

THE ROLE OF LEADERSHIP TRAINING IN IMPROVING THE PROSOCIAL BEHAVIOR OF STUDENTS

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Abstract :

Prosocial behavior, which includes the act of helping others without expecting anything in return, is very important in building the character of students in Islamic boarding schools. This article discusses how leadership training programs can help students develop prosocial behavior. Through a qualitative approach, this study shows that leadership training not only increases students' awareness of the importance of helping others, but also provides the necessary skills to contribute positively in society. The results of the study show that students who participate in this program are more active in social activities and have a better understanding of leadership values. In addition, this program encourages students to internalize the values of empathy, responsibility, cooperation, and effective communication. The training process also strengthens students' ability to solve problems collectively, make wise decisions, and motivate peers to behave positively. Thus, leadership training has proven to be an effective strategy to shape the social character of students and prepare them to become agents of change in the pesantren environment and the wider community.

Keywords : Prosocial Behavior, Santri, Leadership Training, Leadership, Islamic Boarding School Education

Abstrak :

Perilaku prososial, yang mencakup tindakan membantu orang lain tanpa mengharapkan imbalan apa pun, sangat penting dalam membangun karakter siswa di pondok pesantren. Artikel ini membahas bagaimana program pelatihan kepemimpinan dapat membantu siswa mengembangkan perilaku prososial. Melalui pendekatan kualitatif, penelitian ini menunjukkan bahwa pelatihan kepemimpinan tidak hanya meningkatkan kesadaran siswa akan pentingnya membantu sesama, tetapi juga memberikan keterampilan yang diperlukan untuk berkontribusi positif di masyarakat. Hasil penelitian menunjukkan bahwa mahasiswa yang mengikuti program ini lebih aktif dalam kegiatan sosial dan memiliki pemahaman yang lebih baik tentang nilai-nilai kepemimpinan. Selain itu, program ini mendorong mahasiswa untuk menginternalisasi nilai-nilai empati, tanggung jawab, kerja sama, dan komunikasi yang efektif. Proses pelatihan juga memperkuat kemampuan siswa untuk memecahkan masalah secara kolektif, membuat keputusan yang bijaksana, dan memotivasi teman sebaya untuk berperilaku positif. Dengan demikian, pelatihan kepemimpinan terbukti menjadi strategi yang efektif untuk membentuk karakter sosial mahasiswa dan mempersiapkan mereka untuk menjadi agen perubahan di lingkungan pesantren dan masyarakat luas.

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Kata Kunci: Perilaku Prososial, Santri, Pelatihan Kepemimpinan, Kepemimpinan, Pendidikan Pesantren.

INTRODUCTION

In Islamic boarding schools, students not only learn about religion, but are also taught to be good and useful individuals for others. A good person certainly



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cannot be seen from the perseverance of his worship and the person who is able to apply his *hablu minallah* and *hablu minannas* well through the behavior of caring for others. Prosocial behavior is very important in this context, because students are expected to help others and contribute to society. One way to improve this behavior is through leadership training programs, which can equip students with leadership skills and social awareness.

Prosocial behavior has been extensively researched, and many factors influence it, such as the social environment and education. According to Eisenberg and Miller (1987), prosocial behavior can be influenced by empathy and social experiences. In Islamic boarding schools, support from the surrounding environment and good character education can increase the prosocial behavior of students. Leadership training, as described by Northouse (2018), helps individuals develop the skills necessary to lead and contribute in society. In leading there is also one of Northouse's theories, namely Servant Leadership. Servant leadership is a leadership style that emphasizes that a leader must first be a servant to others. Servant leaders prioritize the interests, growth, and well-being of their followers over personal interests or power. The main focus of this leadership is service to others, and from this service is born influence and authority as a leader.

