

IMPLEMENTATION OF TRANSFORMATIONAL LEADERSHIP OF SCHOOL PRINCIPLES IN MANAGEMENT OF ISLAMIC ENVIRONMENTAL LIFE IN SD NEGERI 106153 KLAMBIR LIMA KEBUN HAMPARAN PERAK

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Abstrak: This research uses descriptive qualitative research. With data sources: (1) Primary data: principals, teachers / homeroom teachers and representatives of students. (2) Secondary data, library materials, relevant research, and related documents. Collection procedure: observation, interview, documentation, and field notes. Data analysis techniques: data reduction, data display/data presentation, and verification/drawing conclusions. From the results of the study: (1) Strengthening the problem of transformational leadership of the principal of the SD Negeri 106153 Klambir Lima Kebun. . Patterns and ways of implementing: intellectual stimulation, individual consideration by paying attention and serving personally, training and advising teachers, always providing encouragement, motivation, and changing attitudes to work to build high values, providing confidence, creating school culture, and school organizational climate , establish a commitment to work in a team system, increase job satisfaction, and relieve stress for teachers and employees, trust in parents, science and technology innovation and IMTAQ, and be able to deal with complex situations; (2) Islamic environmental management at SD 106153 Klambir Lima. The work program with an Islamic environmental perspective is outlined in the curriculum by integrating it into the learning process of all subjects. The focus of implementation: classrooms, principal's and teacher's rooms, bathrooms/WC, school yard and playground both in front, side, and behind neatly arranged with green plants, shady, fertile, beautiful, Waste management, liquid waste is very good , disposal of dirty water and garbage is available properly. The environmental arrangement in front of the office is a garden, between the classrooms there are flower arrangements, and in the free open yard there are fruit plants and a living pharmacy, a prayer room where prayer is practiced, mental development, recitation, learning to read the Qur'an. Neat and clean libraries and computer labs

Keywords: Transformational Leadership, Principal, Insightful, Islamic Environment

1. Introduction

a. Background of the Problem

The principal's transformational leadership is one that can strengthen the development and construction of elementary schools which is a renewal effort that can be done by formulating from all directions with the potential of human and environmental resources. The principal's transformational leadership based on conceptual wealth through charismatic, inspirational motivation, intellectual stimulation, and attention to the individual is believed to be able to produce thoughts that contain forward-thinking with the principles of democracy and transparency. Strengthening transformational leadership, principals have existence and progress, are dynamic, creative, and competitive, and do not give up easily, are discouraged, and have weak ideals. Environmental resource management is a work program that is implemented in life in the midst of the learning community, students, and teachers.

The principal's transformational leadership is very important in an effort to intentionally influence the thoughts, feelings or behavior of others, both teachers and students to achieve goals in managing environmental resources with an Islamic environmental perspective towards good school achievement. Efforts to manage the school environment with an Islamic environmental perspective are indeed a shared responsibility between school leaders, teachers, and students, as well as all elements of the school.

Environmentally-minded schools began with the issuance of the PKLH Project Decree Number: 169/PKLH/SK/V/2001 concerning the activities of the environmentally-cultured school program which was renewed in 2005 and 2010. Mutual agreement between the State Minister of the Environment and the Minister of National Education, in 2006 The Ministry of Environment develops environmental education programs at the primary and secondary education levels through the Adiwiyata program.

All activities of the Islamic environmental learning process starting from the school's vision and mission, school programs and the physical environment, and include several programs such as intracurricular, extracurricular and environmentally friendly school development programs. Meanwhile, at SD Negeri 106153 Klambir Lima Kebun, there are efforts to preserve the environment and conditions in the school environment, namely clean and tidy, both inside and outside the classroom, bathrooms, canteens, teachers' rooms, and also outside the first and second floor rooms. the plants along the road to the classroom are neat and shady trees, and the facilities in the classroom are complete for the learning process. Strengthening the transformational leadership of productive and efficient principals shows the results of teacher performance and high student achievement in building and developing schools in a comfortable, beautiful environment, all school suggestions are effective to improve human resources and the environment. Strengthening the principal's transformational leadership is very appropriate collaboratively from various directions, so that the ability of the principal to transform his influence to all school members, both teachers, students, and employees, as well as other stakeholders effectively through idealize charismatic influence (charismatic), inspirational motivation (inspirational motivation), intellectual stimulation (intellectual stimulation), and individual consideration (attention to individuals) in developing and improving their professionalism in the field of elementary school management, especially SD Negeri 106153 Klambir Lima Kebun with an Islamic environmental perspective.

b. The Importance of Conducting Research

Systematic and planned management is a pattern that is guaranteed to be carried out in various circles of society, this is especially around the scope of the public elementary school 106153 Klambir Lima Kebun, Hamparan Perak District. The importance of sustainability and improving the living environment, in accordance with the statement of the Ministry of Education and Culture, where the Environmentally Friendly School (SBL) is an educational subsystem that specifically integrates

environmental materials in the implementation of the school curriculum. Environmentally-minded schools began with the issuance of the PKLH Project Decree Number: 169/PKLH/SK/V/2001 concerning the activities of the environmentally cultured school program which was renewed in 2005 and 2010. The Ministry of Environment developed environmental education programs at the primary and secondary education levels through the program Adiwiyata. Environmentally Friendly Schools are carried out through school channels that use the principle of learning with the help of teachers and all school components. In line with that, the creativity and activities carried out by the head of SD Negeri 106153 Klambir Lima Kebun, Hamparan Perak District, Deli Serdang Regency who with a transformational leadership style have high dedication, modesty, spirit of togetherness, mutual cooperation, religious, preserving the environment, maintaining cleanliness, tolerance, cooperation, innovate, creative, and like to stay in touch.

c. Problem Formulation

Based on the problems that have been described above, the formulation of the problem that will be discussed in this thesis research can be formulated as follows:

1. How is the Implementation of Transformational Leadership for the Principal of SD Negeri 106153 Klambir Lima Kebun, Hamparan Perak District, Deli Serdang?
2. How to manage with Islamic environmental perspective SD 106153 Klambir Lima Kebun Hamparan Perak District, Deli Serdang. ?

d. Research Objectives

In each research implementation has a goal that must be achieved, so this research aims in accordance with the formulation of the problem above, then the objectives of this research are:

- a. The purpose of this study was to determine the strengthening of the problem of transformational leadership for the principal of a public elementary school 106153 Klambir Lima Kebun, Hamparan Perak District, Deli Serdang.
- b. To find out the Islamic Environmental Management Management 106153 Klambir Lima Gardens, Hamparan Perak District, Deli Serdang.

e. Research Hypothesis

The research hypothesis, entitled Strengthening the Problem of Principal Transformational Leadership, and Islamic Environmental Management at SD Negeri 106153 Klambir Lima Kebun, Hamparan Perak District, Deli Serdang Regency, that management with an Islamic environmental perspective is true, this phenomenon occurs by strengthening the principal's transformational leadership. The atmosphere of a comfortable and beautiful school environment with the arrangement of human resources and the environment can have a positive impact on the behavior of all learning participants, teachers, and other stakeholders to preserve the environment now and in the future.

