

Role of Foundation Chairman in Program Planning, Facility Management, and Influence on Teacher Performance at MA Darul Muhsinin NWDI Sakra

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Abstract

This study addresses the limited research on the leadership role of foundation chairmen in Islamic boarding school-based educational institutions, particularly concerning their impact on teacher performance. The primary objective is to examine the role of the foundation chairman of MA NWDI Montong Kubur Sakra in program planning, office facility management, and the subsequent effects on teacher performance. Employing a descriptive qualitative approach with an intrinsic case study design, the research involved 12 purposively selected participants, including the foundation chairman, the school principal, and ten teachers. Data were gathered through in-depth interviews, participatory observation, and documentation, and analyzed using the interactive model developed by Miles, Huberman, and Saldaña. The results demonstrate that the foundation chairman exercises collaborative, visionary, and transformational leadership. He actively contributes to annual work plan development, facilitates teacher workshops, mentors new educators, initiates reflective leadership forums, and ensures the systematic planning and maintenance of office facilities. This leadership approach has significantly enhanced teacher motivation, professionalism, discipline, and institutional involvement, thereby promoting a sustained culture of educational excellence. The study enriches the discourse on leadership within Islamic education and suggests the broader adoption of participatory leadership practices in similar institutional contexts.

Keywords: Islamic Education Leadership; Foundation Chairman; Teacher Performance; Participatory Leadership; Qualitative Case Study

INTRODUCTION

The quality of education in an institution is closely linked to teacher performance. Various studies at both international and national levels affirm that teacher performance is not only determined by internal pedagogical capacity but also significantly influenced by managerial support and external infrastructure. Globally, Rahim, A., & Prasajo, (2025) found that the management of educational facilities and infrastructure has a significant impact on learning quality. Similarly, Zhu et al., (2019) emphasized that the work environment plays a moderating role in the relationship between transformational leadership and teacher performance, even in crisis contexts. These findings align with the educational landscape in Indonesia, where office management and educational leadership play a crucial role.

At the national level, multiple studies confirm the strong impact of office facilities on teacher performance. Angrainy et al., (2020) reported that the availability of adequate office infrastructure significantly contributes to improved teacher performance. Yuniarti et al., (2022) highlighted that well-designed office layouts enhance work efficiency. Fudin, (2020) found empirical evidence that school infrastructure has a positive impact on teacher performance. Syahrani et al., (2025) added that office equipment plays an important role in facilitating communication and coordination among educators and staff. Other studies also support the notion that workplace environment and school infrastructure together contribute to better teacher performance (Marliya et al., 2020; Rachman et al., 2022; Nurhidayati et al., 2023). Facilities/infrastructure, work ability, and motivation simultaneously enhance teacher performance. (Nasharawati, 2023)

In response to these issues, scholars argue that the strategic role of institutional leaders is critical in creating a conducive work environment. However, the role of foundation chairmen in designing educational programs and managing office facilities remains underexplored in empirical literature. Sembiring, (2024) found that principal leadership significantly affects teacher performance, albeit influenced by work stress and competence. Andari et al., (2024) emphasized that leadership style has a more dominant influence than work motivation. Ilma et al., (2024) added that both principals and foundation chairmen play strategic roles in improving the quality of Islamic educational institutions.

Nevertheless, there is a research gap regarding the extent to which foundation chairmen contribute to program planning, office facility management, and their impact on teacher performance. Previous studies by Muhammad Ibnu et al., (2024) and Martini et al.,

(2024) focused more on the influence of office management on teacher effectiveness and student learning outcomes but did not examine the leadership role of foundations in faith-based institutions. Sugito HS & Hadziq, (2022) discussed the influence of facilities and work environment, yet not specifically within the framework of foundation leadership.

