

**Exploring the Head of the Foundation's Leadership  
Practices in Optimizing Teachers' Performance at Islamic  
Private School**

Thesis

Submitted to meet the Graduation Requirements of  
Master's Degree MA in Education



**Universitas  
Islam Internasional  
Indonesia**

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## ABSTRACT

Name : Dwi Asih Prihatin  
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Title : Exploring the Head of the Foundation's Leadership Practices in Optimizing Teachers' Performance at Islamic Private School

Dual authorities govern the education system in Indonesia: The Ministry of Education, Culture, Research, and Technology (MoECRT) and the Ministry of Religious Affairs (MoRA). These distinct authorities significantly influence the leadership structure that governs the school system, particularly in managing educational units through foundations. This study focuses on a privately-owned Islamic institution operating under the auspices of the MoECRT. This study investigates the leadership practices of the head of the foundation in Islamic private schools and the impact on optimizing teachers' performance. The main focus lies in identifying and analyzing the leadership practices, strategies, and mechanisms employed by the foundation's leader to enhance teaching and learning practices in Islamic private schools. This qualitative study was conducted at one Islamic Private School in Indonesia. The researcher utilized a case study approach, conducting open-ended interviews and observations to gather information related to the research questions. Thematic analysis was employed to analyze the collected data. The present study incorporated four different leadership styles: Directive, Supportive, Participative, and Achievement-oriented, as delineated in the theoretical framework. The findings of the study indicate that the person in the top leadership position within the foundation demonstrates a prominent Directive leadership style, as observed through the daily interactions with his subordinates. This leadership style is distinguished by a dominating attitude in decision-making and guiding subordinates. Additionally, this study provides insights into the effects of internal and external encouragement on the teachers' teaching and learning process, as facilitated by the head of the foundation. Finally, it examines teachers' perspectives regarding the overpowering engagement of the head of the foundation. It is essential to note that the findings of this study do not aim to determine whether one leadership style is better or worse than others. Each leadership style has its strengths and weaknesses, and its implementation should be tailored to the context and organizational needs. This study offers practical implications for enhancing teacher effectiveness, developing leadership skills, and fostering a positive educational environment. Furthermore, it is expected to contribute to the advancement of Islamic education by promoting continuous improvement and adherence to Islamic principles and values.

*Keywords: Head of foundation, leadership style, private Islamic school, teachers' performance*

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## **LIST OF GLOSSARIES**

- Duha : A voluntary prayer performed after sunrise until the time of *zuhr*
- Juz : Section of the Qur'an
- Pesantren : Islamic boarding school
- Santri : Students of Islamic boarding school
- Takhosus : A special program held by an Islamic boarding school

## **ABBREVIATION DICTIONARY**

BPS	:	Badan Pusat Statistik (The Central Bureau of Statistics)
BTQ	:	Baca, Tulis, Qur'an (Read, Write, Qur'an)
HODs	:	Head Of Departments
MoECRT	:	Ministry of Education, Culture, Research, and Technology
MoRA	:	Ministry of Religious Affairs
PPDB	:	Penerimaan Peserta Dididk Baru (New Students' Admission Process)
PP	:	Peraturan Pemerintah (Government Regulation)
SDI	:	Sekolah Dasar Islam (Islamic Primary School)
SISDIKNAS	:	Undang-Undang Sistem Pendidikan Nasional (Law on the National Education System)

# CHAPTER I

## INTRODUCTION

Chapter one provides a comprehensive overview of the research project's fundamental aspects. This chapter encompasses the background of the study, highlighting its novelty, research questions, and objectives. Additionally, it explores the significance of the study and outlines its limitations, thereby providing a clear focus on the direction and scope of the research.

### 1.1. Background

Leadership is a fascinating subject that will always be discussed, whether in education, business, or other fields. Leadership plays an extremely important topic in the success of any organization, including education. Raihani, (2008) states that leadership is essential in directing a school toward successful outcomes and continuous development. Effective leadership will be associated with a number of indicators, including student learning outcomes, parent satisfaction with the output received by their children, increased teacher satisfaction with the place where they teach, and the involvement of the surrounding community who benefit from the educational institution's existence (Peter, 2016). However, an effective leadership concept is not as straightforward as the relationship between superiors and subordinates; rather, it must take into account numerous factors.

Of the many topics discussed in the education field, leadership is one of the most interesting to learn more about because leadership in the education field is one of the most important elements. Leadership plays a big role in its involvement in shaping school culture, managing resources effectively, ensuring success in various fields, especially in the academic field, and ensuring positive feedback on the involvement of the surrounding community. As supported by the idea from Leithwood et al., (2020), explain how substantial the leadership impact is, school organization becomes one of the needs that can positively influence the teaching and learning environment. In addition, many public and private schools strive to

enhance their quality, which is believed to begin with a leader's vision and mission. Consequently, leadership is a suitable topic for discussion.

In the Indonesian context, private schools are commonly administered by a foundation or organization, with a designated leader responsible for supervising their activities (Doringin, 2022). The pivotal role of the head of the foundation and the leadership structure is instrumental in determining the private school's vision, direction, and overall administration. The person in question has been assigned the duty of offering strategic direction, ensuring compliance with academic norms, and cultivating a favorable atmosphere for learning.

The individual occupying the role of head of the foundation bears a significant responsibility as the foremost figure in the decision-making procedures. The responsibilities of this position entail formulating and implementing policies that align with the overarching mission and goals of the organization. The individual in this role is tasked with developing the overarching educational philosophy, establishing quantifiable performance benchmarks, and supervising the school's progress toward achieving academic excellence (Indrawari & Hadi, 2019). Additionally, the leader of the establishment functions as a symbolic leader and embodies the independent institution within the wider academic sphere, also educational leaders have the opportunity to engage in various professional development activities, such as participating in educational forums, collaborating with peers, and networking to remain current with the latest educational trends and best practices (Charteris-Black, 2006).

The appointment of a foundation's leader is frequently predicated on their credentials, occupational background, and proficiency in education. The responsibilities of the individual are multifaceted and involve several areas, such as developing educational curricula, recruiting and training instructors, managing financial resources, and establishing productive collaborations with relevant stakeholders (Ryan et al., 2019).

Apart from their managerial duties, the foundation's leader assumes a crucial function in cultivating a favorable educational environment and nurturing a communal spirit. The professionals collaborate closely with educators, personnel,

careers, and learners to establish a comprehensive and supportive environment that fosters students' academic, social, and emotional growth (Adhikary, 2021). Moreover, the leader of the establishment frequently acts as an intermediary between the independent educational institution and external entities, such as regulatory agencies, governmental entities, and the surrounding populace and their responsibilities encompass upholding adherence to legal and regulatory mandates, promoting transparency in financial affairs, and fostering favorable associations with relevant stakeholders (Lindeman, 2010). In short, the leadership and administration of private schools in Indonesia play a crucial role in furnishing strategic guidance, supervising day-to-day activities, and establishing a favorable atmosphere for learning. The success and development of private schools in Indonesia rely upon the indispensable qualities of vision, expertise, and effective management skills their leaders possess.

The foundation has been known for quite some time for its various fields of activity, such as education, health, and other social activities. Dewi explained that until 2001 the existence of the foundation was only based on habits, doctrine, and jurisprudence. The absence of legal rules that specifically regulate foundations has resulted in various interpretations, such as the legal status, nature and purpose of a foundation and other aspects of foundation management (Dewi, 2013). Following Article 1 point 1 of Law no. 16/2001 on Foundations, a foundation is a legal body comprised of distinct, non-member assets intended to fulfil certain social, religious, and humanitarian aims. Consequently, the purposes of foundations vary; some are involved in social, religious, or humanitarian domains (Doringin, 2022).

In the context of education, the foundation becomes a tool for educating the community (transmitting ideas and concepts) and an instrument for community service. The foundation can cultivate a spirit of development, both in terms of educational progress, human resource progress, and scientific progress, that can keep up with the times. In education, the surrounding community is empowered as teaching staff, school guards, canteen sellers, cleaning services, Etc., so that the Foundation can empower the surrounding community based on their areas of interest and the amount of energy required by the foundation (Daniëls et al., 2019).