This concept is in line with the characteristics of prosocial behavior, which is an act that is voluntarily aimed at helping or benefiting others without expecting anything in return. Eisenberg and Miller (1987) stated that prosocial behavior is strongly influenced by empathy and social interaction. In the context of servant leadership, empathy is a central element. A servant leader will show concern for the needs of others, provide moral support, and create a safe and supportive environment.

Thus, servant leadership directly encourages the emergence of prosocial behavior in an organization or community, because leaders set an example in terms of giving, serving, and caring for the welfare of others. When a person is in a service-led environment, they are more likely to imitate the behavior, ultimately creating a strong prosocial culture.

In an environment like *pesantren*, the application of servant leadership is very relevant. An *ustadz*, *pesantren* administrator, or senior student who shows a service leadership style can be a role model who inspires other students to do good, help others, and contribute positively to daily social life. The environment built with this kind of leadership can strengthen social values, empathy, and solidarity among students.

RESEARCH METHOD

This study uses the literature study method or library research. All data were obtained from scientific books, journals, research articles, and relevant sources that discuss prosocial behavior, social psychology, Islamic psychology, and leadership training. The literature is selected purposively based on relevance, clarity of concept, and up-to-dateness.

The research procedure is carried out through three main steps. First, the

researcher identified and collected literature that was appropriate to the focus of the study. Second, the researcher reads and critically evaluates the content of the literature to find core concepts, supporting theories, and findings of previous research. Third, all information is synthesized and categorized according to the theme of the discussion.

Data analysis uses content analysis techniques, which are examining the content of the literature to find patterns, theoretical relationships, and conceptual conclusions. To maintain validity, researchers triangulated the literature by comparing various sources from different disciplines. This method allows researchers to generate a comprehensive theoretical understanding of prosocial behavior and its relevance to leadership training

FINDINGS AND DISCUSSION

Prosocial behavior is understood as any form of a person's actions that aim to help or benefit others, either with altruistic motives or with certain interests (Sears, Freedman, & Peplau, 1994:112). Unlike altruism which is completely driven by selfless sincerity, prosocial behavior has a broader scope because it includes voluntary actions, actions due to social obligations, and actions that still have a positive impact despite the element of benefit for the helper. In social psychology, helping behavior is considered a natural human tendency because every individual has a need to interact and support each other in their social life (Rahman, 2019:45). This view confirms that prosocial behavior is not born by chance, but is an important part of the social adaptation mechanisms that help individuals survive and be accepted in their group.

Staub's opinion in Dayakisni & Hudaniah (2003:141) explains that prosocial behavior consists of four main aspects, namely cooperation, helping, sharing, and contributing. Meanwhile, Mussen et al. in Nashori (2008:88) added that prosocial behavior also includes empathy, cooperation, acts of donation, and concern for the welfare of others. The similarities of these various theories show that prosocial behavior does not only involve direct actions of helping others, but takes a broader form such as emotional concern, social involvement, and active participation in humanitarian activities. Thus, prosocial behavior is a multidimensional behavior that is not only seen from helpful physical activity, but also from an inner attitude full of compassion and empathy.

The emergence of prosocial behavior is influenced by various factors as explained by Sarwono & Meinarno (2009:102). Situational factors such as the level of emergency, environmental conditions, and the presence of other people at the scene can be triggers for someone to help. In addition, individual characteristics such as empathy, mood, moral values, and social experiences also determine a person's tendency to show prosocial behavior. Social norms such as reciprocal norms and social responsibility norms also reinforce the tendency to help. A person feels obliged to help because society has instilled the value that helping others is a good moral act. The modeling process shows that individuals who often see significant figures, such as parents or teachers, exhibiting prosocial behavior, tend to imitate them in social interactions. Group identity and sense of

community can even increase the tendency to help group members because of a strong sense of belonging and solidarity.