This study aims to fill that gap by focusing on MA NWDI Montong Kubur Sakra, under the management of the Darul Muhsinin NWDI Sakra Foundation—an Islamic educational institution that plays a strategic role in improving education quality through programmatic policies and institutional infrastructure development. The novelty of this study lies in its integration of the leadership practices of the foundation chairman, office facility management, and teacher performance into a comprehensive conceptual framework. This research is supported by theories from Mulyasa (2021), Umam, (2024) and Sedarmayanti (2020), who emphasized that professional office management, administrative efficiency, and ergonomic workspace arrangements can enhance education quality.

Accordingly, this study seeks to address the following core questions related to the context of MA NWDI Montong Kubur Sakra: (1) How does the foundation chairman contribute to educational program planning aimed at improving teacher performance?; (2) What forms of office facility management are implemented within the foundation's environment?; (3) To what extent does the chairman's leadership influence teacher performance at MA NWDI Montong Kubur Sakra?; and (4) How do program planning and office facility management simultaneously influence teacher performance?

The main objective of this research is to analyze how the foundation chairman strategically designs institutional programs, examines the implementation of office facility management that supports educational activities, evaluates the direct and indirect influence on teacher performance, and proposes a conceptual model that integrates foundation leadership, office governance, and teacher outcomes.

Theoretically, this study contributes to the discourse on Islamic educational management and foundation leadership, particularly in the management of pesantren-based institutions. It reinforces the understanding that foundation chairmen act not merely as administrative managers but as strategic leaders who influence teacher performance through programmatic interventions and supportive infrastructure. Practically, the findings of this study are expected to provide concrete recommendations for foundation administrators, school principals, and madrasah managers to manage Islamic educational institutions more

systematically and professionally. The results may also serve as a reference in formulating internal policies that focus on improving office management efficiency and strengthening the leadership role of foundations in promoting teacher professionalism.

Additionally, this research enriches the academic discourse on Islamic educational and institutional management and contributes to evidence-based policymaking that supports the continuous development of teaching personnel. A descriptive-qualitative approach is employed to comprehensively reconstruct the internal dynamics of MA NWDI Montong Kubur Sakra, particularly concerning the interaction between foundation leadership, educational support facilities, and the quality of teachers' duties.

Ultimately, it is hoped that the results of this study not only broaden academic insight but also provide practical contributions to the enhancement of Islamic education through synergy between leadership, facility management, and teacher performance within an integrative institutional framework.

METHOD

1. Type of Research

This study employed a descriptive qualitative approach aimed at gaining an in-depth understanding of the dynamics of the foundation chairman's role in program planning, office facility management, and its impact on teacher performance at MA NWDI Montong Kubur Sakra. This approach was chosen for its flexibility and its capacity to explore the perceptions, actions, and meanings of participants' experiences within their natural social context (Zed, 2021; Indrawan & Yaniawati, 2022). Descriptive qualitative research was considered relevant due to the nature of this study, which involved interactions among individuals and leadership structures within a pesantren-based Islamic educational institution.

2. Research Design

An intrinsic case study design was utilized, allowing the researcher to explore intensively a specific case—namely, the leadership of the foundation chairman in managing the educational institution at MA NWDI Montong Kubur Sakra. This type of case study is particularly suitable for revealing complex phenomena in depth that may not be generalizable but are contextually significant (Satori & Komariah, 2020). The study was intrinsic in nature, as it focused on a unique institutional entity—Darul Muhsinin NWDI Sakra Foundation—

not as a representative of a larger population, but as a unit with distinct leadership structures and practices.

3. Research Location and Duration

The research was conducted at MA NWDI Montong Kubur Sakra, an institution under the Darul Muhsinin NWDI Islamic Boarding School Foundation, located in Sakra Selatan Village, Sakra Sub-district, East Lombok Regency, West Nusa Tenggara. The research took place from June 5 to July 15, 2025.

4. Population and Sample

The population of this study included all educators, the principal, and foundation administrators actively involved in program planning and office facility management at MA NWDI Montong Kubur Sakra. The sample was selected using purposive sampling, with informants chosen based on specific criteria such as structural roles, leadership experience, and direct involvement in the foundation's managerial processes (Faisal, 2021). The primary sample consisted of the foundation chairman, the principal of MA NWDI Montong Kubur, and ten teachers familiar with the institution's internal dynamics.