The principal and the head of the foundation hold different but interconnected roles in the execution of their respective duties and obligations. The management and continuity of school operations are under the direct responsibility of principals. Individuals in this role actively manage various facets of education, administration, and interactions with the school community (M & Murtafiah, 2023). Concurrently, the executive leader of the foundation assumes a strategic function in guiding the overarching policies and objectives of the organization. In this scenario, the head of the foundation takes on the role of a leader who oversees the coordination of diverse work programs and ensures the smooth execution of plans.

The principal plays an important role in the management of primary and secondary schools, being in the highest position in the role of the school administrator (in the management of teaching, staffing, student affairs, finance, and facilities/ infrastructure, as well as community). The principal has a direct reporting line to school supervisors at local, regional and central levels. On the other hand, foundations also have a vital role in school management, in accordance with Article 2 of Law No 28 of 2004 on the Amendment to Law No 16 of 2001 on Foundations. The role of the foundation includes trustees, administrators and supervisors. The head of the foundation has the responsibility of coordinating the work program, including planning, implementation, evaluation and accountability (Consulting, 2021).

To ensure the establishment of legal certainty and maintain societal order, Law number 16 of 2001 concerning foundation was established, which came into force one year later from the date of enactment and was later amended by the Law number 28 the Year 2004 concerning amendments to the Law number 16 the Year 2001 concerning Foundations. Another two legal bases for foundations are Government Regulation (PP) No. 63 of 2008 concerning implementing the Law on foundations. The dynamics of the rapid development of regulations on the foundation shows that the complexity of foundations exceeds the simplistic understanding held by a significant portion of the population because the tendency will arise various problems remain, both problems related to the foundation that is not in accordance with the intent and purpose stated in the Articles of Association

(*Anggaran Dasar*), disputes between the management and the founder (internal responsibility), or problems with other parties (external responsibility) (Dewi, 2013).

Budaya et al., (2022) have distinguished the differences in the dual education system in Indonesia since Indonesia has two different specifications in education policy; the first one is under the Ministry of Religious Affairs (MoRA), and the second one is under the Ministry of Education, Culture, Research, and Technology (MoECRT). Despite the fact that they operate under separate units, both of them collaborate to accelerate the quality of education in Indonesia. In this study, I focus on Islamic institutions under the MoECRT's purview. Despite religious components within this foundation, I am attracted by the prospect of delving deeper into the development of Islamic schools managed by MoECRT through the foundation's leadership and private entities.

Based on The Central Bureau of Statistics (BPS, 2023) data, there were 399,376 school units in Indonesia in the 2022/2023 academic year. At the primary school level, there are 148,975 in total: 18933 private schools and 130,042 public schools. The number of public schools is indeed higher than the number of private schools, but BPS explains that there is always an increase in the number of private primary levels (Badan Pusat Statistik, 2023). The increase in the number of private and public schools can have an impact on the quality of these schools. There is a need to filter the massive development so that schools can function properly as a place for children to learn what they need to learn, as a result of the fact that many new schools are created by their leaders for business purposes rather than education, this is certainly a concern for all of us that Indonesia has a high number of private schools with different types and policies. As the number of schools increases, it becomes imperative to careful oversight to ensure that the expansion does not compromise the effectiveness of the educational process, the paramount objective of schools should be to offer a conducive environment for students to acquire the necessary knowledge and skills, but unfortunately, a situation arises where a significant number of newly established schools appear to prioritize profit-making motives over the educational experience of students (Suprayogi et al., 2021). This

complex landscape underscores a shared concern within the community: the considerable proliferation of private schools in Indonesia, each with its distinct philosophies and policies. It necessitates a thorough examination of the educational ecosystem, encompassing factors like accountability, curriculum standards, and ethical practices, to ensure that the exponential growth of educational institutions aligns with the fundamental objective of imparting high-quality education and nurturing the potential of our future generations (Kitchener et al., 2022).

This study discusses one type of religious private school under the MoECRT, specifically an Islamic Private School with a special focus on Islamic teachings. The school incorporates Islamic values that public schools do not usually emphasize. Examples of these values include the inclusion of congregational prayer activities, the practice of *Duha* prayer, and the goal of memorizing specific sections (*juz*) of the Qur'an. According to the policy brief authored by the MoECRT, the management of diversity holds significant importance in a democratic and pluralistic nation such as Indonesia. This is due to the susceptibility of diversity to catalyze social conflicts rooted in intolerance (Puslitjakdibud, 2021).

According to the Law on the National Education System (SISDIKNAS) No. 20/2003, specifically in article 12, paragraph (1) letter a, it is stipulated that every student in every education unit has the right to receive religious education that aligns with their respective religious beliefs, which should be provided by educators who share the same religious background, not only in public schools but also in private schools. Law No. 20/2003, article 55 states: "The community has the right to organize community-based education in formal and nonformal education in accordance with the peculiarities of religion, social environment, and culture for the benefit of the community" (Puslitjakdibud, 2021. p.1). The organization of religious studies in schools in accordance with religious characteristics is both a right and an obligation of schools organized by the community. Government Regulation No. 55/2007 on Religious Education and Religious Education, article 3 states: "Every unit of education in all paths, levels, and types of education must

organize religious education." The right to religious education is indeed the right of parents and students. The government must guarantee the rights of citizens.

The head of the foundation plays an important role in private schools. Principals, teachers, and school members' performance are under their shelter. The head of the foundation function as a supervisor, leader, teaching staff, and school administration (Indrawari & Hadi, 2019). The phenomenon of leadership style is an interesting problem and influences every organization. One requirement for achieving organizational goals is to have an appropriate leadership style, norms, and organizational culture (Hoy & Miskel, 2013).

The leadership structure in public institutions is led by the principal and is centered on the local education office, but the leadership structure in a foundation has different policies: The

foundation is crucial in driving all parts of the learning process in any educational institution, but especially in those with a private status. Related to this, the role of the foundation led by the Head of the Foundation encompasses providing criticism, suggestions, and leadership in order to improve and develop educational institutions, as well as nurturing, managing, directing, and guiding human resources within these institutions. The importance of effective communication and collaboration between the Head of the Foundation and students' parents (committee) in establishing a successful educational institution (Muhammad, 2014).

The head of the foundation typically serves as the organizational structure's large shelter, containing some school units ranging from kindergarten to college. Suryarama, (2009) explained that in carrying out leadership at some individual foundations, the lead character of the head of the foundation is needed to find out how to optimize teachers' performance, motivation and evaluations carried out. In some cases, the head of the foundation tends to appoint only trusted people, regardless of their capacity and expertise. This can give a bad impression on their subordinates so that they can form a culture that affects teacher attitudes and performance.

In a significant way, an individual's performance affects the company or organization where he/she works (Afandi & Yustiana, 2018). Teachers play a pivotal role in the successful implementation of school initiatives and in efforts to enhance educational standards and ensure equitable access to high-quality education for all students. The significance of teachers' contributions in these areas is widely recognized. In this situation, the teachers have to meet the following criteria: high educational attainment; demonstrated professional competence; possession of a valid teaching credential; evidence of personal and professional health; and the capacity to help the country achieve its educational goals.

The researcher encountered considerable difficulty establishing a correlation between teacher performance and the head of the foundation due to the general perception played by the broader public. It is commonly observed that the head of the foundation has limited direct involvement in the operational aspects of the educational institution and maintains intensive communication exclusively with select individuals, excluding those with personal interests. Based on my experience as a teacher in a foundation, I have observed a direct involvement of the head of the foundation in the field, including the organization of students' needs and goals. From this perspective, there is a connection between teacher performance and the role of the head of the foundation.

The observer had the opportunity to witness an instance in which the foundation's leader decided to remove an entire semester's worth of courses and instead introduced the foundation's core disciplines, namely internal methods of English, Arabic, Mathematics, Computer Science, and Kitab. The personal discovery outlined in this statement is naturally subjective as it is based on personal experience and lacks empirical evidence or supporting documentation. Consequently, it motivates me to conduct a comprehensive study on the subject matter.

Although numerous studies have discussed leadership: Piwovar-Sulej & Iqbal, (2023) that analyze the linkage between leadership styles and sustainable performance. Adhikary, (2021) that examines the strategies employed by a school principal in cultivating teacher leaders within an educational institution, drawing

upon the five components of teacher leadership as outlined by the Ohio Department of Education in 2017. Indajang et al., (2021) analyze principal leadership, organizational culture, and teacher competence on teacher performance. Those publications tend to concentrate on the school principal's leadership. Thus, this study examines the leadership styles employed by the head of the foundation in privately-owned Islamic schools to enhance teachers' performance. The leadership is contingent upon the leader's character in effectively fulfilling their duties, inspiring, and appraising subordinate leaders. Therefore, I am interested in researching "Exploring the Head of the Foundation's Leadership Practices in Optimizing Teachers' Performance at Islamic Private Schools".