2. Research Method

a. Research Material

The researcher is tasked with planning, carrying out data collection, analyzing, interpreting the data, and in the end the researcher is also the one who reports the results of his research. The research material focuses on the object of research, namely Strengthening the Problem of Principal Transformational Leadership, and Islamic Environmental Management at SD Negeri 106153 Klambir Lima Kebun Hamparan Perak District, Deli Serdang Regency.

b. Research Procedure

The procedures to be carried out by researchers in carrying out research in the field or research objects are as follows: (1) The preparation stage, namely compiling research instruments based on research objectives and the types of data presented by research sources, the instruments used in collecting the types of data are observation, interviews, interviews, and documentation and real data. So researchers need to go to or make initial observations to schools to provide necessary information to respondents (principals, teachers of Islamic religious subjects, and some students); (2) Then conduct interviews with informants and collect all data deemed necessary, such as data on the formation of Muslim characters and other data for research purposes; (3) The completion stage, namely the activities carried out to compile the data that has been obtained and analyzed into the form of research reports.

c. Research Place and Time

The location of this research is at SD Negeri 106153 Klambir Lima Kebun, Hamparan Perak District, Deli Serdang Regency, while the time of this research was carried out from December 2021 to Maert 2022.

d. Data collection techniques

The data collection techniques used in this qualitative research consisted of: observation, interviews, and documentation: (1) Observation (observation), intended to Strengthen the Problems of Principal Transformational Leadership, and Islamic Environmental Management; (2). Interviews, namely held a set of questions and answers on Strengthening the Problem of Principal Transformational Leadership, and Islamic Environmental Management, principals, teachers, and students at SD Negeri 106153 Klambir Lima Kebun, Hamparan Perak District, Deli Serdang Regency; (3) Documentation, which is used by researchers as a complement to other data collection techniques and is expected to be wider and can truly be accounted for. The instrument of data collection is by using recordings and cameras.

e. Population, Sample and Data Source

1). Population

The population in this study were all students, teachers, and staff, as well as employees of SD Negeri 106153 Klambir Lima Kebun, Hamparan Perak District,

Deli Serdang Regency, which consisted of teachers, 26 employees, and 482 students. However, not all of this population will be sampled, but only a few will be sampled from the entire population that is considered to be able to represent and provide information related to the problem under study.

2). Samples and Data Sources

The sample is part of the number and characteristics possessed by the population. The sample used by the researcher in this case is a purposive sample, what is meant here is to explore information that will form the basis of the design and theory that emerges. Sources of data are Principals, Teachers, Students, and Employees.

f. Data Analysis Method

The data analysis process is as follows: (1) Data reduction, is a data analysis that sharpens, classifying data in such a way that conclusions can be drawn or data verified; (2) Display or data presentation, namely collecting data or information in an organized manner that gives the possibility of drawing conclusions and taking action. (3) Drawing conclusions or verification is intended to produce valid conclusions.

g. Research Implementation Time

This research was conducted from December 2021 to February 2022 at SD Negeri 106153 Klambir V Kebun Hamparan Perak District Deli Serdang Regency.

3. Result and Discussion

a. Principal Transformational Leadership

1) Principal Transformational Leadership Functions

Bass, stated that transformational leadership is inspiring, intellectually stimulating, and caring for them individually. Transformational leadership can be directive or participatory.¹ In the sense of the word that the principal's transformational leadership moves teachers as individuals in managing the learning process in the classroom, as well as outside the classroom with an approach that can build inspirational, creative, and communicative, so that there is job satisfaction and produce quality teacher performance to organize the classroom environment, environment live in a school environment.

Behling and McFillen expressed by Bass, transformational and charismatic leadership which includes inspiration, admiration, empowerment, showing empathy, dramatizing missions, insurance projects, enhancing image, convincing subordinates of competence, and providing opportunities for success.²

2) Indicators of Principal Transformational Leadership

¹ Bernard M. Bass, *Two Decades of Research and Development in Transformational Leadership*, Center for Leadership Studies, State University of New York Binghamton, USA. *European Journal of Work and Organization Psychology*, 1999. hal. 9.

² Bernard M. Bass, Ronald E. Riggio, *Transformational Leadership*, Second Edition. Lawrence Erlbaum Associates, Publishers. Mahwah, New Jersey, London, 2006. hal. 30

Transformational leadership has indicators, namely (1) reformer; (2) set an example; (3) encourage the performance of subordinates; (4) harmonize the work environment; empowering subordinates; (6) act on the value system; (7) improve its ability continuously; and (8) able to deal with complex situations.³ Another opinion as expressed by Leithwood, et al, in Danim also stated that; Transformational leadership is seen to be sensitive to organization building, developing shared vision, distributing leadership and building school culture necessary to current restricting efforts in schools. The essence of this opinion is that transformational leadership has dominant characteristics, namely: (1) having sensitivity to organizational development; (2) developing a shared vision among organizational communities; (3) distributing leadership roles; (4) developing school culture; and (5) carry out restructuring efforts in schools. Transformational leadership can be said to seek to lead human resources (HR) that are led towards the growth of sensitivity in organizational development and development, vision development, distribution of leadership authority, and building a school organizational culture which is a must in school restructuring schemes and according to what teachers feel. it contributes to the improvement of student learning outcomes.⁴

3) Effective Transformational Leadership

According to Bass, as stated by Robbin, there are four characteristics of transformational leadership, namely charismatic, inspirational, intellectually stimulated, and individualized consideration. The four characteristics of leadership are as follows:

- (a) Charismatic, namely providing a clear vision and mission of the organization, instilling pride, gaining respect, support and trust from subordinates or colleagues.
- (b) Inspirational, namely communicating high expectations, using symbols to focus efforts on expressing important intentions in a simple way.
- (c) Having intellectual stimulation, namely promoting intelligent behavior, building learning organizations, rationality, and providing thorough problem solving.
- (d) Individualized consideration, namely giving personal attention, treating each employee individually, training, and advising.⁵

Epitropa in Rosmiati, and Kurniady suggests six things why transformational leadership is important for an organization, namely: (1) significantly improving organizational performance; (2) positively associated with long-term marketing orientation and customer satisfaction; (3) generate higher commitment of its members to the organization; (4) increase employee confidence in management and daily

³ Danim & Suparno. *Manajemen dan Kepemimpinan Transformasional keKepala Sekolah*. Visi dan Strategi Sukses Era Teknologi, Situasi Krisis, dan Internasionalisasi Pendidikan. Rineka Cipta. Jakarta. 2009.hal. 62.