5. Data Collection Techniques and Instruments

Data were collected using three primary techniques: (a) in-depth interviews to explore participants' perspectives and experiences related to program planning and office management practices; (b) participatory observation, conducted during the institution's daily activities to observe office space use, managerial interactions, and work patterns; and (c) document analysis, which included internal records such as meeting minutes, the foundation's work plans, organizational structure, and staff data.

The interview instruments were developed based on indicators of strategic leadership, office facility management, and teacher performance relevant to the context of Islamic educational institutions (Mulyasa, 2022; Zuhairini, 2023). Data validity was ensured through source and method triangulation to enhance the trustworthiness and credibility of the findings (Nasution, 2022).

6. Data Analysis Technique

Data were analyzed using the interactive model developed by Miles et al., (2020) which includes: (a) data reduction (filtering and coding essential information); (b) data display

in the form of narrative descriptions and thematic matrices; and (c) conclusion drawing and systematic verification.

The entire analysis process was carried out from the early stages of data collection and continued until a comprehensive understanding was achieved regarding the relationships among the foundation chairman's role, office facility management, and teacher performance. The results of the analysis were presented as thematic descriptions reflecting the empirical findings from the field.

RESULTS

1. The Role of the Foundation Chairman in Program Planning

Based on in-depth interviews with 12 respondents—including the Foundation Chairman, the Principal, and 10 teachers at MA NWDI Montong Kubur Sakra—it was found that annual and semester program planning was carried out through a structured collaborative process, guided by the strategic direction of the Foundation Chairman.

The Foundation Chairman (P01, male, 52 years old, personal communication, June 8, 2025) explained that he was directly involved in drafting the Madrasah Annual Work Plan (RKT), providing strategic considerations based on the institution's vision, and validating all teacher quality improvement programs. He stated that "planning is not just a document, but must serve as a roadmap for improving teacher quality and students' character."

The Principal (P02, male, 47 years old, personal communication, June 9, 2025) emphasized that at the beginning of each semester, a work meeting was held, initiated by the Foundation Chairman. In this forum, a comprehensive evaluation of the previous program's achievements was conducted, followed by the formulation of new targets based on team reflections.

Several teachers also provided their perspectives. For example, a senior Bahasa Indonesia teacher (P03, female, 41 years old, personal communication, June 14, 2025) mentioned that the Foundation Chairman regularly encouraged capacity-building programs such as methodology training, teaching material workshops, and the integration of Islamic values into learning.

Another teacher (P04, male, 39 years old, interview, June 15, 2025) stated, "When the Foundation Chairman is present during training, we feel more appreciated and motivated

to improve ourselves." Similarly, a female teacher (P06, 34 years old, interview, June 18, 2025) added that the Chairman personally mentored novice teachers in planning their lessons.

The researcher's observation from June 5 to July 15, 2025, revealed that the Foundation Chairman actively attended planning forums, led the opening of teacher competency workshops, and provided feedback on teacher evaluations. Written documentation was also found, including work meeting minutes, attendance lists, and program evaluation guidelines signed by the Chairman.

From the data collected, it can be concluded that the Foundation Chairman's role in program planning is both transformational and collaborative. He not only directs but also fosters dialogue and reflection in setting program priorities, creating a culture of continuous development at the madrasah.

To strengthen these qualitative findings, thematic analysis was conducted on the interviews with the 12 key informants—comprising the Foundation Chairman, the Principal, and ten teachers—to identify concrete forms of the Chairman's role in program planning. The following visual presents the frequency distribution of the Chairman's involvement based on the most prominent thematic categories found in the field data.

