Program Khusus Boyolali.

This research's benefits are expanding knowledge, experiences, and various insights. It serves as a means to apply the knowledge acquired during the study, particularly in understanding how the innovative leadership of the school principal develops students' religious attitudes in the school. Additionally, it provides input and considerations for forming school policies at SMP Muhammadiyah 2 Program Khusus Boyolali, aiming to enhance students' religious attitudes in the school in a positive direction.

2   Research Method

This research is classified as field research. In terms of implementation, the research is conducted directly in the school institution, SMP Muhammadiyah 2 Program Khusus Boyolali, to collect data based on facts and observe the school's circumstances directly.

The researcher's approach to data collection and the purpose of this study employed a qualitative and descriptive approach. The descriptive approach involves explaining, describing, and identifying the innovative leadership style of the school principal in developing students' religious attitudes at SMP Muhammadiyah 2 Program Khusus Boyolali. [8].

In obtaining information, the following methods are employed in this research: a) Observation: This technique involves data collection through observation, using both direct observation and the senses [9]. b) Interview: This method involves collecting data through interviews using guidelines as a tool to record questions posed to the informants/respondents, specifically regarding the leadership innovations of the school principal in improving the quality of education at SMP Muhammadiyah 2 Program Khusus

Boyolali. c) Documentation: This process involves gathering information by reviewing existing documents. Documentation can be in the form of written records, images, or monumental works created by individuals. Documentary research complements qualitative research methods. The written documentation method is used to support interviews and observations [10].

Data analysis is the process of breaking down a problem into parts and making them more obvious so that readers can easily understand their meaning. The data analysis technique used in this research is qualitative descriptive analysis, employing data reduction, presentation, verification, and inference [11].

After collecting data, the researcher reviewed and revised existing documentation and the obtained information to ensure the accuracy of the information collected in this study. Data validity in qualitative research refers to whether there is a difference between what the researcher reports and the actual situation in the field [12]. Therefore, the researcher utilizes triangulation as a credibility test, which involves controlling data sources, techniques, and time.

3   Discussion

Leadership is a complex topic with various forms [13] that can be studied differently, requiring different definitions [14]. The school principal's leadership is an educational leader who serves as the school's representative [15].

Leadership has a broad scope and perspective, leading different experts to define it differently. There is no written definition of what leadership means. In fact, Stogdill states that Hemhill and Coons define leadership as an individual's action that directs group actions towards common goals. Meanwhile, Herold Koontz says, "Leadership is the art inds." Leadership is translated into characteristics, individual behaviors, influence on others, patterns of interaction, collaboration among employees, and cross-position tasks. A manager must possess leadership skills because every manager needs them to fulfill their tasks and responsibilities [3].

The forms of leadership consist of motivating behaviors [16] that inspire subordinates to fulfill higher-level needs, meeting the individual development needs of subordinates, achieving performance beyond expectations, promoting new approaches to problem-solving, promoting new approaches to problem-solving, sharing the leader's vision effectively, promoting change, and being a source of satisfaction among followers [17]. Effective school principals also maintain daily interactions with their teachers, share their vision, and support change [18].

Leadership comes from the word "leader," which means to lead. Regarding the leadership definition, Stephen P. Robbins and Timothy A. Judge (2015) define it as the ability to influence a group to achieve its goals and can also be formulated as a process of influencing individual or group behavior to achieve goals under certain circumstances, it is a process in which a person can become a leader through continuous action influencing followers to achieve organizational goals [19]. Leaders must also engage followers by communicating obvious expectations they must fulfil and demonstrating commitment to shared goals and vision. These leaders articulate a compelling vision for the future [20].

Leadership has two components of understanding. First, leadership is about group phenomena, which involve the interaction between two or more people. Second, leadership involves the process of influence, which is the conscious influence exerted by a leader on subordinates. Leadership effectiveness focuses on the leader's ability to influence and motivate members toward established goals [19].

Based on the above description, leadership can be defined as the individual's process of influencing, motivating, and coordinating individuals or groups to achieve established goals [21]. Leadership is often associated with management, although they have different meanings. A manager is someone whose task is to guide, while leadership is a talent or quality that a leader must possess to enhance school learning quality [22].