⁴ *Ibid*,hal.53-54

⁵ *Ibid*, hal.55-57

behavior of the organization; (5) increase worker satisfaction through work and (6) reduce worker stress and improve welfare.⁶

4) Transformational Leadership Model

Marturano, A. And Dennison, P. states the purpose of transformational leadership is to model or transform people to change minds and hearts, enlarge vision, guidance and understanding of the clarity of the process, make behavior congruent with beliefs, principles or values and bring about permanent change. , self-development and momentum building.⁷ Sule and Sefullah stated that transformative leadership is a leadership style that is owned by a manager or leader where the ability is not common and is translated through the ability to realize the mission, encourage members to do learning, and be able to inspire subordinates about various new things that need to be known. and done.⁸ George and Jones revealed that transformational leadership is influencing followers by intellectually stimulating them to realize problems in groups and organizations with a new perspective in accordance with the leadership's vision. harmed. The ability to transform various school resources is absolute within the framework of productive school leadership.⁹

b. Islamic Environmental Management

1) Regulations in Environmental Implementation

According to Law no. 23 of 1997 CHAPTER I Article I, the environment is a unitary space with all objects, forces, conditions, and living things, including humans and their behavior, which affect the continuity of life and welfare of humans and other living creatures..¹⁰ The environment is a complex system that is outside the individual that affects the growth and development of organisms.¹¹

From the definitions above, the writer can conclude that environmental insight is a series or system that influences the continuity of life and welfare, both for humans, animals, plants and other inanimate objects.

2) Environmental Management Based on Islam

(a) Environment in Islam

⁶ Taty Rosmiati, dan Dedy Achmad Kurniady, *Manajemen Pendidikan*, Tim Dosen Administrasi Pendidikan Universitas Pendidikan Indonesia, Alfabeta, Bandung, 2009. hal.157.

⁷ Bolden,R., Gosling, J., Marturano,A. And Dennison, P. *A Review of Leadership Theory and Competency Frameworks*. Centere for Leadership Studies University of Exeter. 2003. hal.15 .(<http://www.leadership-studies.com>, diakses tanggal 12 Februari 2012).

⁸ Erni Tisnawati Sule dan Kurniawan Sefullah, *Pengantar Manajemen*, Edisi Pertama, Kencana Prenada Media Group, Jakarta, 2005. hal.274.

⁹ Danim dan Suparno. *Manajemen dan Kepemimpinan Transformasional KepalaSekolahan*. Visi dan Strategi Sukses era teknologi, Situasi Krisis, dan Internasionalisasi Pendidikan. Rineka Cipta. Jakarta.2009. hal. 59.

¹⁰ *Ibid.*, hal. 77

¹¹ Zoer'ini Djamal Irwan, *Prinsip-Prinsip Ekologi dan Organisasi Ekosistem, Komunitas dan Lingkungan*, (Jakarta: Bumi Aksara, 1992), Cet. Ke-1, hal. 108.

Awareness of environmental governance as outlined by Islamic fiqh needs to be instilled in every Muslim individual, and becomes a shared responsibility, especially the government as the holder of regulations in order to maintain and preserve the environment and anticipate the impact of environmental damage.

The term used in the Qur'an to introduce the term environment as a living space is the word *al-bi'ah*. The word *al-bi'ah* is the origin of the words *ba'a*, *yabi'u*, *bi'atan*, which means to return, occupying territory, living space and environment..¹² Factually, what is used by the Qur'an is derived from the word *al-bi'ah* not the word *al-bi'ah* itself. While the derivation of the word *al-bi'ah* which connotes the environment as a living space, among others, is found in the Qur'an:

(1) Preserving the Environment Is a Manifestation of Faith.

Meaning: *"And (we have sent) to the people of Mad-yan their brother, Shu'aib. he said: "O my people, worship Allah, there is no god for you but Him. Verily, there has come to you clear evidence from your Lord. So complete the measure and the scales and do not reduce for humans the measures and the scales, and do not do mischief in the earth after God has repaired it. That is better for you if you are true believers." (Q.S. al-A'raf: 85)*¹³

(2) Damaging the Environment is the Nature of Hypocrites and Criminals.

Meaning: *"And when he turns away (from you), he walks on the earth to do mischief on it, and destroy crops and livestock, and Allah does not like destruction". (Q.S. al-Baqarah: 205)*¹⁴

Related to the verse above, there is also a hadith of Rasulullah SAW. which says about the environment such as:

Meaning: *"Hadith from Anas r.a. he said: Rasulullah S.a.w. said: A Muslim does not plant a tree or sow seeds in the ground, and then a bird or a human or an animal comes and eats some of it, but what he eats is a charity. (Narrated by Imam Bukhari)*¹⁵

b) The Environment in the Study of the Qur'an Hadith

The Qur'an explicitly commands humans to manage their environment well, and forbids to make damage on earth. As Allah says in the Qur'an:

Meaning: *"And seek in what Allah has bestowed upon you (happiness) in the hereafter, and do not forget your share of worldly (pleasures) and do good (to others) as Allah has done good to you, and do not do mischief in the world. (face of) earth. Verily, Allah does not like those who do mischief." (Q.S. Al-Qashash [28]: 77)*¹⁶

¹² Lihat *Lisan al-Arab*, Jilid. I, hal. 27-31. Dalam *Agama Ramah Lingkungan Perspektif Al-Qur'an*, (Jakarta: Paramadina, 2001), Cet. I, hal. 47.

¹³ Departemen Agama Republik Indonesia, *Al-Quran dan Terjemahannya*, (Bandung: PT. Sygma Examedia Arkenleema), hal. 161.

¹⁴ *Ibid.*, hal. 32

¹⁵ *Fiqh Lingkungan (al-Bi'ah)*, (Kemang Jakarta: Concervation International Indonesia), hal. 125

¹⁶ Departemen Agama Republik Indonesia, *Al-Quran dan Terjemahannya*, (Bandung: PT. Sygma Examedia Arkenleema), hal. 130.