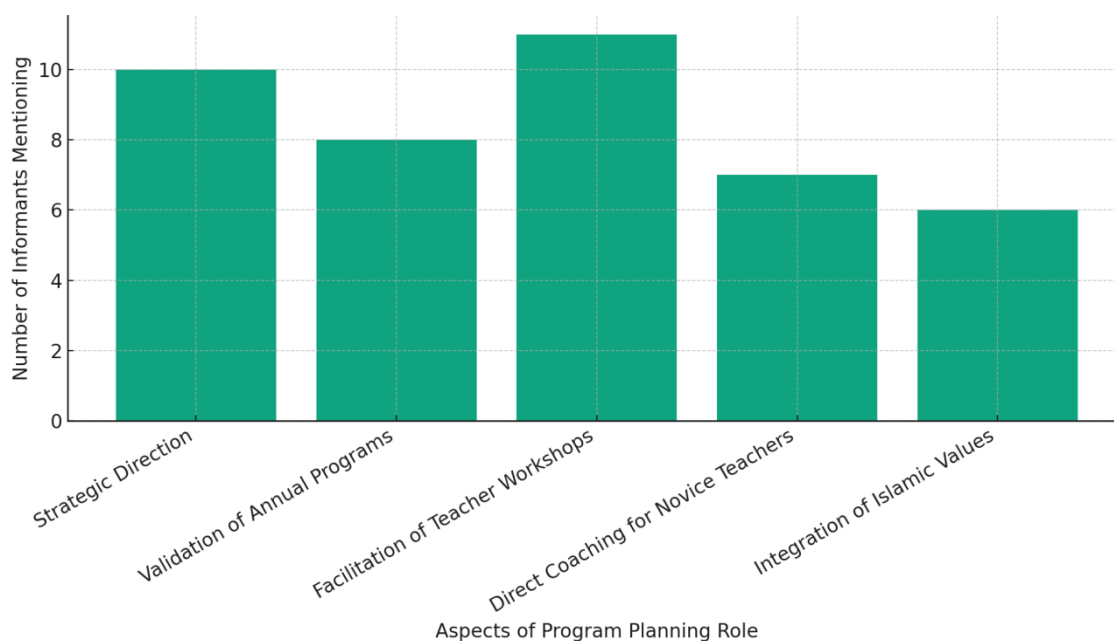


Figure 1: Frequencies of Foundation Chairman's Role in Program Planning

Figure 1 displays five main aspects of the Foundation Chairman's role in program planning at MA NWDI Montong Kubur Sakra: strategic direction, validation of annual

programs, facilitation of teacher workshops, direct coaching for novice teachers, and integration of islamic values into the curriculum Data show that involvement in teacher workshop facilitation and strategic program direction were the two most frequently identified aspects by the informants.

2. Office Facility Management by the Foundation Chairman

The management of office facilities at MA NWDI Montong Kubur was directly coordinated by the Foundation Chairman in collaboration with the Head of Administration and the Foundation Treasurer. Field findings indicate that over the past two years, there has been a significant improvement in work facilities, although budget constraints remain a challenge.

The Foundation Treasurer (P05, male, 45 years old, personal communication, June 10, 2025) stated that between 2023 and 2025, the teachers' room and principal's office underwent complete renovation. In addition, two new computer units and a printer were procured for the administration office, and internet infrastructure was installed to support academic administration.

A sociology teacher (P07, male, 38 years old, interview, June 12, 2025) remarked, "Previously, we had to type lesson plans and teaching documents at home. Now, the school facilities are complete." Similarly, a female teacher (P09, 36 years old, interview, June 20, 2025) noted that the improved comfort of the teachers' room now fosters greater collaboration among teachers.

Internal documentation revealed the existence of an annual budget allocation specifically for office supplies and facility maintenance, which had not previously been regularly budgeted. Researcher observations supported these findings, with evidence of organized office inventory, the installation of digital attendance boards, and more effective space utilization.

This facility management reflects the Foundation Chairman's commitment to creating a conducive work environment. He not only emphasized managerial quality but also paid close attention to teachers' welfare and workplace comfort, which directly impacts performance.