Innovation is something new or breakthrough, different from what has been done before, intended to intentionally enhance the capacity for innovation to achieve a specific goal. It can also be understood as a factor that supports the success of a leader's leadership. Educational innovation is an innovation aimed at solving educational problems. Educational innovation encompasses issues related to various parts of the education system [23].

According to S. Wojowasito, the word "innovation" (in English) is often translated as something new or renewal, but there is a word in Indonesian, "inovasi." Innovation is also used to describe discoveries because the result of these new discoveries is invention. The word "penemuan" is also used to interpret the words "discovery" and "invention." Some also combine the terms innovation and modernization because both speak of renewal efforts [24].

Every idea was once an innovation. Every innovation must change over time. If someone considers an idea new, it is (to that person) an innovation. The goals of innovation are: 1) to achieve different trends in society or education, 2) to strive for social change and be able to serve every citizen fairly and evenly, 3) to reform social life more efficiently and effectively, along with national culture, fluency, and a complete political information system that strengthens identity, fosters a learning society, and enables the creation of various job opportunities in community life [25].

The leadership model consists of four components: ideal influence, inspirational motivation, intellectual stimulation, and individual consideration [26]. Empirical studies have shown that leadership styles have a significant positive impact on job satisfaction, with servant leadership having the highest significant positive influence, while autocratic-control leadership style has the lowest influence [27]. School principals are highly expected to enhance teaching and learning activities in their schools [28]. There are five leadership factors for school principals: visibility and direct participation, teaching organization, internal environmental organization, planning and personnel, and external relations [29].

The concept of leadership style is widely discussed in the literature, and various authors use terms such as style, form, approach, strategy, and model to classify management practices or theories [30]. Leadership style is the structure of a leader that needs to motivate behavior as required by various situations that are not natural behaviors. Thus, leadership style is a qualification of an effective leader that leads to the success of group work and organizational outcomes [31]. Leaders should focus on functions, tasks, and

behaviors, and if these functions are performed competently, other people working in the organization will be successful [32].

Innovative leadership involves providing creative ideas to make complex decisions in solving school-level problems with appropriate behaviors, providing students with the highest quality, active, and effective learning processes. Innovative leadership can be characterized as effective leadership, wherein leaders serve as role models, pioneers, coordinators, and nurturers, resulting in leaders with strong principles and character. However, successful leaders are truly innovative leaders [33].

The era of globalization needs creative and innovative leaders. Innovative leaders possess several qualities. 1) They are passionate and focused on what they want to change, their challenges, and the strategies to overcome them. Passion drives leaders to realize their dreams. 2) Innovative vision has a purpose. Executives cannot expect their teams to innovate if they do not understand the alignment of company goals. 3) They view change as a challenge. Innovative leaders are ambitious and never satisfied with staying in their comfort zones. 4) They take daring steps. When innovating, leaders often question the established rules. 5) They are not afraid of failure. Innovative leaders see failure as part of the learning process on the path to success. 6) They are willing to collaborate, a common characteristic among many successful leaders who promote innovation [34].

Innovative leadership is crucial because innovation entails risks, and failures, and requires patience. Due to the scale and complexity of educational problems and their limited capacity, innovative approaches are highly needed. Innovation can also enhance the ability to achieve specific educational goals. On the other hand, the purpose of educational innovation is to introduce new responses to educational problems, address issues in the education sector, and implement comprehensive school education for every learner. Consequently, innovative management refers to managers who take risks by continuously making something new. They are individuals who think positively about their followers and trust them to unleash their full creative potential [23].

According to Atmaja (2012), leadership character refers to the personal characteristics of a leader that are formed through a cumulative set of actions related to moral and ethical values believed by the leader. The underlying motivation of a leader is the spirit of giving (constantly giving) to the people they lead without expecting anything in return. Leadership that respects the people demands leaders to treat their subordinates as complete individuals in all aspects of life, including family, work, social life, and spirituality. Only through this approach can human potential be fully exploited, and efficiency can be driven toward optimal performance [35].

Leadership types or models can be defined as a set of characteristics a leader uses to influence subordinates/employees in achieving organizational goals. It can also be understood as patterns of behavior and strategies advocated, commonly used, recommended, and applied by managers. *a) Situational type*, in this type, a leadership style of a leader varies depending on the readiness level of the followers. *b) Democratic type*, in this type, the leader is viewed as someone who does not take any action without discussion with their subordinates or employees in advance. These managers consider the opinions of their subordinates before making decisions. The decisions made in this type of management result from consensus through discussions and collective thinking.