### **1.2. Research Questions**

The leaders of school foundations represent a different concept of leadership when considering the diverse range of leadership styles that are adopted, practiced, and perceived. Hence, the broad meaning of leadership will be narrowed down and directed towards the specific context of a head of foundation's implementation within a school comprising multiple units. In order to gather all relevant perspectives, the formulation of a research question emerges:

1. What leadership style is adopted by the head of the foundation concerning the teaching and learning practice at Islamic private schools?
2. How does the head of the foundation support the teacher's performance in teaching and learning at Islamic private schools?
3. How do the teachers reflect on the leadership performance of the head of the foundation on teaching and learning activities at Islamic private schools?

### **1.3. Research Objectives**

The objectives of this study refer to the examination of leadership styles exhibited by the head of the foundation in Islamic private schools, with a specific focus on the impact of the head of the foundation's role on teachers' performance. This study provides valuable contributions to the field of educational leadership and teacher effectiveness by identifying effective strategies and gaining insights from the perspectives of teachers, so this study intends:

1. To identify and analyze the leadership styles adopted by the head of the foundation concerning the teachers' performance in Islamic private schools.
2. To identify the strategies and mechanisms employed by the head of the foundation to improve teachers' performance in teaching and learning at Islamic private schools.
3. To explore the perspectives and reflections of teachers regarding the leadership performance of the head of the foundation in facilitating teaching and learning activities at Islamic private schools.

#### **1.4. Significance of Study**

This research carries considerable significance in educational leadership, particularly in the setting of Islamic private schools. This study aims to provide significant perspectives on the leadership strategies employed by the foundation's leader and their influence on enhancing the effectiveness of educators. The present study holds significant importance for the following reasons: This research endeavor will initially augment our comprehension of leadership methodologies that are particular to the chief of the establishment in Islamic non-public schools. An examination of the leadership styles, strategies, and approaches employed by this foundation will provide insight into the distinctive dynamics of leadership within it. The research demonstrates how the leader of the foundation can facilitate and enhance learning practices in Islamic private schools. In addition, the research sheds light on educational policies and practices regarding the development of leadership and support systems in Islamic private institutions.

Concisely, the significance of this research can be categorized into two: First, this paper will enrich the literature on how leadership is applied by the head of the foundation in private Islamic institutions within the scope of the foundation. Secondly, in practical terms, this paper can be grounded in examining the leadership approach of a foundation's leader within an educational institution, specifically focusing on primary school units.

### **1.5. Limitation**

A general limitation related to this research is its limited scope. Although the research was conducted in a foundation that has various educational levels (kindergarten, primary, secondary, and *takhosus*), the researcher's attention is solely directed towards the primary level within the context of a Private Islamic School because this focus is intended to obtain a confirming perspective on the relationship between a key informant, specifically the head of a foundation, and the subordinates within a formal institution. This is carried out to facilitate data triangulation in the subsequent section of the methodology.

Additionally, this study merely focuses on identifying the skills and knowledge required by a head of the foundation in effectively fulfilling the responsibilities as a top leader within a specific foundation located in one of the cities in West Java. It does not attempt to generalize the leadership styles employed by heads of foundations throughout Indonesia. In the international context, this study provides a brief understanding of the leadership framework within the private education context in Indonesia, particularly when the foundation is owned and managed by individuals or groups.

## **CHAPTER II**

### **THEORETICAL FOUNDATION**

This chapter is a comprehensive collection of relevant works that contribute to the overall understanding and exploration of the subject matter. By incorporating various sources, the study aims to establish a solid foundation of knowledge and build upon existing research to investigate the chosen topic further. The literature presented in chapter two serves as a valuable resource, offering insights, perspectives, and findings from previous studies. It is important to acknowledge the existence of several previous studies. These studies have been categorized based on specific keywords, from the broader into the narrower scopes, this chapter showed the definition of each keywords (leadership, foundation, head of foundation, private Islamic schools, and teachers performance). This allowing for a more organized approach to the research. Furthermore, the theoretical framework is the fundamental basis for developing research instruments. It not only aids in creating these instruments but also acts as an outline throughout the data collection process. Ultimately, the theoretical framework is crucial in presenting the study results.

#### **2.1. Literature Review**

Numerous researches have been provided to explain why the topic of leadership style is so prevalent. This review will focus on topics consistently in the literature, acknowledging the extensive scholarly work on these concepts.

##### **2.1.1. The Role of Foundation in Education Setting**

The establishment of an education foundation is an important component in the facilitation of education. It plays a vital role in the implementation and progression of the educational process. The educational foundation plays a crucial function and assumes a significant role in establishing and recognizing educational institutions, enabling the realization of various efforts (M & Murtafiah, 2023). The etymology of the term "foundation" can be traced back to the Dutch language, specifically the word "Stichting," derived from the verb "stichen." In English, "foundation" refers

to establishing or constructing. A foundation is a structured organization or institution involved in diverse domains, including education, that holds a recognized status (Surya et al., 2022).

As a legal entity that is social, religious, and human, it has a group of various organizational components, namely **directors** (*Pembina*), **foundation board** (*Pengurus*), and **supervisors** (*Pengawas*). The foundation was introduced by Law No. 28 of 2004 concerning Amendments to Law No. 16 of 2001 concerning foundations. First, the director is a foundational organ with authority not delegated to the foundation board or supervisors by statute or the articles of incorporation. Second, the foundation board is responsible for organizing foundation administration. Lastly, the supervisor is an organ of the foundation whose duty is to supervise and advise the management in carrying out the foundation's activities. The primary objective of implementing a strict separation of the functions, authorities, and duties within the various organs of the foundation is to prevent the potential internal conflict that could detrimentally impact the foundation and its associated stakeholders. The interests of the foundation and other stakeholders associated with the foundation's activities (Suryarama, 2009).

After understanding the basic structure of the fundamental framework of foundations in Indonesia, we will now engage in one specific category of foundation that operates within the social domain, with a particular focus on its involvement in the realm of education. Foundations within the social sector frequently promote greater equity in access to educational opportunities, particularly for marginalized populations (Suryarama, 2009). Within education, foundations assume a multifaceted role encompassing diverse responsibilities. These represent the offering of scholarships to exceptionally gifted yet socioeconomically disadvantaged students, the facilitation of school infrastructure development, training and professional growth opportunities for educators, and the initiation of programs to enhance the overall quality of education (Khodijah, 2010).

Understanding the role of foundations within the social sector is crucial in comprehending their contribution to establishing educational equity. These foundations play a crucial role in ensuring that all individuals are afforded an equal

chance to obtain a high-quality education. Hence, this discourse will examine diverse strategies and programs employed by foundations to attain the objective of inclusive and empowering education (Farhana, 2019).

The role of education foundations in different schools has varying effects. Some schools have successfully improved their school performance through the foundation's role, as written by Doringin, (2022) who examined how the foundation's role in improving school achievements in a Catholic school, Jakarta. Doringin confirmed the foundation's prominent role in the school's success. In addition, he stated that foundation administration is vital for directing and leading schools to fulfil their vision, mission, and objectives. However, behind the important role of the head of the foundation, Doringin described the weaknesses in the implementation in the field, which tells that the head of the foundation has limited time, lack of knowledge, and different concepts of a social aspect in leading schools that causes ambiguities in the community regarding the concept of foundation.

Furthermore, Doringin discussed the finding of this qualitative study and mentioned that the foundation's authority is visible in the essential and decisive decision. This means that the research participants are fully aware that the foundation plays a central role in human resources issues, facilities, infrastructure, and finance. Because the foundation's role in human resource concerns is mentioned, it implies that the foundation is actively connected with individuals: principals, teachers, and other school members. It shows the various effects on teachers' performance based on the connection between the foundation and human resources mentioned above.