Based on in-depth interviews, internal documents, and field observations, several aspects of office facility management have significantly improved over the past two years.

These improvements are closely linked to the active role of the Foundation Chairman in collaboration with administrative and financial units. The following table summarizes the main findings regarding the types of facilities managed, interventions made, and their impact on the school's work environment.

Table 1. Summary of Office Facility Management by the Foundation Chairman at MA NWDI Montong Kubur Sakra

No.	Facility Type	Year of Intervention	Type of Intervention	Impact on Work Performance
1	Teachers' Room	2023	Full renovation and restructuring of workspaces	Improved comfort and collaboration among teachers
2	Principal's Office	2023	Renovation and new furniture procurement	Enhanced coordination of school programs
3	Administration Office	2024	Addition of 2 computers and 1 printer	Accelerated administrative processes and document handling
4	Internet Infrastructure	2024	Installation of internet network for academic administration	Easier data access and internal communication
5	Office Supplies & Inventory	2023–2025	Annual budget allocation for supplies and inventory organization	Ensured availability of essential work tools
6	Digital Attendance System	2025	Installation of digital attendance boards in teachers' and admin offices	Increased teacher discipline and attendance accountability
7	Room and Function Grouping	2025	Optimization of office space use and document storage reorganization	Improved efficiency for administrative staff and teachers

Table 1 illustrates the strategic steps taken by the Foundation Chairman in managing and improving the quality of the school's office facilities during the 2023–2025 period. Each intervention aimed not only to upgrade physical infrastructure but also to support the administrative effectiveness and professionalism of teachers. The outcomes of these interventions were clearly reflected in increased work efficiency, workplace comfort, and institutional discipline.

3. The Influence of the Foundation Chairman's Leadership on Teacher Performance

The Foundation Chairman's open, participative, and visionary leadership has had a significant impact on enhancing teacher motivation and performance. Teachers felt

empowered to grow, their contributions were appreciated, and they were supported in their professional development.

A Fiqh teacher (P08, male, 42 years old, interview on June 17, 2025) explained that the Foundation Chairman often gave both moral and material recognition to high-performing teachers, which motivated them to improve the quality of their teaching.

An English teacher (P10, female, 30 years old, interview on June 21, 2025) added that the mentoring program for new teachers initiated by the Foundation Chairman was highly beneficial in helping them adjust to the institutional work culture.

Observations showed an increase in teacher participation in professional development activities, punctuality in teaching, and more organized and timely student performance reporting. These improvements demonstrated a correlation between supportive leadership and optimal teacher performance.

The leadership of the Foundation Chairman at MA NWDI Montong Kubur Sakra played a central role in shaping a professional and conducive working climate. His open, participatory, and visionary leadership style was reflected in various programs designed to facilitate teacher development. Table 2 summarizes key indicators of the Foundation Chairman's leadership influence on teacher performance based on interviews and field observations.

Table 2. Influence of the Foundation Chairman's Leadership on Teacher Performance

No.	Influence Indicator	Leadership Practice	Impact on Teacher Performance	Data Source
1	Recognition of High-Performing Teachers	Provision of moral and material rewards	Increased work enthusiasm and individual achievement	P08, Interview, June 17, 2025
2	Mentoring for New Teachers	Structured mentoring program	Accelerated adaptation of new teachers to the institutional culture	P10, Interview, June 21, 2025
3	Support for Professional Development	Provision of training, workshops, and seminars	Improved competence and instructional innovation	Observation, June 5 – July 15, 2025
4	Open Internal Communication	Routine meetings, informal discussions,	Strengthened sense of belonging and teacher collaboration	P06, Interview, June 18, 2025

No.	Influence Indicator	Leadership Practice	Impact on Teacher Performance	Data Source
		openness to feedback		
5	Reflective Monitoring and Evaluation	Constructive feedback and integrated reporting formats	Improved report accuracy, time discipline, and learning quality	Documentation & Observation
6	Career and Task Facilitation	Assignments based on potential and competence	Enhanced sense of responsibility and teacher loyalty	P11, Interview, June 22, 2025

Table 2 illustrates how the Foundation Chairman’s leadership—characterized by appreciation, communication, mentoring, and facilitation—directly contributed to improving teacher motivation and performance. This leadership approach not only enhanced work outcomes but also fostered a healthy and collaborative professional culture within the school.