Some applications of environmental concepts from the perspective of the Qur'an and Hadith are suggestions for everyone to preserve the environment in various ways, namely:

1. Reviving Dead Land

Utilizing dead land is carried out by planting and reclamation and functioning of the land to become productive land. As said by the Prophet SAW.; which means "Whoever revives a dead/abandoned land then he has a share of it, namely (a share of) wages (and or rewards). And what the cattle eat from (plants in the land), it is a charity for him." (HR. Ahmad no. 14271).

2. The Spirit of Greening

Prophet Muhammad SAW. in several hadiths to motivate friends and Muslims to plant trees and do greening of the environment, as he said: "It is not a Muslim to plant a tree or cultivate crops, then birds or humans or animals eat it except for him (reward) charity because of that. " (Narrated by Bukhari no. 2152 and Muslim no. 2904).

c) The Environment in the Study of Morals

In the Qur'an and the hadith, the meaning of all that is good is written, in the form of calls and in the form of prohibitions to be carried out by humans while living in the world. The environment in principle is a system that is interconnected with each other so that the notion of the environment almost covers all elements of Allah's creation on this earth..¹⁷

Man's obligation to have character towards the environment is based on the following: (a) That humans live and die in the living environment, namely the earth; (b) That the environment is one of the points discussed by the Qur'an; (c) That Allah swt. instructing humans to maintain the preservation of the general and specific nature of the environment; (d) Humans are obliged to realize prosperity and happiness on earth.

3) Environmentally Friendly Implementation

- a) Environmentally Friendly Approach: An environmentally friendly approach is more suitable for forming understanding, attitudes and skills in an integrated manner accompanied by problem solving techniques. This is necessary to understand and appreciate the relationship between humans, culture and their physical environment so that the learning process of Islamic Religious Education with an environmental perspective is carried out in addition to broadening cognitive insight but also touching the affective and psychomotor domains.
- b) Islamic Environmentally Insight Method. Regardless of the method chosen by a teacher in teaching, it is also necessary to pay attention to instilling the values of Islamic teachings in students by using the following methods: (1) The Exemplary

¹⁷ M. Abdurahman, *Memelihara Lingkungan dalam Ajaran Islam*. (Bandung: Menteri Koordinator Bidang Perekonomian RI, 2011), hal. 65

Method (Uswah al-Hasanah): Basically, humans tend to need role models and role models. which is able to direct people to the path of truth and at the same time become a dynamic parable that explains how to practice the Shari'a of Allah. (2) Educating Through Reflecting and Thinking (Ibrah and Mau'idzah): The pedagogical goal of ibrah is to lead people to the satisfaction of thinking about religious matters that can move, educate and increase religious feelings. As for taking ibrah, it can be done through exemplary stories, natural phenomena or events that have occurred, both in the past and in the present; (3) Educating Through Promises and Threats (Targhib wa Tarhib): This method consists of two methods at once which related to each other. Targhib are promises accompanied by persuasion so that someone likes to do good and stay away from evil. Tarhib is a threat to create fear of doing wrong. Education through targhib and tarhib rests on controlling emotions, affection, and balance between the two. Ideally, humans must combine fear and hope so that in themselves there is a fear of Allah's punishment. Methodologically environmentally sound implementation involves the participation of students and community members.

c. General Findings

Based on the observations of researchers at the 106153 Hamparan Perak State Elementary School, Deli Serdang Regency in 2022 regarding the implementation of Strengthening the Problem of Principal Transformational Leadership, and Islamic Environmental Management At SD Negeri 106153 Klambir Lima Kebun Hamparan Perak District Deli Serdang Regency, several factors were found, including: : (a). Transformational leadership of principals who support all components in the school environment related to Islamic environmental management; (b). Improving the quality of the transformational leadership process of principals in carrying out the education wheel pays high attention, especially in the process of structuring an environmentally friendly environment. Islamic environmental perspective.

Education unit unit State Elementary School 106153 Klambir Lima Gardens, Hamparan Perak District, Deli Serdang Regency is one of the assisted villages of the Panca Budi Development University, the school is led by Mr. Sayus, S.Pd, as the principal, and has 26 teachers and employees. , and 482 students. registered active starting from class I, II, III, IV, V, and VI. The ownership of educational facilities and infrastructure, both buildings and other supporting facilities, such as classrooms, houses of worship, libraries, UKS, teacher's room, principal's room, toilets, as well as beautiful and comfortable playgrounds are sufficient and adequate to serve the needs of the learning process for students. The school has sufficient facilities and a strong teamwork team with teachers, staff, and school committees. Thus the problems that always arise in environmental management based on Islamic environmental insight during the learning process for students always get good, comfortable, healthy solutions and do not reduce the meaning of education.

d. Special Finding

1) Strengthening Transformational Leadership of Principals of SD Negeri 106153 Klambir Lima Kebun Hamparan Perak District Deli Serdang

The strengthening of the principal's transformational leadership can be measured through indicators in his leadership. The principal's transformational leadership indicator is also measured by the extent to which the principal's competence is owned and can be implemented to obtain optimal results. As for the public elementary school 1061153 Klambir Lima Kebun Overlay Perak District Deli Serdang Regency led by Mr. Sayus, S.Pd stated that: the entire education and teaching process can be carried out properly and correctly, as well as effective, efficient, and efficient in integrating all elements -elements of human resources, and the environment.

2) Development of Vision, Mission, and Work Programs

The school principal makes a vision and mission, short, medium, and long term work programs which are the basis for carrying out the development of public elementary schools 106153 Klambir Lima Kebun. As schools excel in both imptaq, science and technology with character, and always care about the environment. The special work program for environmental management with an Islamic perspective is always supported by teachers, students, all employees, and other stakeholders, to maintain an environment that is always beautiful and comfortable, so that the learning process is of quality. The missions carried out are as follows: To create a conducive and environmentally friendly school atmosphere; Creating students who are faithful, devoted and have character Karimah; Growing and developing creative, innovative thinking attitudes and daring to appear in the midst of society; Creating a quality living environment in schools, so that participants can grow and develop harmoniously and optimally into quality human resources and care for the environment. From the description of the vision and mission, a school goal cannot be abandoned, namely: To instill a sense of faith and devotion to God Almighty; Have basic knowledge, abilities and skills to continue education to a higher level; Make students physically and mentally healthy; Embedding standardized learning so as to create skilled students to develop themselves continuously; Cultivate and develop life skills (Life Skills) so that students have adaptive, cooperative skills, attitudes and behaviors in facing challenges and opportunities in daily life productively by empowering the local environment.