The leader's task is to guide and manage the flow of thoughts and allow everyone to express their opinions. *c) Authoritarian type,* in this type, the leader gives commands and expects obedience. The decision-making power rests with the manager. The leader has absolute authority to decide on programs or policies without seeking input or reflection. The members carry out the leader's program and policies step by step without knowing the future and goals to be achieved. The leader has the power to allocate work, give orders, and authoritatively enforce compliance. *d) Laissezfaire type,* in this type of leadership, the leader's role is passive. They grant absolute freedom to their members to make decisions, take actions, or engage in other activities that affect their lives. The leader merely provides important information, work principles, and necessary facilities for the members to carry out their tasks [36].

At the same time, leaders have various roles: *a) executive,* a leader does not simply impose their own will on subordinates or members but strives to fulfill the desires and needs of their members, as well as the mutually developed programs or plans. *b) Planner,* a good leader must be skilled in organizing and planning so that all actions are purposeful and directed rather than futile. *c) Expert,* as a leader, one must have the expertise, especially in areas related to the leadership position occupied. *d) External group representative,* Representative of the group externally: a leader must understand that their actions outside the group, whether positive or negative, reflect the reputation of the members they lead. *e) Controller of internal relationships,* a leader must control the relationships among group members, ensuring the prevention of conflicts and fostering harmonious relationships that promote teamwork. *f) Purveyor of rewards and punishments,* a leader should be able to motivate members to actively engage in their work actively, exert significant influence on the group, and be willing to punish members who harm the group. *g) arbitrator and mediator,* Arbitrator and mediator: in resolving disputes or handling complaints among members, a leader should act firmly, without discrimination or bias towards any certain group [37].

One of the factors determining the effectiveness of social change programs is the implementation of strategic arrangements. However, selecting the appropriate strategy is not easy. It is challenging to choose a specific strategy to achieve a particular goal or objective of social change. There are four innovation management strategies as follows:

1) Facilitative Strategy

    The Facilitative Strategy is used to enhance the education sector. It requires, for example, changes or innovations in teaching and learning. If a facilitation approach is chosen for this purpose, the implemented renewed program will provide various necessary facilities and resources. However, if the target of change, such as teachers or facilitators, does not understand the educational issues they face, the facilities and resources will be useless and not supportive of change.

2) Educational Strategy

    Social change is interpreted as education or re-education. Education is also used as a strategy to achieve social change goals. By employing an educational strategy, social change is accomplished by adding facts to guide action. The reason is that individuals can discern and choose facts to regulate their behavior when facts are presented. Zaltman uses the term "re-education," stating that this strategy allows

someone to relearn something they have forgotten and truly learn before adopting new behavior or attitudes.

3) Persuasion Strategy

Suppose a social change program utilizes the persuasion strategy. In that case, it means that the goals of social change are achieved through persuasion, thereby motivating the change target (teachers) to follow the planned social change voluntarily. The objectives of change are encouraged by justifying, motivating, or encouraging individuals to follow the provided example. The persuasion strategy succeeds when it is based on sound reasoning and accurate facts.

4) Coercion Strategy

The implementation of social change programs uses a coercive strategy. It is by forcing teachers (to change goals) to achieve the objectives of change. Instruction is a form of expected goals. The availability of coercion depends on the control relationship between the change agent and the target. Therefore, the extent of goal achievement depends on satisfaction with implementing change. Enforcement is the extent to which a change maker can enforce a teacher, depending on how much the change maker depends on the change maker. Coercive violence is also influenced by various factors, including the close supervision of teachers who make changes. The availability of various options to achieve change goals and the availability of funding to support program implementation, such as rewarding teachers who successfully implement change programs the coercive strategy, i.e., changing goals to achieve change objectives. Imperatives are a form of expected outcomes. The ability to use coercion depends on the control relationship between the change agent and the target. Thus, the magnitude of goal outcomes depends on satisfaction with implementing changes. Coercive force is also influenced by various factors, including close supervision of teachers implementing change. The availability of various options to achieve change goals and the availability of funding to support implementation, such as providing rewards to teachers who successfully implement change programs [38].