4. Integration of Program Planning and Facility Management on Teacher Performance

Thematic analysis revealed that effective program planning and facility management had a simultaneous and significant impact on improving teacher performance. Several performance indicators showed marked improvement following the foundation's intervention starting in 2023.

Table 3. Indicators of Teacher Performance Changes Before and After Foundation Intervention

Teacher Performance Indicators	Before 2023	After 2024
Teacher Attendance	85%	95%
Teaching Punctuality	70%	92%
Availability of Lesson Plans (RPP)	60%	90%
Principal’s Satisfaction	Moderate	High

Table 3 presents key indicators of teacher performance before and after the intervention led by the Foundation Chairman. The data show a notable improvement across all categories. Teacher attendance increased from 85% to 95%, while punctuality in teaching rose from 70% to 92%. The availability of lesson plans (RPP) also improved significantly, from 60% to 90%. Furthermore, the principal’s level of satisfaction with teacher performance shifted from moderate to high. These results highlight the positive impact of the Foundation’s strategic involvement on the overall performance and professionalism of teachers.

In-depth observations indicated that teacher attendance increased after the implementation of the digital attendance system. Teachers also became more disciplined in preparing teaching materials due to the availability of computers and a more comfortable working space.

The following diagram (Figure 2) provides a visual representation of the interconnection between the three main components in this study: program planning, office facility management, and the improvement of teacher performance.

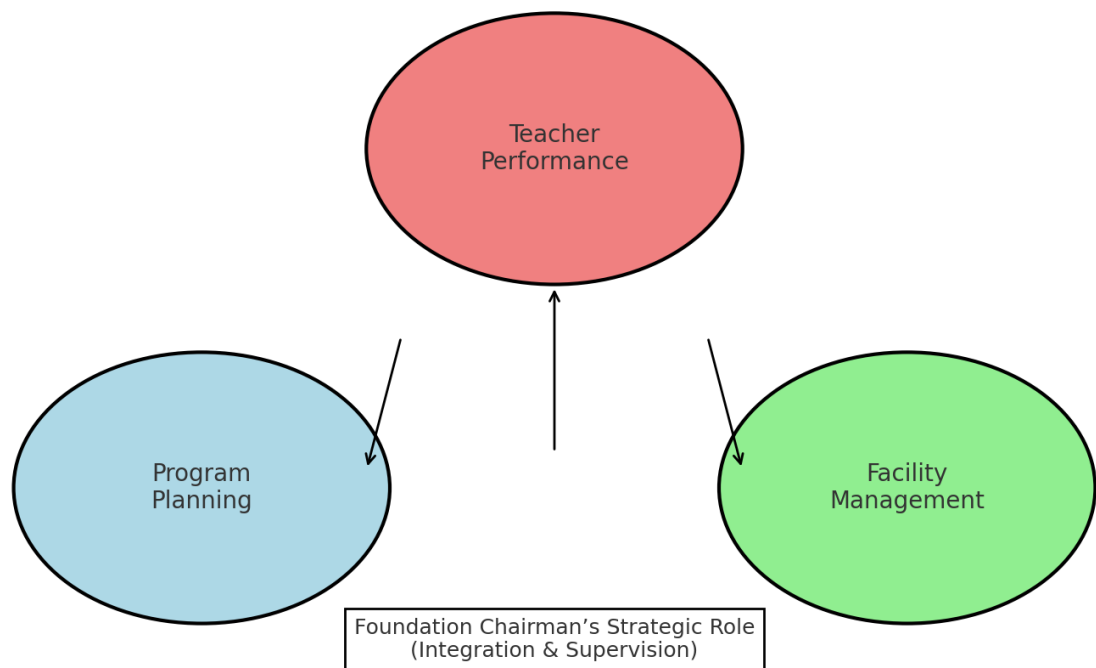


Figure 2. Integrative Diagram of the Foundation's Role in Enhancing Teacher Performance