From all the school's vision, mission, and goals, which will be followed by short, medium, and long term work programs, of course the success of the principal's transformational leadership can be measured from the indicators of all elements that are outlined in accordance with the division of tasks of each class I teacher. , II, III, IV, V, VI, and teachers in the field of study, as well as employees. Success is shown by the quality of the education and teaching process for students who have affective, cognitive, and psychomotor competencies that can compete with other students.

From all work programs, including the vision, mission can be carried out contextually which develops and builds the state elementary school 1061153 Klambir Lima Kebun. All aspects of the principal's transformational leadership can make an ideal contribution to the development of all components and the school environment,

both from human resources and environmental resources. The principal's transformational leadership, namely: charisma contained in indicators providing vision and a sense of mission, instilling pride, gaining respect and trust for all teachers, and employees, as well as stake holders: (a). Providing vision and mission; With transformational leadership, charismatic growth can provide a vision and mission in the work of teachers, and all staff will sincerely accept in carrying out their duties as well as possible, sincere, and have a patriotic spirit; (b). Instill pride; Deep in instilling the soul of teachers and staff in carrying out the work, as in accordance with their respective duties which are the responsibility in accordance with the organizational structure. The pride of all parties, both as principals and teachers, is something that should be done, because it will provide high performance; (c). Earn respect and trust; The leadership of a trusted principal will build a conducive school environment, students learn to be calm, happy, comfortable, and the educators provide instruction to students from intrinsic and extrinsic factors, intact learning is built on affective, cognitive, psychomotor. Principals who have transformational leadership always inspire in developing and building schools that involve all elements by communicating high expectations, using symbols to focus on efforts, describing important intentions in a simple way: (a). Communicating high expectations;

With inspiring transformational leadership in the development of the school as a whole, it can be carried out in various ways by communicating with teachers, employees, stakeholders related to the program that will be rolled out and implemented. Communication is very important in developing schools, especially in managing schools with an Islamic environment; (b). Using symbols in focusing efforts; Principals directly and indirectly develop schools by using all supporting facilities so that all parties understand and perform in an integrated and synergistic manner. Strong continuous school development will ensure the support of a healthy school environment and become a comfortable foundation for students to learn; (c). Describing important purposes in simple terms; Sufficient understanding of all stake holders, both teachers, employees, and students as well as all those who interpret the implementation of work programs in the public elementary school environment 106153 Klambir Lima Kebun.

3) Running the Wheel of Leadership and Its Development

The principal's transformational leadership can pick up all aspects that support the development of schools into superior schools, in accordance with the vision, mission and work programs that have been planned. The principal runs the wheel of leadership to teachers, employees, students by: (a). Intellectual stimulation, namely: encouraging intelligence, rationality, and careful problem solving that does not eliminate the climate of a comfortable and peaceful work environment. Carrying out various activities which include the development program of Islamic environmental-based school management so that it runs well of course there is the movement of all elements in the school, both teachers, employees, students by increasing understanding and stimulation of the emergence of new things, perspectives, thinking and imagining and set values. Leadership that is more directed at encouraging intelligence, rationality,

and careful problem solving, so that there will be no negative impact, and detrimental to students. (b). Individual Considerations: give personal attention, serve employees personally, train, advise: (1). Give personal attention; The learning process activities carried out by all teachers are activities that can provide the best contribution for students, from the preparation, implementation, and evaluation of learning outcomes, as principals remain concentrated on paying attention to individual performance, always improving services to students. (2) .Serving teachers, employees, students personally; Typical efforts carried out by school principals are to provide services, guidance on a regular basis, directly and indirectly to all teachers, employees, and students both individually and in work groups, meaning to establish Islamic brotherhood, shape environmental characteristics or work climate, learning processes that are conducive to learning. conducive, calm, comfortable ;(3). Training Teachers, and Employees; In the context of developing and improving knowledge and skills for all teachers and employees, the target is to improve services to students and improve the quality of education. The principal makes regular training, both internally and externally. Training program for teachers to strengthen and support the implementation of the learning process in the classroom which is later expected to be able to provide teaching material services to students maximally, effectively, and efficiently; (4). Advise teachers, staff, and students; The emotional relationship of the principal that is always present in all teachers, employees, and students that fosters a strong inner bond, this is his advice which remains in a pleasant position, and is not interrupted, so that it can grow a strong soul as well in pursuing the struggle in education. quality both inside and outside the classroom.

4) Application of Transformational Leadership in Schools for Teachers, Employees, and Students.

Transformational leadership that always encourages all teachers, all elements in the school become an inspiration for the principal of SD 106153 Klambir Lima Kebun, this can be seen in the implementation that can be felt by teachers, employees, students, and other stakeholders in the school environment, constantly changing work attitudes, and work motivation. Building high values, providing confidence, creating school culture, creating a school organizational climate, carrying out commitments in team work, success at work, increasing job satisfaction, and relieving stress for teachers and employees, trust in parents, stakeholders, increase job satisfaction, and relieve stress for teachers and employees, innovation in science and technology and IMTAQ, and being able to deal with complicated situations: (a). Changing work attitudes, and work motivation; Improving the performance of teachers and employees is the main target in changing the state of the school from being at a medium level to a high level, because of the attitude of teachers who have the strength of extrinsic intrinsic that grows encouragement, work attitude, and motivated teachers to work in completing their workload without any coercion. it means to grow sincerely; (b). High values; The culture in schools will grow well because of the values that are applied together with the encouragement from the principal which is quite high, so that all teaching activities

from teachers, both intracurricular and extracurricular, are in accordance with the teaching program, syllabus, and curriculum. The strengthening of transformational leadership from school principals greatly influences the values that grow for teachers, students, and all stakeholders, as well as principals as visionaries because of the high values placed on teachers, in the end these values become a culture in schools. which can be accepted by students to become superior early childhood human resources; (c). Confidence; The principal ensures that all work programs for teachers can be carried out seriously. The approach to implementing the school principal's work program is carried out by various strategies including a persuasive, instructive, coordinating approach to teachers, employees, with the hope that it can be implemented as well as possible to get optimal performance results; (d). School organizational climate; The creation of a school organizational climate that can inspire the hearts and feelings of teachers to carry out the activities of the learning process with a full sense of responsibility, the quality of work is maintained, of course with rewards with recognition of quality work, and high and good performance in accordance with the work program. The school organizational climate that is formed will be felt by teachers, parents, students, and other stakeholders from various values, norms, attitudes, behavior.; (e) School culture; The development of a school culture that creates beliefs, feelings, behaviors, attitudes, expectations, norms, and shared values in SD Negeri 106153 Klambir Lima Kebun, such as the culture of smiling, greeting, greeting, cleanliness, mutual cooperation, taking care of each other comfortable environment, and work discipline.