In an Islamic perspective, prosocial behavior has a privileged position as part of social morality. Islam commands its people to help each other in goodness as mentioned in the Qur'an. Al-Māidah: 2, which emphasizes the importance of cooperation in virtue and piety. This verse emphasizes that prosocial behavior is not only a social act, but also a religious order that has the value of worship. The Prophet Muhammad (PBUH) also emphasized that the best human beings are the most beneficial to their fellow human beings, so prosocial behavior is considered one of the indicators of a person's faith. The principles of sincerity, social responsibility, empathy (rahmah), and justice are the ethical basis in practicing prosocial behavior in the Islamic tradition (Nashori, 2008:115). Thus, prosocial behavior is a manifestation of the harmonious relationship between human beings as social beings and their obligations to God.

Prosocial behavior is also very prominent in the life of Islamic boarding schools, which are known as educational institutions based on religious and moral values. An Islamic boarding school environment that emphasizes togetherness, discipline, and independence is a potential social space to foster prosocial behavior. Daily interactions between students – ranging from learning activities, joint worship, to other community activities – often encourage the growth of empathy and social sensitivity. In this context, leadership training functions as an intervention that strengthens and develops prosocial values that have been instilled in the pesantren environment.

Based on the findings of the study, the leadership training program has a significant impact on increasing the prosocial behavior of students (Research findings, 2024). The training increased the social awareness of the students, as seen from their increased sensitivity to the needs of the surrounding environment and their understanding of the importance of social contribution. This social awareness emerges through training activities such as leadership simulations, group discussions, and self-reflection that make students better understand the social context at large. Leadership training also develops leadership skills such as communication, cooperation, conflict management, and group coordination. These skills support the emergence of prosocial behaviors because good leadership demands empathy, responsibility, and attention to the well-being of group members.

Other findings show that after participating in the training, students become more active in social activities such as social service, community service, humanitarian programs, and pesantren social activities. In fact, some students began to show initiatives to organize new activities that have direct benefits for the surrounding community. This shows that training not only enhances theoretical knowledge of leadership, but also promotes real behavioral transformation. Students not only understand the concept of prosocial, but implement it through concrete actions.

Overall, the relationship between prosocial behavior theory and field findings shows that leadership training is able to strengthen the cognitive,

affective, and behavioral aspects of students in the prosocial realm. This training not only provides knowledge of leadership values, but also creates hands-on experiences that encourage the internalization of empathy, willingness to help, sharing, and cooperation. The results of this research are in line with the Islamic view of the importance of leadership that prioritizes compassion, social responsibility, and concern for others (QS. Al-Māidah: 2). Thus, leadership training has proven to be an effective means of forming the prosocial character of students holistically, both from the psychological, social, and spiritual sides

CONCLUSION

This research shows that prosocial behavior is an important dimension in the social development of students and can be improved through leadership training programs. Prosocial behavior not only includes direct acts of helping, but also includes empathy, cooperation, social concern, and a willingness to give time, energy, and attention to others. Various theories of social psychology affirm that prosocial behavior is formed by a combination of individual, social, and situational factors, so a comprehensive approach is needed in fostering it.

In the context of Islam, prosocial behavior has a strong theological basis because it is part of the noble morals and the shari'a's command to help each other in goodness and piety. Values such as sincerity, compassion (rahmah), and social responsibility are important foundations that make prosocial behavior not only a social action, but also a form of servitude to Allah. The pesantren environment that prioritizes togetherness and discipline provides a conducive space for the formation of such behavior.

The results of the study show that leadership training is able to have a significant positive impact on the prosocial behavior of students. This training increases social awareness, builds leadership skills oriented towards empathy and cooperation, and encourages students to be more actively involved in various social activities. Students not only understand the concept of prosocial theoretically, but also show behavioral transformation through real actions in daily life.

Thus, leadership training has proven to be an effective strategy in strengthening prosocial values in the pesantren environment. This training not only enriches the knowledge and skills of the students, but also strengthens the moral and spiritual character that is in harmony with the teachings of Islam. Efforts to develop prosocial behavior through leadership training can be a model that can be applied more widely to form a generation that cares, is responsible, and able to provide benefits to society.

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