The figure 2 represents how Program Planning and Facility Management, under the strategic role of the Foundation Chairman, cyclically influence and enhance Teacher Performance—creating a sustainable and integrated school management system at MA NWDI Montong Kubur Sakra.

DISCUSSION

1. Analisis of the Results

a. The Transformational and Collaborative Role of the Foundation Chairman in Program Planning

The findings of this study demonstrate that the Foundation Chairman of MA NWDI Montong Kubur Sakra plays a transformational and collaborative role in institutional program planning. This aligns with contemporary educational leadership theory, which emphasizes the importance of visionary and participatory planning (Northouse, 2022). By directly engaging in the preparation of the Annual Work Plan (RKT), validating quality improvement initiatives, and guiding the vision of the school, the Chairman embodies the qualities of a transformational leader. His involvement has fostered a culture of reflection, dialogue, and strategic alignment across stakeholders.

Moreover, the Chairman's direct mentoring of new teachers and active facilitation of workshops reflect a hands-on leadership approach that is rarely observed at the foundation level. This goes beyond bureaucratic supervision and enters the domain of pedagogical leadership—a quality often attributed to principals but now evidently practiced by the Foundation Chairman. Such involvement enhances not only planning outcomes but also teacher morale and sense of ownership over institutional goals.

b. Strategic Office Facility Management and Its Organizational Impact

The Foundation Chairman's approach to office facility management was found to be both strategic and adaptive. Despite financial limitations, his ability to coordinate renovations, procure essential ICT infrastructure, and systematize administrative space usage represents a best practice in resource-limited educational contexts. This supports Sedarmayanti's (2020) assertion that quality educational outcomes can be achieved through effective management of facilities, even with modest budgets.

The improvement in workplace comfort, access to teaching equipment, and the introduction of a digital attendance system all contributed to a more professional and efficient working environment. These developments also mirror Umam's, (2024) argument that facility improvement should be seen not as an expense but as an investment in institutional performance. The Chairman's commitment to structured

budget allocation for office supplies and maintenance further signals an organizational maturity and sustainability in school management.

c. Leadership Influence on Teacher Motivation and Professionalism

The third key theme emerging from the study is the direct influence of the Foundation Chairman's leadership on teacher performance. Teachers reported feeling valued, supported, and empowered—outcomes commonly linked to transformational leadership (Zhu et al., 2019; Radnasari & Andrianto, 2025)

Moreover, the observed improvements in professional development engagement, punctuality, and reporting discipline point to a strong correlation between leadership support and teacher accountability. This finding supports the conclusions of (Ilma et al., 2024), who emphasized that leaders at the foundation level, not just school principals, can serve as catalysts for improving instructional quality and institutional culture.

d. Integration of Program Planning and Facility Management on Teacher Performance

A significant insight from this research is the synergistic effect of program planning and facility management on teacher performance. The post-2023 improvements in attendance, punctuality, and lesson plan readiness suggest that when strategic planning is coupled with functional resources, it creates an enabling environment for teacher professionalism to thrive.

The integrative diagram (Figure 2) illustrates how the Foundation Chairman's leadership bridges both domains—strategic program planning and physical infrastructure management—into a dynamic cyclical model of improvement. This finding aligns with the empirical results of Mohzana et al., (2025), who found that facilities and infrastructure, principal leadership, and the adoption of information technology collectively generated a strong positive effect on teacher performance, reinforcing the need for a systemic, integrated approach to school management

The cyclical nature of this relationship—where improved teacher performance informs the next round of planning—represents a practical model for sustainable school development. This model can serve as a conceptual contribution to the field of Islamic

educational leadership, especially in boarding school-based institutions (pesantren) where foundation figures play a central role.