A high concern for development and environmental development is something that can be instilled into the school culture. The norms created uphold mutual respect for each other, both teachers and their superiors, teachers with their peers, and students with principals, teachers, and other employees. All school regulations that have been created have become guidelines in implementing the development process in carrying out the learning process for students; (f). Commitment to working in a team system; Building a solid work team for all members of the organization, especially teachers, is the main thing, creating efficient work results. Teachers have knowledge, skills, and competence to teach are resources that provide high inspiration in carrying out the learning process for students; (g). Success in work; Carry out the vision and mission that is continued in the implementation of work programs that are structured to focus on developing schools to be superior. The success of the work carried out in collaboration with employee teachers as members of the school organization by dividing job descriptions to all teachers according to their respective capacities, so that their performance can be measured and can be accounted for; (h). Trust in parents, stakeholders; Growing confidence in the implementation of education in public elementary schools 106153 Klambir Lima Kebun is a natural thing to be accepted by all parties, both parents of students as the first and directly accept the values of education and teaching from schools, especially teachers, of course become a benchmark for school principals as school leaders to realize the quality of education for their children; (i). Increase job satisfaction, and relieve stress on teachers and

employees; Teachers and employees are the most important resources to support the achievement of the vision and mission that has been prepared. To increase the job satisfaction of teachers and employees at SD Negeri 106153 Klambir Lima Kebun (1) provide the best environment for teachers and employees; (2) Provide training, workshops, and coaching; (3) Prepare educational support facilities; (4) Provide work motivation; (5) Provide support to teachers with good ideas; (6) Providing goals and targets according to the abilities of teachers and employees; (7) Receive good and correct suggestions and thoughts; (8) Evaluating the results of work gives rewards according to what is done. Relieve stress for teachers and employees is an important part in order to carry out work well, and meet targets. Of course there are ways to manage stress for teachers and employees including (1) Conducting consultations on various work matters that are considered difficult; (2) Managing workloads and adjusting competencies; (3) Help develop the careers of teachers and employees; (4) Disclosure of information needed for teachers and employees; (j). Innovation in science and technology and imtaq; Integrated science and technology and imptaq are carried out in harmony by including in learning Islamic religious subjects in particular, and in general all subjects. In addition to religious extracurricular activities such as Islamic religious holidays.

By structuring school physical suggestions that support the internalization process of imtaq values in learning. The existence of a prayer room where prayer is practiced, and at the time of the dhuha circumcision prayer, and the Fardhu Zhuhur prayer; k). Able to deal with complex situations; Problems that take turns in any situation in the school environment, both internal and external, and in line with changing times. The work program that is prepared in accordance with the vision and mission, of course, there are things that cannot be carried out as expected. Circumstances that do not support both environmental resources and human resources, complex matters are still being faced in various ways including, (1) identifying problems; (2) developing alternative solutions; (3) evaluating and selecting existing alternative solutions; (4) make decisions through consensus; (5) take appropriate action.

e. Islamic Environmental Management Management 106153 Klambir Lima Gardens, Hampan Perak District, Deli Serdang.

1) Islamic Environmental Management Program

Islamic environmental management at SD 106153 Klambir Lima Kebun has been programmed in accordance with the school's vision, mission and goals, namely Vision: excel in achievement based on IMTAQ, trusted to have noble character and become pride and care for the environment. Meanwhile, its missions are: (1) To create a conducive and environmentally friendly school atmosphere; (2) Creating students who are faithful, devoted and have good character; (3) Develop creative, innovative thinking attitudes and dare to appear in the midst of society; (4) Create a quality environment in schools, so that participants can grow and develop effectively. harmoniously and optimally to become quality human resources and care for the environment. And has the following school objectives: (1) Instilling a sense of faith and

devotion to God Almighty; (2) Have basic knowledge, abilities and skills to continue education to a higher level; (3) Making students physically and mentally healthy; (4) Instilling standardized learning so as to create skilled students to develop themselves continuously; (5) Growing and developing life skills so that students have adaptive, cooperative skills, attitudes and behaviors in facing challenges and opportunities in daily life productively by empowering the local environment.

And this program is also made through the educational curriculum, namely through Islamic religious teaching programs, and sports, physical and health education.

The existing programs in schools are also based on the Regulation of the Minister of Environment and Forestry of the Republic of Indonesia Number P.25/Menlih/Setjen/Kum.1/9/2019, concerning the Movement for Care and Culture of the Environment in Schools,

For this reason, SD 106153 Klambir Lima Kebun made: (1) a Medium-Term Work Plan which includes a 4-year school development program plan; (2) make a School Activity Plan and budget (RKAS), which is used as a reference in carrying out school activities for 1 (one) year; (3) Making a PBLHS Movement Plan that is integrated in the management and learning process in schools; (4) Make a Learning Implementation Plan (RPP) which is held face-to-face meetings to guide learning in achieving basic competencies; (5) Create a self-development program in an effort for students to develop and express themselves according to their needs, talents, and interests at school.

2) Implementation of Islamic Environmentally Insight Program

Implementation of an Islamic environmental perspective program at SD 106153 Klambir Lima Kebun which has been prepared with the principal and teachers, and involves all elements in the school environment, including students in it. All corners of the environment in the school are targeted in development and arrangement, such as the school yard, classrooms, principal's office, teachers, bathrooms/MCK, prayer rooms, and the entire school environment. The principal as the person in charge of implementing this program, of course sees the whole, both planning and routine implementation, starting from classroom learning for students who are integrated into the curriculum (syllabus/RPP). The principal delegates the task to the teacher to organize in his class so that students are involved in implementing and maintaining the environment every school day.

In addition, the principal also makes symbols, including school rules that show that the Islamic environmental management system is very important to be implemented in SD Negeri 106153 Klambir Lima Kebun, as well as environmental culture with 10 K, namely: (1) Security; (2) Cleanliness; (3) Order; (4) Beauty; (5) Shade; (6) Family; (7) Health; (8) Courtesy; (9) Harmony; (10) Exemplary. And it is shown in the UKS corner/team who rushes in implementing the environment by making the UKS Trias symbol, namely: (1) Health Education; (2) health services; (3) The school environment is clean and healthy. And furthermore, the Islamic environmental implementation team at SD 106153 Klambir Lima Kebun implemented a program that

became the working basis of the 5 Basic Norms of the Adiwiyta Program, namely: (1) Togetherness; (2) Openness; (3) Equality; (4) Honesty; (5) Justice and sustainability of the function of the environment and natural resources.