The present literature review by Azizatul, et al (2023) delves into the extant scholarship on the leadership practices of foundation heads in Islamic private schools and their influence on improving pedagogical processes and academic outcomes. The integration of religious values and academic excellence is a key emphasis in Islamic private schools' leadership. The individual in charge of the foundation holds a crucial position in directing the institution's objectives, purpose, and ethical standards, ensuring their congruence with Islamic tenets. Studies have

indicated that Islamic private schools' leadership practices are impacted by Islamic teachings, prioritizing ethical leadership, spirituality, and advancing Islamic principles. The literature review findings suggest that the leadership practices of foundation heads in Islamic private schools heavily draw influence from Islamic teachings, with a strong emphasis on ethical leadership, spirituality, and the advancement of Islamic principles. Integrating religious values and academic excellence is pivotal in directing the institution's objectives, purpose, and ethical standards, ensuring their alignment with Islamic tenets. Moreover, studies have indicated that implementing effective leadership practices in Islamic private schools is crucial for addressing the distinctive challenges and opportunities present in the Islamic context and ultimately enhancing teachers' performance, pedagogical processes, and academic outcomes.

The role of the foundation's leader is pivotal in bolstering the performance of educators in Islamic private schools. According to existing research, the provision of professional development opportunities, mentoring, and feedback can potentially improve teachers' pedagogical skills and instructional effectiveness. Establishing a conducive atmosphere that fosters transparent dialogue, collaborative decision-making, and a climate of ongoing education has a favorable effect on the instructional effectiveness of educators (Consulting, 2021). It is imperative to comprehend the viewpoints of educators regarding the leadership aptitude of the foundation's head. Joo, (2020) explained that many research have indicated that the perception of support, knowledge, and responsiveness in leaders' teachers positively impacts their job satisfaction, commitment, and motivation. There is a positive correlation between effective leadership practices and increased levels of teacher collaboration, engagement, and a sense of belonging within the school community.

### **2.1.2. The Concept of Leadership in Foundation Setting**

The concept of leadership has had a significant impact on information sharing, as demonstrated by the work of Basham, (2012). this research illustrates essential leadership attributes, it focuses on the quality of leadership displayed by either a

group or an individual. Organizational leadership concepts are currently centered on transformational leadership. The leader engages followers through inspiration, example behavior, teamwork, and trust while establishing high standards and goals for them. This research is necessary at all levels of education so that adaptations may be made to the ever-changing academic environment. Leaders that encourage and support transformational leadership styles share authority, are open to learning from others, and are attuned to the requirements of each team member for accomplishment and development. The findings of this quantitative study demonstrate how an institution accomplishes its learning mission, and more importantly, they characterize the group and individual characteristics of transactional leadership practice. This research is a useful resource for comparing leadership styles utilized by leaders with varying levels of education.

In the case of leadership, another researcher has raised an Indonesian context of principal leadership practice in Islamic-Based Schools, conducted by Kultsum, (2020). This study investigates how school principals' leadership techniques manage difficulties and improve the performance of Madrasah Aliyah (Islamic-based senior high schools) in Indonesia. In addition to describing what leadership styles are applied by leaders in the mentioned schools, Kultsum also provides data that explains Islamic-Based school has significant problems in several crucial aspects, including school infrastructure, learning facilities, finances, leadership, teacher professional development, and community involvement. The problems mentioned in this qualitative study help the researcher to identify what preparations should be considered when researching a private institution. Furthermore, this study provides much insight into the structure and regulations practiced by Islamic-Based schools in Indonesia because the object of my research also includes Islamic private schools.

The other researcher investigates the effect of responsible leadership on knowledge-sharing behavior Haider et al., (2022). The researchers use Heads of Departments (HODs) at the university level. This study finds empirical evidence of the role of the person-organization by instilling the value of responsible leadership. In addition, the function of person-organization fit as a mediator between

responsible leadership and information-sharing behavior was studied. This quantitative study illustrates to carriers that responsible leadership has a positive and significant effect on knowledge-sharing behavior directly. Thus, the leaders can motivate their subordinates in the context of schools, which means that leaders (head of foundation/principal) can influence their teachers' performance.

The research provides a pertinent source to exemplify the correlation between responsible leadership and knowledge-sharing behavior within an organizational setting. The results obtained from this study have the potential to support my assertions regarding the significance of responsible leadership in shaping knowledge-sharing conduct among heads of departments or school principals within educational institutions. Furthermore, the study emphasizes the importance of person-organization fit as an intermediary factor in the impact of responsible leadership on knowledge-sharing behavior. Hence, this study can offer robust empirical evidence to substantiate the assertions and discoveries in my study.

Additional research discusses the heads of foundations in Islamic private schools adopt diverse leadership styles. Research has demonstrated that transformational leadership can improve teacher motivation, commitment, and instructional quality. Transactional leadership, characterized by its emphasis on explicit expectations and incentives, can furnish a framework for organization and responsibility. Furthermore, the leadership style of servant leadership, which entails prioritizing the needs of educators and learners, fosters a culture of cooperation and encouragement within educational institutions (Setyaningsih & Sunaryo, 2021). By integrating these perspectives into the research, a more comprehensive comprehension of different leadership styles and their potential influence on teacher performance and overall school dynamics in Islamic private schools can be achieved. This will result in more knowledgeable conclusions and suggestions for improving leadership practices within the selected context.

The leadership practices observed in Islamic private schools have yielded favorable results, Sukandar, (2019) explained that effective school leadership successfully guides and mobilizes the abilities and efforts of teachers, students, and parents to achieve the intended educational objectives. However, certain challenges

persist, foundations encounter similar challenges to those faced by other non-profit organizations, such as limited financial and human resources, program management, and fundraising. Many family foundations develop organically with the resources available, rather than through extensive, long-term planning. Transformation of values from the first generation to the second generation; involvement of figures and professionals from outside the family in the governance and daily management of the foundation; and development of program direction from charity to philanthropy, particularly by the second generation, are among the more typical challenges faced by family foundations (Lindeman, 2010). Furthermore, recommendations can be made to address these challenges. The head of a foundation may encounter various challenges, such as resource constraints, the need to reconcile religious and academic objectives, and effectively managing the expectations of a diverse set of stakeholders. To address these, research suggests the importance of ongoing leadership development programs, collaboration with external organizations, and creating networks for knowledge-sharing and support (Doringin, 2022). In conclusion, this literature review emphasizes the importance of investigating the leadership practices of the foundation's head to enhance teachers' performance in Islamic private schools. The extant literature highlights the significance of implementing efficacious leadership styles, furnishing adequate support to educators, and cultivating a favorable school ethos. Through a comprehensive comprehension of the effects of leadership practices, Islamic private schools can persistently augment education quality while aligning it with Islamic principles and fostering a conducive learning environment.

### **2.1.3. Teachers' Performance at Islamic Private School**

After studying the foundation and leadership literature, it is time to focus on the sources related to teacher performance. Ariani & Desi, (2018) discussed the importance of teacher performance by focusing on teachers at the primary level. This study emphasized the significant and proven effect when teachers implement effective and efficient teaching processes and even positively impact student achievements. In this case, the variables determining teachers' performance are

compensation, work environment, and motivation. The work environment variable is related to other individuals, which discusses how the teachers' relationship with their students and the teachers with their principal. Since this research was conducted in a public primary school, this research is not related to the foundation. Thus, the theory and variables of teacher performance will be the literature for this ongoing study.

Related to the teachers' performance, Setyaningsih and Sunaryo, (2021) explained that the teachers' profession is still very much in demand in the work oriented. Examining the effect of transformational leadership, self-efficacy, and work happiness, this study seeks to uncover strategies to increase teacher dedication to the profession. With the discussion of transformational leadership, this study involved Non-Civil Servant teachers from secondary schools' level in Cirebon, Indonesia. The finding of this study shows that teachers' commitment to teaching can be increased by strengthening their transformational leadership style. This literature is useful to explain that many researchers only focus on one leadership style but have a considerable impact on schools or institutions. This also provides an overview of why leadership is an essential part of management: it has a significant impact on various activities, which may serve as a catalyst for accomplishing organizational objectives. Scholars and experts in the realm of leadership advocate for implementing effective leadership within organizations as a means to facilitate the quick progression of change, thereby guaranteeing organizational outcomes. Transformational leadership behavior, recognized as a remarkably efficacious leadership approach, assumes a pivotal role in fostering output within educational institutions.