Religiosity, according to language, originates from words such as religion (English), *religie* (Dutch), *religio* (Latin), *ad-Dien* (Arabic). According to Drikarya (in Widiyanta, 2005:80), the word '*religi'* comes from the Latin word "*religiare,*" which means to bind. It implies a set of obligations or rules binding and reinforcing an individual or group's relationship with God, humans, and nature. Religion and religiosity are inseparable entities. According to Mangunwidjaya (in Andisti and Ritandiyono, 2008:172), religion refers to the innermost aspects of human beings, while religiosity refers to the external institution governing worship systems. Religiosity refers to the quality of religious humans.

Furthermore, Ancok and Suroso (1995:76) affirm that diversity or religiosity is manifested in various aspects of human life as a reinforcement of religious character [39]. Morality is a highly influential educational effort in forming a person's akhlāqul karimah (noble character) [40]. From the above definitions, it can be inferred that religiosity reflects one's inner state, which motivates them to behave, act, and conduct themselves according to religious teachings in daily life to strengthen their religious development [41].

SMP Muhammadiyah 2 Program Khusus Boyolali is a junior high school based on a specialized program located in Andong, Boyolali. Muhammad Sifyani S.Pd is the principal of SMP Muhammadiyah 2 Program Khusus Boyolali, which has been serving since 2013 until the present. As a school leader, Muhammad Sifyani S.Pd determines policies, initiates innovations, and formulates strategies to enhance the quality of SMP Muhammadiyah 2 Program Khusus Boyolali in the present and future.

The initial steps taken by Muhammad Sifyani S.Pd when assuming the role of school principal are as follows:

a. Selection of proper and qualified Human Resources (HR). The quality of HR is crucial in determining the school's sustainability and growth in the coming years.
b. Maximizing the potential of recruited Human Resources (HR).
c. Improving student services by providing adequate facilities and infrastructure to support learning activities.
d. Taking responsibility for all school-related matters.

In determining policies, the principal of SMP Muhammadiyah 2 Program Khusus Boyolali carries out meetings and discussions with teachers and staff. By listening to their opinions and filtering them, the principal makes informed decisions. In cases of differing opinions, the principal seeks a middle ground without favoring any particular group. Any differences during the discussion process are considered in the forum to find a middle ground collectively.

At SMP Muhammadiyah 2 Program Khusus Boyolali, daily evaluations are conducted after students return home from school. The principal and teachers then hold daily evaluations to monitor the day's developments. If any issues arise, they are promptly addressed by finding solutions together.

Initially, the focus of the principal's innovation or excellence at SMP Muhammadiyah 2 Program Khusus Boyolali is on the *Tahfidz* program, which served as the school's differentiation. However, nowadays, many schools, including public schools, have also included *Tahfidz* programs. Therefore, SMP Muhammadiyah 2 Program Khusus Boyolali is necessary to provide other differentiation to its curriculum, not relying solely on the *Tahfidz* program. What is well-known about this school is the way to create a positive environment. However, building a positive environment takes time and cannot be achieved immediately. Hence, developing a positive environment was prioritized, and over the years, it was expected to become a magnet for students to develop proper habits. Therefore, SMP Muhammadiyah 2 Program Khusus Boyolali aimed to establish a positive environment first. To achieve this, the school adopted three slogans/mottos: Religiosity, Intellectualism, and Skills. The first step was based on Religiosity. Due to a positive environment, the most important thing must be based on religion. SMP Muhammadiyah 2 Program Khusus Boyolali differs from other schools. While other schools start at 07:00 AM, students of SMP Muhammadiyah 2 Program Khusus Boyolali are required to arrive before 06:30 AM. After arriving at school, they habitually shake hands with the teachers on duty at the school gate. Then, before entering the classroom, students must perform *Dhuha* prayer (morning prayer) and *Tahiyyatul Masjid* prayer. After completing the *Dhuha* and *Tahiyyatul Masjid* prayers, students are allowed to enter the classroom and proceed with their assigned duties. Thereby, students are ready for or

engaged in learning activities before 07:00 AM. It is made earlier to ensure that the first hour of teaching-learning activity is not disrupted and to raise student discipline.

In addition to discipline in student attendance at school, religious attitudes are encouraged in SMP Muhammadiyah 2 Program Khusus Boyolali through character education using a control book or student activity book. This control book contains programs encompassing religious activities to develop students' religious attitudes. These activities include *Dhuha* prayer, assisting parents (taking care of younger siblings, helping in the fields, cooking, drying clothes, and washing), reciting and memorizing the Qur'an, and congregational prayers.