3) Principles of School Organization Members in Islamic Environmental Management

Empowerment of human resources and the environment in SD Negeri 106153 Klambir Lima Kebun is the responsibility of the school principal. He has made principles for members of organizations within the educational unit under his leadership, namely teachers, employees, and students as a school management team with an Islamic environmental perspective. Strengthening the transformational leadership of school principals is a strong organizational team, so that it becomes a trend for principals of SD Negeri 106153 Klambir Lima Kebun has always been the target of the wiyata mandala program of the Ministry of Environment and Forestry of the Republic of Indonesia in an effort to succeed in the Movement for Care and Culture of the Environment in Schools. There are principles in the formation of school organization members to become targets for school management with an Islamic environmental perspective, namely: reviving dead land, the spirit of reforestation, showing moral sources: (a). Reviving Mats; Parts of land and yards that are less useful and are still not an arrangement that are considered to change the benefits of living in the environment into a program to turn them into useful land, even if a little, become part of the necessities of life in the school environment, such as using land for medicinal plants, and preserving greenery in schools. parts that are considered important; (b). Greening Spirit; The entire board of teachers, employees, and students who are driven by the principal has always been a habit or culture to build a green environment, especially in school gardens, and empty yards and places that still provide a complete atmosphere in the environment even though the plants are planted in pots, bamboo, and this soil become a different and distinctive atmosphere, so that the motivation for reforestation is a matter of pride in building a school at SD Negeri 106153 Klambir Lima Kebun; (c). Shows the sources of morals; Environmental conservation which is the responsibility of all teachers, employees, and students as well as stakeholders in SD Negeri 106153 Klambir Lima Kebun with the unique transformational leadership of the school principal always shows moral sources through real work by developing and utilizing land, the school yard becomes a positive environment. beautiful, clean, green, fun, so that it becomes a source of human morals, especially teachers, employees, students and stakeholders involved in the construction of elementary schools. This is also in the learning of Islamic religious education to students is always included in the subject matter as is the case with environmental conservation in the Qur'an in detail about environmental preservation, namely: (a). Preserving the environment is a manifestation of faith; (b) Destroying the environment is the nature of hypocrites and evildoers; (3) The universe is a gift from God to humans; (c) Humans are khalifa to maintain the prosperity of the environment.

4) Structuring and Maintaining the Islamic Environment

(a) The technique of creating and maintaining an Islamic environment; The role of principals, teachers, employees, as well as students at public elementary school 106153 Klambir Lima Kebun is increasingly important to create and maintain the best and beneficial environment for all learning citizens. As a teacher, he always makes ideas and is creative in collaborating teaching materials to students, both affective, cognitive, and psychomotor. The right order in doing so is that every day all class teachers, Islamic religion teachers, and sports make a schedule for their students to jointly maintain and care for, such as watering plants, cleaning the classroom environment, yard, and important places. This can be seen as very important for the sustainable existence of a beautiful, comfortable, and clean environment at SD Negeri 106153 Klambir Lima Kebun as that human relations with fellow creatures have a normative basis, both implicitly and explicitly about protecting and preserving the environment; (b). Good environmental management; (1) The development and arrangement program with an Islamic environmental perspective at SD Negeri 106153 Klambir Lima Kebun methodologically involves all learning residents, teachers, employees and the related community, both parents and other stakeholders. The implementation of good environmental development and arrangement is of course not only providing discourses but more than what is needed in the school environment for the needs of an Islamic environmental education process by upholding humanity and the environment as human needs; (2). and environmentally sound understanding by building complete attitudes and skills about the meaning of the Islamic environment for all teachers, employees, and students through the education and teaching process through an integrated curriculum of all subjects in each class. Strengthening school principals with a strategy of approaching teachers with attitudes and skills, of course there are training programs, workshops, and technical meetings so that all teachers have optimal attitudes and skills in the field of Islamic environmental management in elementary schools. Negeri106153 Klambir Five Gardens;(3). The approach taken: (a). Exemplary Method (Uswah al-Hasanah); The approach using the exemplary method in managing an Islamic environmental school at SD Negeri 106153 Klambir Lima Kebun, whether carried out by school principals, teachers, employees, and ultimately to students, becomes a habit that is always carried out, such as classroom cleanliness, plant maintenance in the school. classroom environment, and school grounds, as well as disposing of garbage in the provided premises. The example of doing good is the motivation for all students who are guided by the teacher is a shared responsibility, and the teacher has a commendable nature, is good at guiding, religious, empathizes with the environment; (b). Educating Through Reflecting and Thinking (Ibrah and Mau'idzah) ; Islamic environmental education with a contemplative and thinking approach (Ibrah and Mau'idzah) at SD Negeri 106153 Klambir Lima Kebun is an approach that can provide an inherent atmosphere because the teacher gives directions for students to sit, watch, and listen, and the teacher explains related subject matter. with the Islamic life environment by taking an example or wisdom from the experience he has gained. Submission of material related to Islamic environmental management in addition to direct practice also speech, advice to students; (4) Values in the school

culture with an Islamic environmental perspective; The headmaster of SD Negeri 106153 Klambir Lima Kebun with transformational leadership can change the school atmosphere with an Islamic environmental perspective into a strong culture for all teachers, employees, students, and other stakeholders.

Cultural values that are built through a vision and mission, and programs that are built together become part of education for students which will later become the foundation for the formation of attitudes and views of life, environmental ethics, values, norms, principles, obligations, and moral responsibility to save the environment. The culture of building and developing schools with an Islamic environmental perspective in SD Negeri 106153 Klambir Lima Kebun is a critical reflection that must be carried out by all teachers, employees, students, and related stakeholders. It also supports government programs in environmental conservation in elementary schools by including integrated education towards adiwiyata schools which have three underlying principles, namely: educative principles, participatory principles, and sustainable principles.

5) Values Embodied in Environmentally Friendly School Culture

Environmentally-minded school culture with Islamic concepts realizes quality student learning outcomes. The transformational leadership of the principal which is implemented in the State Elementary School 106153 Klambir Lima Kebun has a positive and very significant impact on motivation, discipline, cooperation, responsibility in carrying out tasks. The inculcation of values carried out by school principals, teachers to students becomes a high culture in building personality, knowledge, and skills in both academic and non-academic fields. The empirical situation in SD Negeri 106153 Klambir Lima Kebun has given birth to high values so that it has become a culture of Islamic environmental management, this is in line with the hadith, the Prophet Muhammad through his traditions has also instilled the values of implementing the maintenance and preservation of the environment. , among others: (1) Determination of conservation areas "Indeed the Messenger of Allah has designated Naqi' as a conservation area, as well as Umar established Saraf and Rabazah as conservation areas"; (2) The recommendation to plant trees and plants "The Messenger of Allah said: "It is not for a Muslim to plant a tree or a plant, and then birds, humans or animals eat it, except that he will get the reward of alms"; (3) Prohibition of polluting "The Messenger of Allah said: "Fear of three things that cause curse; defecate in drains (water sources), in the middle of the road and in the shade. The creation of values embodied in the school culture with an Islamic environmental perspective in SD Negeri 106153 Klambir Lima Kebun by shaping the character of all teachers, students, and other stakeholders is the main task of the principal who has transformational leadership so that there is power to realize and create the teacher's personality. , and students, namely: (1). The values of caring for the environment; (2). The values of loving the environment; (3). The values of the spirit of achievement.