Sakerani et al. did related research in 2019 regarding the effect of principal leadership on teacher motivation and performance. The writers have created a high-quality study using a mixed-methods approach. This study begins with the Indonesian education system being challenged with low-quality teaching, which has expressed itself in a low teacher competency test. This study investigates the synergistic effects of principal leadership styles and teacher motivation on high school teachers' performance. To summarize the concept of this article, supportive

leadership requires using transformational tactics, such as changing the teacher's mindset so that they may embrace the school's slogan in their actions. Such a shift influences instructors by incentivizing them to work toward achieving the group goals and to forego their interests. Consequently, teacher performance is held in high respect in educational settings.

Numerous scholarly studies have been conducted on the subject of leadership styles. However, the current body of literature primarily focuses on the leadership of principals, their association with teacher performance, and the implementation of leadership practices by principals in accordance with established leadership theories. Thus, for the time being, I attempt to ascertain the leadership styles employed by the head of foundations in an Islamic private school context managed by individuals to enhance the teachers' performance. A limited body of research investigates the implementation of leadership practices by foundation leaders and the development of strategies for managing their institutions to enhance teacher effectiveness. This study will thus present the concept of leadership practice, its primary correlation with management, and the importance of this relationship in improving teacher performance.

## **2.2. Theoretical Framework**

This theoretical framework provides a comprehensive understanding of the leadership style adopted by the head of the foundation concerning teaching and learning practices at Islamic private schools. The importance of leadership in education cannot be overstated, as it positively impacts every aspect of educational delivery, from instructional quality to student performance outcomes Harris et al. (2003) have stated, the quality of leadership is the most important single factor in the success of schools. According to Fullan (2003), there is an increasing correlation between school leadership and the caliber of education, pedagogy, instructor drive, and institutional culture. Furthermore, various scholarly investigations have demonstrated that the leader of a foundation assumes a pivotal function in cultivating teachers' leadership abilities and impacting the educational institutions' efficacy (Smith, 2005; Leithwood and Mascall, 2008).

The National Conference on Islamic Education (2015) has emphasized the importance of teacher leadership development in improving the quality of teaching and learning in Islamic private schools. Given this background, the theoretical framework for leadership and teaching at Islamic private schools suggests that the head of the foundation's leadership style is crucial in influencing teaching and learning practices and teacher performance at Islamic private schools. The framework proposes that the head of the foundation's leadership style can be categorized using theoretical models such as transformational, transactional, and laissez-faire. Furthermore, the framework proposes that the head of the foundation's support for teacher performance in teaching and learning at Islamic private schools can be analyzed through various aspects such as providing professional development, mentoring and coaching opportunities for teachers, offering constructive feedback to teachers, promoting a culture of continuous improvement and innovation, providing appropriate resources and support for classroom instruction, and creating a positive school culture that values collaboration, communication, and mutual respect.

The framework proposes that examining various factors can facilitate an analysis of teacher reflections on the leadership performance of the head of the foundation. These factors include teacher satisfaction with their work environment and workload, their perceptions of the head of the foundation's vision and goals, their sense of autonomy and empowerment in the classroom setting, and their level of engagement and commitment to the school's mission and objectives (Stark, 2022). Moreover, the framework proposes that effective leadership and teacher support can contribute to improved teacher motivation, increased student learning outcomes and a better overall school climate.

### **2.2.1. Leadership**

All aspect of life always relates to leadership, especially in organizations. Even within ourselves, we have our style of organizing ourselves, as well as what habits we do to provide positive benefits, and it is a simple example of how a person is always related to leadership in his/her life. Poor leadership fails to recognize the

importance of employees in developing and maintaining the organization's guiding interpretations (Culpin & Male, 2022).

Numerous accomplished scholars and authors have exerted considerable effort to comprehend and classify the intricate structure of leadership theories within the extensive field of leadership studies. Pursuing knowledge in this domain has resulted in several discrete segments, each embodying a unique perspective on comprehending the intricacies of proficient leadership. Within leadership studies, several notable theories have emerged as significant contributors to understanding leadership dynamics. These include the Great Man theory (Carlyle et al., 2013), Trait theories (Callahan et al., 2007), and Path-Goal theories (House, 1971). These theories have been widely recognized for their valuable insights into the complex dimensions of leadership and their ability to elucidate the factors that underpin exceptional leadership abilities.

### **2.2.2. Leadership Style**

Within the expansive domain of leadership research, scholars and authors have made sustained efforts to explicate its intricacies by classifying theories into discrete categories, including the Great Man, Trait, and Path-Goal theories, each providing distinctive viewpoints on the character and mechanics of successful leadership.

Upon exploring these prominent theories, the researcher tries to encounter a complex array of concepts, empirical findings, and conjectures that aim to explicate the essence of leadership, the innate characteristics and attributes of effective leaders, and the trajectories they undertake to motivate and direct their adherents towards shared objectives. By examining these theoretical frameworks extensively, the researcher can deconstruct the complexities of leadership, attaining a more profound comprehension of the multifaceted viewpoints that influence the perception of this fundamental and enduring human pursuit.

The Great Man theory asserts that leadership is an inherent trait that certain individuals possess from birth and that exceptional leaders arise during periods of turmoil or necessity. The theoretical perspective posits that leadership is an innate

trait rather than a learned skill and that it is a distinctive and uncommon attribute that is only present in a limited number of individuals. The Great Man Theory posited a classification system for various leadership styles, denoted as "Hero Classes," encompassing the Divine, Prophet, Poet, Priest, King, or Man of Letter (Carlyle et al., 2013). As mentioned earlier, the theory has also given rise to further investigations into leaders and potentially facilitated the advancement of research on the Trait theory of leadership.

The Trait theory posits that specific personality traits are correlated with proficient leadership. The theoretical framework posits that effective leadership is contingent upon the possession of inherent traits by leaders, such as intelligence, charisma, and self-confidence (Callahan et al., 2007).

The Great Man theory and Trait theories concentrate on the inherent characteristics of leaders, whereas the Path-goal theories underscore the significance of contextual elements and the necessity for leaders to modify their approach to suit the requirements of their followers (Mouton, 2019). Nonetheless, the premise of all three theoretical perspectives is that effective leadership is crucial to the success of an organization. The determination of a theory to investigate the foundation's leadership focuses on the individual's strength. Therefore, the aforementioned three theoretical explanations can be utilized to determine the most suitable framework for directing the data collection and analysis process.

The path-goal theory, primarily attributed to Robert House, has experienced a significant development process involving various iterations, studies, and updates. Martin Evans first introduced the theory under discussion in 1968 and 1970. However, Robert House later expanded upon this theory in 1971. In 1975, Robert House and Terence Mitchell expanded upon the theory, as mentioned by Evans in 1996 (as cited in Stark, 2022). In the realm of leadership theory and its practical implementation, House and Evans's efforts persisted until 1996.

The Path-Goal Theory is a prominent framework that clarifies how leaders can effectively support their followers. This theory posits that leaders can provide this support by adopting certain behaviors that align with the needs of their followers and the situational context in which they find themselves. By

understanding and implementing the principles of the Path-Goal Theory, leaders can enhance their ability to guide and motivate their followers towards achieving their goals. The statement posits a connection between a leader's conduct, the incentives that drive the followers, and the overall atmosphere of the workplace. This relationship is instrumental in facilitating the collective advancement towards mutually shared objectives among the individuals involved. This notion is supported by the works of Jabbar and Hussin (2019) as well as Northouse (2019), as cited in Stark, (2022). This theory posits that leaders can effectively motivate and guide their subordinates by clarifying the path to achieving desired goals and removing any obstacles hindering progress. Figure 1 illustrates the underlying concept of path-goal theory visually. Figure 1 illustrates the underlying concept of path-goal theory visually.

*The Premise of Path-Goal Theory*



**Figure 2. 1** *The Overview of Path-Goal Theory Adapted from Leadership Theory & Practice by*

*(Northouse, (2019) in Stark (2022). p.47)*

According to theoretical perspectives, path-goal, proficient leaders facilitate attaining their subordinates' objectives by offering them essential direction and assistance. The theoretical framework posits that effective leadership necessitates

flexibility and adaptability, whereby leaders are capable of modifying their leadership approach to align with the requirements of their subordinates (House, 1971). According to the scholarly work of House, (1971) and which has been updated by the latest researcher Stark, (2022), four different types of leadership behavior exist, specifically directive, supportive, participative, and achievement-oriented.