The school's programs outlined in the student activity book aim to promote students' religious attitudes through these religious activities. The regular performance of *Dhuha* prayer develops a sense of religiosity and discipline while assisting parents and engaging in recitation, memorization, and congregational prayers contribute to developing honesty, discipline, responsibility, and hardworking attitudes.

The religious attitudes in SMP Muhammadiyah 2 Program Khusus Boyolali are inspired by the words of Allah in Surah At-Tawbah, verse 18, and The hadith of the Prophet Muhammad SAW (PBUH).

a) The words of Allah in Surah At-Tawbah, verse 18, states:
   "The mosques of Allah should only be maintained by those who believe in Allah and the Last Day, establish prayer, pay alms-tax, and fear none but Allah. It is right to hope that they will be among the ⌜truly⌝ guided."

b) The Hadith of the Prophet Muhammad (peace be upon him) states: *"There are seven groups of people who will be granted the shade of Allah's Arsy (Allah's throne) on the Day when there will be no shade except His shade, and one of them is a youth growing up in worship (obedience) to Allah."*

   Therefore, students are encouraged to perform daily religious practices. Students are not allowed to enter the classroom or place their bags in the classroom before performing two activities: *Dhuha* prayer and *Tahiyyatul Masjid* prayer. The first destination for students is the mosque. It creates a positive environment for developing students' religious attitudes and is consistently implemented in the school. The student activity book is monitored by the homeroom teacher and parents. If a student fails to fulfill the designated activities, the school takes appropriate follow-up actions or imposes sanctions. The homeroom teacher collaborates with parents to monitor students' activities at school and home.

   The religious attitudes promoted by the school's principal aim to create a positive environment and *Sunnah* (revive the Prophetic traditions) through daily practices.

As the school principal, Muhammad Siftyani, S. Pd, plays a role in providing rewards and punishments to teachers and students. The principal rewards or provides special incentives to teachers with good performance and discipline. For example, in SMP Muhammadiyah 2 Program Khusus Boyolali, there is a duty rotation for teachers, and teachers must be present before 6:15 AM, with a maximum tolerance until 6:30 AM. Teacher attendance is recorded to ensure discipline. Rewards for teachers are given once a month, even though the rewards or incentives may not be significant in value. However, they are used to motivate teachers to improve their performance and be more disciplined. The rewards or incentives given to teachers include:

a) Breakfast for teachers assigned to duty rotation. This reward is given to teachers who arrive earlier than other teachers.
b) Within a month, the principal reviews teacher attendance to identify those who demonstrate discipline and good performance. Special rewards, such as shoes or usually the selection of rewards, are discussed among the teachers to determine what is considered valuable or appropriate for teachers who rank first and second based on their discipline and good performance.

The principal also implements punishments for teachers who show a lack of discipline, including:

a) Providing guidance from the principal.
b) Drawing inspiration from the Hajj pilgrimage, the principal applies the concept of expiation when one makes a mistake. In erasing the sin, it is obliged to pay fines. In SMP Muhammadiyah 02 Program Khusus Boyolali, teachers who are late are subjected to fines. The fine amount is not fixed; sincerity is emphasized rather than quantity. The fines are managed by one of the teachers, and the collected fines are used for the benefit of the school, such as contributing to the school's charity fund or supporting the breakfast of teachers on duty rotation.
c) If a teacher is late for the fifth time, they receive the first warning letter from the principal. If it persists, a second warning letter is issued. If there is no improvement and the lateness continues, the teacher must resign from the school.

In SMP Muhammadiyah 2 Program Khusus Boyolali, there is a daily voluntary charity of Rp. 500 as a means to train students to develop a habit of regular giving. Student rewards are funded from daily contributions. The rewards given by the principal to students include:

a) For disciplined students, rewards may include the purchase of the Quran or contributions to their personal savings accounts.
b) For high-achieving students, performance is assessed based on daily tests and report cards. Usually, individual teachers reward students who achieve good test scores. Based on the report cards, students who excel are rewarded with stationery, direct deposits into their savings accounts, or exemption from tuition fees.
c) Rewards are not limited to disciplined and high-achieving students but also extend to students who do not cause problems at school.