2. Comparison with Previous Studies

The findings of this study reveal a distinctive contribution compared to previous research. While Muhammad Ibnu et al., (2024) and Martini et al., (2024) have highlighted the influence of office management on teacher effectiveness and student learning outcomes, they did not explore in depth the strategic and transformational role of the Foundation Chairman within the context of faith-based institutions such as MA NWDI Montong Kubur Sakra, which operates under a pesantren model.

Similarly, the study by Sugito HS & Hadziq, (2022), which discussed the influence of facilities and work environment on teacher motivation, did not integrate the variable of foundation leadership as the main managerial entity in private Islamic schools. This study addresses that gap by demonstrating that the integration of facility management and program planning—under a collaborative leadership model—has a stronger impact on work culture and teacher performance.

Thus, the primary contribution of this research lies in its articulation of an integrative model that links foundation leadership, facility management, and teacher quality enhancement, a perspective that has been underexplored in previous literature.

3. Implications of the Findings

Theoretically, this study enriches the discourse on foundation leadership in Islamic education management, particularly in pesantren-based institutions operating independently. The transformational leadership model adopted by the Foundation Chairman fosters a culture of reflection, collaboration, and sustainability within the madrasah educational system.

Practically, this research offers strategic recommendations for Islamic educational foundations to become more actively involved in program planning, teacher development, and facility provision. Such involvement has been shown to enhance teacher motivation, work efficiency, and instructional quality.

Similar foundation-led institutions can replicate this approach by tailoring it to their local context—positioning foundations not merely as administrative legal entities, but as key drivers in improving the quality of education.

4. Limitations of the Study

This study acknowledges several limitations. First, the geographic scope is limited to a single institution, which may restrict the generalizability of the findings. Second, the qualitative approach, while rich in depth, is inherently subjective and relies on the researcher's interpretation of the data. Third, the sample size was limited to 12 purposively selected respondents, which—though contextually relevant—may not fully represent the broader population of educators and administrators.

Future studies are encouraged to employ quantitative or mixed-methods approaches to test variable relationships statistically and reach a broader respondent base. Moreover, longitudinal studies are recommended to examine the long-term sustainability of foundation leadership's impact on educational quality and teacher well-being.

CONCLUSION

Based on the findings analyzed thematically and aligned with the research objectives, several key points can be concluded: (1) The role of the Foundation Chairman in program planning was proven to be highly central and transformational. He not only provided strategic policy direction but also fostered a collaborative culture in the preparation of the Annual Work Plan (RKT), facilitated teacher training, and encouraged innovation in the teaching and learning process; (2) The management of office facilities by the Foundation Chairman has shown significant improvement over the past two years. Tangible actions such as the renovation of workspaces, procurement of technological equipment, and restructuring of administrative systems have created a more conducive and productive work environment; (3) The leadership of the Foundation Chairman has had a direct impact on improving teacher performance, particularly in terms of discipline, teaching readiness, and the reporting of student learning outcomes. His active involvement also fostered a strong sense of loyalty and enthusiasm among the teaching staff; and (4) The integration of program planning and facility management has created a sustainable and mutually reinforcing managerial cycle, as illustrated in the Integrative Diagram.

This study has several limitations, particularly in terms of its context and sample. It was conducted in a single foundation-based institution within a pesantren setting and involved a limited number of informants. The qualitative approach also does not allow for quantitative measurement of broader variable relationships. Future research is recommended

to: (1) Employ quantitative or mixed-methods approaches to examine the strength of relationships among variables; (2) Develop a foundation leadership model that can be adopted by other Islamic educational institutions across various regions; and (3) Conduct longitudinal studies to examine the long-term impact of this leadership pattern on educational quality and teacher well-being.

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