I discovered several deficiencies in the Path-Goal theory. First, the theory is sometimes difficult to implement in practice because it requires adapting diverse leadership styles to different situations. This can make it difficult and perplexing for leaders to select the best strategy. Second, although the theory emphasizes the significance of situational factors, it does not provide sufficient instruction on how to identify them. This can make it difficult for leaders to fully comprehend the situation and select an appropriate leadership style. Second, cultural factors are not adequately considered; an approach that is successful in one culture may not be effective in another. This disregards the influence of culture on perceptions of leadership styles and personal preferences. Finally, regarding ethical considerations in leadership, the theory does not provide exhaustive guidance. Leaders who are overly focused on attaining their objectives may disregard the ethical implications of their decisions and actions.

#### **2.2.2.1. Directive**

This particular leadership approach is deemed appropriate in circumstances where the readiness level of the subordinates is relatively low. Leaders who use a directive leadership style will provide clear and specific instructions about what is expected of subordinates, provide specific guidelines, ask subordinates to follow the rules and procedures and organize subordinates' work tasks and schedules (Mutmainnah et al., 2022). This leadership style is effective in improving the performance of subordinates who have a low level of readiness because it provides clear and specific directions on what subordinates should do. However, this leadership style is ineffective when applied to subordinates with a high level of readiness because these subordinates are already capable of performing the tasks assigned without needing too specific directions.

The directive leadership style in Path-Goal theory has a weakness in its potential to reduce intrinsic motivation and participation of team members. Leaders who are overly authoritative in providing instructions and direction can cause team members to lack responsibility and creativity. It can also hinder the skill development of team members and weaken their sense of ownership over the task. In addition, an excessively authoritarian approach in this style may not be effective in a culture or work environment where collaboration and participation are emphasized. Therefore, leaders need to find a balance between providing necessary direction and allowing team members to take initiative and get involved in goal achievement.

#### **2.2.2.2. Supportive**

The Path-Goal theory outlines various leadership behavior styles, one of which is the supportive style. This leadership style is suitable when subordinates feel insecure or unsure about completing the assigned tasks. Leaders who adopt a supportive leadership approach demonstrate a keen interest in their subordinates, offer emotional assistance, and establish a congenial workplace atmosphere. Effective leaders are known to offer affirmative feedback and incentivize commendable performance (Zaman et al., 2022). The supportive leadership style effectively increases job satisfaction and motivation of subordinates, especially when subordinates feel insecure or uncertain about completing assigned tasks. Nonetheless, this leadership approach proves ineffective when implemented on subordinates who exhibit a high level of readiness as they are already proficient in executing the assigned tasks without requiring excessive emotional support.

Path-Goal theory's supportive leadership style has the potential to slow down decision-making and muddy up responsibilities. While providing emotional support and attending to the requirements of team members can increase motivation and satisfaction, a focus on support to avoidance of task direction and expectations can be unproductive. In order for the supportive leadership style to remain effective,

it is crucial that leaders establish the proper balance between providing support and communicating task expectations.

### **2.2.2.3. Participative**

This particular leadership approach is deemed appropriate for circumstances wherein the subordinates exhibit a considerable level of readiness and possess adequate proficiency and expertise to accomplish the designated duties. Leaders who embrace a participatory leadership approach typically involve their subordinates in the decision-making process and give them chances to contribute to determining the most efficient method of accomplishing tasks. Leadership entails the provision of requisite feedback and support to aid subordinates in accomplishing assigned tasks. According to Wang et al., (2022), the participative leadership approach is efficacious in enhancing subordinates' motivation and job contentment. This is particularly true in circumstances where subordinates exhibit a high degree of readiness and possess the necessary skills and expertise to accomplish the designated tasks. Nonetheless, the leadership approach mentioned above is ineffective when implemented on subordinates who exhibit a low level of readiness, as these individuals necessitate more explicit and precise directives.

The disadvantage of the participative leadership style is that an overly inclusive approach may hinder rapid and efficient decision-making. Involving team members in decision-making may improve engagement and motivation, but excessive involvement can slow down the process and cause confusion. Leaders who put a high level of attention on participation may struggle to reach consensus or resolve internal conflicts. To maintain the effectiveness of the participative leadership style, leaders have to maintain a balance between involving team members and ensuring decision-making efficacy.

### **2.2.2.4. Achievement**

This factor refers to the goals that subordinates want to achieve and how leaders can assist subordinates in achieving these goals. Leaders who use the achievement leadership style will set clear and specific goals, provide continuous feedback,

reward good performance, and provide the necessary support to assist subordinates in achieving goals. The leadership style of achievement has been found to be efficacious in enhancing the performance of subordinates (Mwaisaka et al., 2019), particularly in circumstances where subordinates exhibit a considerable degree of readiness and possess adequate proficiency and expertise to accomplish the assigned duties. Nonetheless, implementing this particular leadership approach proves ineffective when utilized on subordinates who exhibit a low level of readiness, as these individuals necessitate more explicit and precise instructions.

An achievement-oriented leadership style has the disadvantage of potentially creating excessive pressure and increasing the risk of burnout among team members. While setting high standards and challenging team members can inspire outstanding achievement, this strategy can lead to excessive stress and a disruption of work-life balance. Leaders who are overly focused on obtaining achievements may not provide adequate emotional support or care for the well-being of their subordinates. In addition, the struggle to continually achieve ambitious goals can diminish long-term satisfaction and motivation, as team members may feel undervalued and viewed solely in terms of the end result. To ensure the effectiveness and sustainability of an achievement-oriented leadership style, it is crucial for leaders to establish a balance between encouraging high achievement and caring for the well-being of team members.

### **2.2.3. Head of Foundation**

A foundation is a legally established entity consisting of segregated assets and resources, with the primary objective of accomplishing specific goals across various domains, including social, humanitarian, and religious field (Indrawari & Hadi, 2019). While, the notion of the head of a foundation is the individual responsible for providing leadership and guidance to the organization.

The head of the foundation has complete control over the foundation he/she supervises, but community findings indicate that the foundation itself is not the head of the foundation. Doringin, (2022) has made a distinction between setting and substance in describing the bond between the foundation's executive board and the

school administration. The field executor is discussed in the context of the foundation's management. Therefore, it is generally accepted that the foundation (executive board) is responsible for the execution of management, while the director or office head, along with the principal and instructor, are responsible for the execution of management at the field level.

#### **2.2.4. Private School in Indonesian Context**

In addition to public schools, private schools play a significant role in the education system of Indonesia. The following are significant particulars pertaining to private institutions in Indonesia: The private education sector encompasses a diverse range of academic institutions, such as national and international schools, religiously affiliated schools that cater to various faiths including Islam, Christianity, and Buddhism, as well as schools that adhere to specific educational philosophies such as Montessori and Waldorf. The presence of a variety of educational institutions allows parents to make choices based on their personal preferences and values (Suprayogi et al., 2021).

In terms of curriculum design, teaching methods, and school management, private schools tend to possess a greater degree of autonomy in comparison to their public counterparts (Doringin, 2022). The independence granted to private schools enables them to create tailored curricula, implement novel pedagogical approaches, and address the unique requirements of individual learners (Suryadarma & Jones, 2013). Budaya et al., (2022) stated that numerous private schools in Indonesia exhibit a religious and cultural emphasis wherein they are affiliated with religious institutions and offer religious instruction in conjunction with conventional academic disciplines. These schools aim to instill religious values and teachings in students, and they often serve as important centers for preserving and promoting school culture and religious traditions. Budaya et al., (2022) provided the examples from the two mentions points above: First, developing an appreciation for cleanliness in creating positive school culture in order to keep oneself and the school environment tidy. The next step in nurturing religious attitudes and behavior in students is instilling religious character in students from a young age. Certainly,

efforts to impart religious values are adapted to the level of student development. Lastly, as an Indonesian with the motto "Unity in Diversity" and all the diversity present in the country. Because of this, tolerance among others is vitally essential.