The punishments given by the principal to students who show a lack of discipline and are still related to education include:

a) Reciting the Quran.
b) Writing the Quran.
c) Memorizing the Quran

The strategies implemented by the principal of SMP Muhammadiyah 2 Boyolali aim to make the school more advanced and competitive compared to other schools. These strategies include:

a) Preparing school programs through extensive meetings involving teachers and staff.

b) Fostering creativity and innovation to make the school outclass and can compete with other institutions.
c) Enhancing academic and non-academic achievements. Participating in and winning competitions provide opportunities for the school to showcase its quality.
d) Improving human resources. Teachers at SMP Muhammadiyah 2 Program Khusus Boyolali receive training, in-house training, and workshops with external speakers to enhance their professionalism in teaching. Some teachers are also sent to equivalent or higher-level schools to motivate them to improve their teaching performance.
e) Upgrading facilities and infrastructure.

Based on the theoretical foundation and conducted interviews, the leadership style of Muhammad Siftyani, S. Pd, as the principal of SMP Muhammadiyah 02 Program Khusus Boyolali, can be classified as democratic leadership. Muhammad Siftyani, S. Pd makes decisions through discussion during meetings with teachers and staff at SMP Muhammadiyah 02 Program Khusus Boyolali. He also conducts daily evaluations with teachers and staff to monitor the school's progress on that day. Furthermore, he listens to the opinions of each teacher and staff member to solve problems and find solutions collaboratively. Considering the principal's democratic leadership style in decision-making, the strategies employed by the principal to develop religious attitudes encompass facilitative and educational approaches. It is because renewed programs is essential to achieve the school's Vision and Mission.

Muhammad Sifyani S.Pd fulfills his role as a school principal effectively. It can be observed through the following roles:

a) Executive, the principal serves as the executor of school activities, including conducting meetings, evaluating and coordinating teachers, and organizing the weekly Monday Flag Ceremony.
b) Planner, one of the plans implemented by the principal is to create a positive environment.
c) External group representative, the principal shows a virtuous manner both within the school and in the community.
d) Controller of internal relationship, the principal control over teachers and students through approaches such as attendance records and monitoring school activities.
e) Purveyor of rewards and punishments, The principal administers rewards and punishments to teachers and students based on mutually agreed-upon policies. It indicates that the principal is meticulous in decision-making and follows a collaborative approach (rather than acting unilaterally).
f) Arbitrator and mediator, The principal adopt a middle-ground approach without any tendency toward a particular group when resolving differences among members. Any disagreements during discussions are redirected to the forum for mutual decision-making.

The discussion on the roles of a school principal above fulfills six out of the seven points of a leader's role in the theoretical study. It indicates that the principal has effectively achieved their role as a leader.

Based on the research, the principal of SMP Muhammadiyah 2 Program Khusus Boyolali innovated by implementing special programs different from those at other schools.

The current focus of innovation for the principal is raising religious attitudes, which involves creating a positive environment through religious activities to develop good behavior and habits both within and outside the school. The religious attitudes are raised through *Dhuha* prayer and *Tahiyyatul Masjid* prayer before entering the classroom for learning activities. The inspiration for raising religious attitudes at SMP Muhammadiyah 2 Program Khusus Boyolali is derived from the words of Allah in Surah At-Tawbah: 18 and the Hadith of the Prophet Muhammad SAW (PBUH).

The application of developing religious attitudes through innovative leadership by creating a positive environment is considered an innovation being initiated by the principal of SMP Muhammadiyah 2 Program Khusus Boyolali. The innovation aimed to create a positive environment and revive *Sunnah* (prophetic traditions) through school practices, which are expected to become daily habits for students at home and outside the school.

4   Conclusion

Leadership is a crucial factor in an organization, as the success of the organization greatly depends on its leadership. The measure of a school principal's success lies in their ability to innovate in the school programs he leads. To develop students' religious attitudes in school, an innovative leadership style of the principal is necessary to ensure that the implemented programs achieve their intended goals.

Based on the principal's democratic leadership style in decision-making, the strategies used by the principal to develop religious attitudes contain facilitative and educational approaches. It is because program renewal is essential for achieving the school's vision and mission. The application of developing religious attitudes through innovative leadership by creating a positive environment is an ongoing innovation at SMP Muhammadiyah 2 Program Khusus Boyolali. The principal's innovation in raising religious attitudes aimed to create a positive environment and revive *Sunnah* prophetic traditions through daily habits in students at home and outside the school.

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