6) Place to be the Foundation in the Implementation of the Islamic Environment.

The places to be the focus in the implementation of the Islamic living environment are: a) Cleanliness, and neatness of the classroom: The room for learning looks very clean and comfortable. With clean and comfortable classroom conditions where the learning process can be carried out properly, effectively, and efficiently. The learning process occurs interactively between students and students and students and teachers who provide a separate atmosphere for the participants to learn, so that all the material provided can be absorbed by students. The condition of the room that is comfortable, clean, and tidy builds the atmosphere of the learning environment to be happy, calm, and conducive.; b) Principal's and teacher's rooms: The principal's and teacher's rooms are clean, and neatly arranged into a comfortable working atmosphere, and provide high performance results. Become a place of interaction for work and discussion between principals, teachers, and staff; c) The availability of bathrooms/WC and clean water is very sufficient: The MCK environment which is clean, comfortable for students, teachers, and all staff creates a separate atmosphere to maintain absolute health. The clean and healthy MCK environment is undoubtedly to facilitate all teachers, students, and all staff to defecate (excrement); (d) The coolness, shade, and cleanliness of the yard can no longer be doubted, so that parents who are waiting for their children to learn feel comfortable when they are in the school yard. The school yard either in front, side, or behind the school is neatly arranged with green, shady, fertile, beautiful plants, and can be interpreted as a source of high oxygen. A beautiful, clean, cool school environment will provide fun and tranquility for students to learn, and play around the school; (e) Waste management, liquid waste management is very good, dirty water and garbage disposal are available properly. All classes and certain places have trash cans. Management has been carried out, such as simple composting, but it is not yet perfect, there needs to be technology that can touch a higher position. The classroom environment is clean, students and teachers and other staff are very concerned with cleanliness and dispose of garbage regularly in the space provided; (f) Green open space is very good so that it is able to block dust and smoke from vehicles passing in front of the school. Open space in its context is also a place for students to play, providing a calm atmosphere, clean, beautiful, leafy, harmonious atmosphere which is also always a healthy environmental culture; (g) Environmental arrangement from various educational angles is the main focus in proper architectural arrangement, such as in front of the office there is a garden, in the front corner of the open yard there is a living pharmacy, on the sidelines of the classroom there are flower arrangements, and in the open yard there is free fruit plants that can produce as a source of school income. The greening of the environment/garden that looks very neat and beautiful is a guarantee in the development of integrated environmental education in the curriculum which can be described in the context of teaching for students; (h) Clean and comfortable prayer room.

The learning process carried out in accordance with the teaching program compiled by Islamic religious teachers by teaching their students to practice prayer, mental development, recitation, learning to read the Qur'an can be carried out in the mosque. A clean, tidy, and comfortable place makes the atmosphere of the process of

religious activities able to develop moral change, higher motivation to learn Islam; (i) Libraries and computer laboratories that are neatly organized and clean, become the atmosphere of the room where the scientific development of students and teachers is related to competency improvement. The reading room and computer practice that always provide a neat and clean atmosphere can motivate students, teachers to feel comfortable and take longer to read and look for reference books that are the task of teachers, and students.

4. Conclusion

Implementation of transformational leadership of the principal of SD Negeri 106153 Klambir Lima Kebun, Hamparan Perak District, Deli Serdang. Where the principal makes a vision - mission, short, medium, and long term work programs which are the basis for carrying out school development. The principal's transformational leadership is carried out from all aspects, namely: charisma contained in indicators providing vision and a sense of mission, instilling pride, gaining respect and trust for all teachers, and employees, as well as other stakeholders. Principals run the wheel of leadership to teachers, employees, students have patterns and methods: intellectual stimulation, individual considerations by paying attention and serving personally, training and advising teachers to prepare in carrying out the learning process for students. The principal always provides encouragement, motivation, and changes the work attitude of all teachers, employees to be able to implement work programs with an Islamic environmental perspective directed at building high values, providing confidence, creating school culture, creating a school organizational climate, carrying out system work commitments. team, success at work, increasing job satisfaction, and relieving stress for teachers and employees, trust in parents, stakeholders, employees, science and technology innovation and IMTAQ, and being able to deal with complicated situations.

Islamic environmental management at SD 106153 Klambir Lima Kebun, Hamparan Perak District, Deli Serdang. Where the principal along with teachers, employees, students, and stake holders make programs and implement them in their management together. The management foundation is based on a vision: excel in achievement based on IMTAQ, trusted to have a noble character and become pride and care for the environment. One of the missions is to create a conducive and environmentally friendly school atmosphere, and to create a quality living environment in schools, so that students can grow and develop harmoniously and optimally into quality human resources and care for the environment. The existence of a work program with an Islamic environmental perspective is outlined in the curriculum by integrating it into the learning process of all subjects contained in the lesson plans. Structuring and maintaining an Islamic environment is built with the values and culture of an environmentally friendly school with Islamic concepts to realize quality student learning outcomes. The place is the foundation for the implementation of the Islamic environment, namely: the cleanliness and tidiness of the classrooms, the principal's and teacher's rooms, the availability of adequate bathrooms/WC and clean water, the school

yard in conditions of coolness, shade, and cleanliness of the school yard and good playground. in front, side, and behind the school which is neatly arranged with green, shady, fertile, beautiful plants, and can be interpreted as a source of high oxygen. Waste management, liquid waste management, disposal of dirty water and garbage are well available. All classes and certain places have trash cans. Environmental arrangement from various educational angles is the main focus in proper architectural arrangement, such as in front of the office there is a garden, the corner in front of the open yard has a living pharmacy, on the sidelines of the classroom there are flower arrangements, and in the open yard there are free fruit plants. which can be used as a source of school income. A clean and comfortable mosque where students learn to practice prayer, mental development, recitation, and learning to read the Qur'an. Libraries, and computer laboratories that are neatly and cleanly arranged, become the atmosphere of the room where the scientific development of students and teachers is related to increasing competence.

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