From the language of instruction, the private schools may offer instruction in different languages, including Indonesian, English, and other foreign languages. Certain private schools place emphasis on English language proficiency and provide bilingual or international programs to equip students with skills for global prospects (Mubarok & Sofiana, 2022). Private schools in Indonesia are reputed for their focus on academic superiority and frequently uphold elevated benchmarks of pedagogy and scholarship (Hendajany, 2016). Frequently, educational institutions possess highly qualified instructors and offer a wide range of resources and amenities to augment the learning encounter (Suryadarma & Jones, 2013). Additionally, Karno & Syahrul (2020) explained the issue of affordability and accessibility is pertinent in the context of private schools in Indonesia. While certain private schools cater to affluent families and are relatively expensive, there exist other private schools that endeavor to be more accessible and affordable to a broader spectrum of socio-economic backgrounds. These schools may offer scholarships or tuition assistance programs to support students from low-income families.

The impetus behind the operation of private schools is the desire of parents for superior educational standards, novel pedagogical techniques, and distinct educational ideologies. The current market demand has resulted in a competitive environment among private educational institutions, compelling them to consistently enhance their services and entice potential enrollees. In Indonesia, private schools frequently engage in collaborative efforts with public schools, which may include joint extracurricular initiatives, resource sharing, and teacher training programs. The objective of this collaboration is to facilitate reciprocal knowledge acquisition and sharing of optimal methodologies.

From the government regulation, private schools in Indonesia are subject to government regulations and oversight. The Ministry of Education and Culture, in conjunction with regional educational authorities, establishes regulations for the

functioning of private schools, standards for curricula, prerequisites for teacher qualifications, and criteria for licensing (Hendajany, 2016). It is noteworthy that the attributes and methodologies of private educational institutions in Indonesia may exhibit substantial diversity contingent upon variables such as geographical placement, school classification, religious association, and pedagogical outlook.

#### **2.2.5. Islamic Private Schools**

Law No. 20/2003 Chapter I, Article 1 Paragraph 8 explained the levels of formal education consist of primary education, secondary education and higher education. Primary school education is an institution that is managed and regulated by the government that is engaged in education which is formally organized to last for 6 years. SDI is a school characterized by religion (Islam), SDI has a strategic role in meeting the needs of the community for general knowledge and religious knowledge. society's need for general knowledge and religious knowledge at the same time in the midst of a moral crisis that occurs at the same time in the midst of the current moral crisis (Dewi, 2013)

#### **2.2.6. Head of Foundation affects to the Teachers' Performances**

The Islamic understanding of educational leadership and its associated duties and practices are affected by the religion's beliefs about what constitutes knowledge (Shah, 2018). Kultsum (2020) highlighted how the leadership styles of school administrators in Indonesia solve difficulties and enhance the performance of Madrasah Aliyah (Islamic-based senior high schools). The author examined indigenous leadership methods within the setting of Indonesian Islamic schools. Another theory comes from Basham (2012), the main discussions cover the concept of organizational leadership, the author highlighted transformation leadership. Similarly, a study done by Setyaningsih and Sunaryo (2021) highlight the transformational leadership behaviour that covers the succedd factors of teachers' commitment. Another similar theory by Sakerani et al. (2019) was discussing a supportive leadership by motivating teachers can produce a transformation impacts. Parveen et al. (2022) focused on conceptualization of South Asia: the leadership style scale of school principals, the scale for school culture,

and the scale of the organizational image. From the above theory, it can be learned that each previous study has different findings on how a head of foundation applies a leadership style that is suitable for application to his foundation.

### **2.3. Chapter Summary**

In this chapter, an overview of the relevant literature linked to the research topic is provided. The previous literature is systematically categorized based on specific keywords, thereby enhancing the comprehension of potential novelty contributions, such as: the theoretical framework that has been used in previous research, the key findings that have been identified, and the research gaps that still need to be filled. As such, this step helped steer the research in a more focused direction and provided a solid basis for the formulation of the research problem, objectives, and relevance of the research in an academic and practical context that can be presented to the readers. In addition, a discussion of the theories associated to the subject matter of this study are provided, beginning with conventional theories and tracking its development throughout the years, while reviewing its continued applicability. This theory serves as a guiding framework for the development of interview instruments and the conduct of observations.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1. Methodology**

A clear research methodology is required as a process of gathering and analyzing information in order for researchers to retrieve evidence that is relevant to the topic being discussed (Creswell, 1998). This study employs a qualitative method with case study design to examine how the head of the foundation is practicing the leadership style to improve teachers' performances at Islamic private school.

A qualitative approach is appropriate for this research since, I am the primary instrument of data collection, collecting and connecting words and/or photographs from participants/objects to produce the findings (W. J. Creswell & Creswell, 2018). Second, because this study attempts to discover leadership style practiced by the head of a foundation from different units in it, an act of observation is required to obtain answers to the three research questions I indicated earlier, and observation is part of the qualitative process (Creswell, 2012). Thus, this rationale represents a required qualitative process in this research.

##### **3.1.1. Case Study Design**

The case study is a qualitative research method that focuses on one unit of study, it enables the investigation and comprehension of complex issues, this study carefully examines the case, which is typically a related to the program, event, activity, process, or people. A form of design of inquiry called a case study can be used in various fields, including evaluation (Creswell & Creswell, 2018.). I adopt a case study upon two reasons: First, this design gives the researcher particular and intricacy of a case, as well as comprehending its behaviors in important situations (Stake, 1995). Second, this design is synonymous with the use of various kinds of research methods, such as observation and interviews to explore in-depth investigation and provide diverse findings (Merriam, 1998).

Here, a case study is identical with selecting a small geographic area or a limited number of individuals, this makes it the true essence of exploring and investigating phenomena that occur around our real lives through detailed contextual analysis (John, 2007). On this consideration, this study focuses on one head of foundation from selected area. The selection of cases stems from the significance of the study on how the head of foundation leadership style practices in an Islamic school's foundation in leading its unit so that it can influence teachers' performance.

### **3.1.2. Data Collection**

Creswell, J.W., and Creswell (2017) stated that the process of data collection includes several essential steps, which involve identifying the parameters of the study through the implementation of sampling and recruitment techniques. Additionally, data collection entails the acquisition of information through semi-structured interviews and supported by the observation. Furthermore, it necessitates the establishment of a protocol to systematically record the gathered information.

To ensure a comprehensive and reliable understanding of the research topic, the study incorporates triangulation as a data collection method to generate various sources and enrich the data to validate this study. Triangulation is the process of confirming evidence from different individuals, types of data, or methods of data gathering techniques (Creswell, 2012). Triangulation becomes methodological approach that entails the utilization of diverse data sources, research methods, and perspectives in order to augment the credibility and dependability of the research outcomes. The employment of triangulation in data collection for this study facilitates a comprehensive and rigorous investigation into the leadership practices of head of foundation and the impact on the performance of teachers within an Islamic private school. The utilization of various methodologies and viewpoints in this research enhances the validity, reliability, and credibility of the results, thereby offering a more comprehensive foundation for comprehending and enhancing teachers' performance within this specific setting.

To meet the requirements for triangulating data, interviews and observations were conducted. While the number of methods employed in the study was limited to two, the diverse range of participants ensured that the study adequately met the necessary requirements. The interview is conducted with participants who hold positions both as the head of foundation and as subordinates, in order to incorporate diverse perspectives and enhance the credibility of the process.

### **3.1.2.1. Interview**

The initial phase of data collection involves the utilization of interviews as a primary method. According to Gay et al, (2012) interview is purposeful interaction in which one person obtains information from another. Depending on the nature of the questions being asked, one of three interview approaches can be taken. Three main types of interviews exist: the unstructured, semi-structured, and structured (Gay et al., 2012). The semi-structure interview is applied to this study because it allows the researcher to look for the flexibility of the structure to encourage interesting saying between the interviewee and the researcher in gaining more information in casual interview process (Adams, 2015).

In the meantime, an in-depth interview with open-ended questions were conducted to get the perception from the head of the foundation regarding the leadership style he/she is applying to the foundation. Three components are investigated by these instruments: how does the head of foundation practice the leadership style in leading the foundation; how does the head of foundation support the teacher's performance; and how do the teachers reflect on the leadership performance. The instrument of the questions was generated by the interviewee for the offline sessions. The interview conducted in *Bahasa* to prevent confusion throughout the dialogue. The participants of the interview are including the head of the foundation, the principal, and the two teachers. On average, each participant allocated between 15 to 30 minutes for the interview process.

### **3.1.2.2. Observation**

In this part, I would perform an observation by visiting the selected location described in the previous chapter because this study needs observation to gather firsthand information by observing people and places at a research site (Creswell, 2012). During observation, the emphasis is on comprehending the natural world as it is experienced by the participants, without altering or manipulating it. According to Sugiyono (2017), observation techniques can be classified into three different categories. The first is participant observation which allows researchers to actively participate in the situation being observed. Second, non-participant observation in which the researcher preserves a passive role and does not actively participate in the observed activity. And the last is ethnography which involves the collection of data on multiple variables over an extended period within a naturalistic setting.

This study employed a combination of participant and non-participant observation techniques. I initially employed the method of participant observation by involving myself in the school environment for a period of ten days, specifically during office hours. During the process of observation, I actively engaged in various activities that involve the active involvement of head of foundation as well as the teachers, such as: school's meetings, teachers' development activities, classroom activities, religious activities, daily routine from first coming to school to returning home, outing class activity, and others. As for non-participant observation, I was not directly involved in the activities. The researcher's un-involvement in this particular situation comes from the external activities conducted outside the school location that extend over several weeks. But still, these activities have the potential to enhance the research data by exclusively gathering information from individuals associated with the foundation.

### **3.1.3. Research Subject and Instrument**

In this study, the research subject refers to one Islamic school foundation located in one of the cities in West Java. The participants are one key informant (head of foundation), and his/her subordinates: one principal, and two teachers from the

primary level school structure. Meanwhile, the researcher is the main instrument in this qualitative research as for the research instrument (Gay et al., 2012).

In determining the object of research, I am interested to one private foundation that has some units in it, this foundation divides the structure into formal and nonformal education. The formal education includes: kinder garden, primary, and secondary level. Meanwhile the non-formal education program, commonly referred to as the *takhsus* program, which focuses on learning the method of translating the Qur'an and reading the yellow book. This program is typically completed within a few months and is commonly associated with the term "*santri*" in the Indonesian society's context.

The selected participant in this study is primarily the head of the foundation, as this research has a case study approach. The head of the foundation became the main source of information regarding his leadership style. To ensure the validity of the data, additional interviews were carried out with individuals subordinate to the head of the foundation. This was done to confirm the statements made by the head of the foundation regarding his leadership practice. The subordinates include the school principal, who takes the role of the highest authority within the school setting and has the authority in the policies in the school he leads. Furthermore, there are two teachers who serve as supporting informants, the selection of teacher participants was contingent upon their involvement of at least five years within the foundation, as a longer service period is indicative of a more comprehension of the responsibilities of the head of the foundation in facilitating the teaching and learning process.

According to the information provided in the profile of the foundation, the researcher's focus is solely concentrated on one of the units, the primary level because of several justifications; first, teachers are required to participate in a daily study program as mandated by the head of foundation, so the teachers have a duty not only to teach, but also to learn. Second, the new student quota is always fulfilled with only one to two times of the new student admission process, as evidenced by the field observant by the researcher about *PPDB* (new student admission process)

data from 2020 to 2023 that have been obtained. Third, in several competitions, whether at the sub-district, district, provincial or even national levels, this primary school often appears as a champion, such as the English story telling competition at the west java province level, and several other competitions.

Additionally, the fourth reason is because the foundation applies some innovations (local materials) that only exist in this primary school, namely the *Ar-Riefqy* subject (a method to translate the Qur'an and to read the yellow book) which is taught specifically to grade 5 with a learning duration of 60 minutes every day, there is also a local content of *BTQ* (a method to read and write Qur'an) which is taught to all grades with a learning duration of 60 minutes every day, as well as the local content of English which is actually at the elementary level, English has been abolished, but this primary school actually makes it one of the superior programs given to all classes with a duration of 90 minutes of study twice a week and is supported by a Language Program to support the improvement of students' English skills. The language program contains competitions, mandatory English language programs in the school area for all teachers, students and everyone in the school environment. Fifth, in terms of administration, this primary school has a cost that is quite draining for a private primary school in the village area when it is compared to free schools from the government. Other primary schools usually only charge for uniforms and books. In short, this primary school has successfully competed with others especially in the term of the school budget, this primary school applies first entrance fee and many other administrative costs, but the relatively higher cost of the surrounding schools does not reduce the interest of parents to send their children to this primary school. These reasons are the supportive ideas that made me choose this school under this foundation to be discussed and made the object of research.

#### **3.1.4. Data Coding**

Prior to conducting the analysis, the outcomes of the interviews are described via a systematic coding procedure including the subsequent stages: The researcher assigns a unique code to every word and phrase in the interview in order to effectively capture the fundamental content of the transcript. This process involves

labeling words or phrases that indicate significant and recurring themes within each response. The selected labels involved a combination of words, phrases, and numerical representations. The primary objective was to enhance the memorability, facilitate quick scanning, and facilitate efficient organization. This procedure facilitates the researcher in enhancing the analysis and synthesis of the findings (Skjott Linneberg & Korsgaard, 2019).

Qualitative coding can be conducted through two distinct approaches: deductive coding, inductive coding, or a combination of both methodologies. Deductive coding refers to a coding approach wherein the researcher employs a pre-established codebook as a guiding reference during the coding procedure. The inductive coding method is employed in situations where the researcher possesses limited knowledge about the subject under study and conducts the research in an exploratory manner (Skjott Linneberg & Korsgaard, 2019). In this particular case, researcher lack a pre-existing codebook and thus proceed to construct one entirely on my own, drawing upon the data I have acquired. In the process of this study, the utilization of Inductive coding was employed, wherein a personalized coding book was developed to categorize and analyze the acquired results and findings.

### **3.1.5. Data Analysis**

The process of data analysis is a continuous and integral component of research activities. The process requires the analysis of participant data, and researchers commonly utilize both general analytical procedures and those specific to a particular research design. The general steps involved in this process include the organization and preparation of the data, an initial review of the information, coding of the data, generation of a description and thematic analysis based on the codes, using computer programs, representation of the findings through tables, graphs, and figures, and interpretation of the findings (Creswell & Creswell, 2018).

In a qualitative study, it is crucial for the methods discussion to explicitly outline the procedures involved in analyzing the diverse types of qualitative data. The primary objective is to derive meaning from both textual and visual data. The

process entails the segmentation and disassembly of data, as well as putting it back together (Creswell & Creswell, 2018). The emergence of findings and results is not inherent in the transcripts and documents alone; rather, it necessitates intentional efforts to discern the most significant elements and articulate them in a logical and persuasive narrative that addresses the research inquiries and offers insights that align with the data (Miles, et al., 2013 in Skjott Linneberg & Korsgaard, 2019).

The data organization is crucial due to the enormous amount of information collected throughout a study (Creswell, 2012). When I have gathered all the data from the different data collection techniques, I applied the thematic analyses to examine the information and the collected data. Through a rigorous qualitative thematic analysis of the collected data, a comprehensive literature review was carried out in order to identify congruent findings that aligned with the qualitative results and during the analysis process, the interview transcripts are carefully examined. I conducted thematic analyses by first interpreting the meaning of themes/descriptions, then giving them inductive coding, after that reading through all the data, followed by organizing and preparing, finally the transcripts were analyzed and ready to be presented in the results and discussion.

### **3.2. Trustworthiness**

Every research study requires a standard to assess the extent of accuracy and reliability. In the context of qualitative research, this standard is commonly referred to as trustworthiness. Ensuring trustworthiness is a crucial measure in minimizing errors during the data acquisition process, thereby influencing the overall validity of study outcomes. Researchers prioritize trustworthiness in their work by ensuring that the data they produce is scientifically accountable, reliable, and possesses a high degree of credibility. The techniques employed to ensure the validity of data encompass credibility, transferability, dependability, and confirmability (Creswell, & Miller, D. L., 2000). Ensuring the integrity and accuracy of data is of the utmost concern in this research activity. Hence, it is necessary to assess the credibility of the data.

In order to ensure the credibility and reliability of this study, a member check process was conducted after all data had been collected and conclusions had been drawn. This process allowed the researcher to obtain data findings related to the leadership style employed by the head of the foundation in order to enhance the performance of teachers in private Islamic primary schools. The data in this member check process was obtained by researcher from key instruments (the head of foundation), the principal, and the teachers, from the research location obtained through observation and interviews. This process is carried out by sending the results of the interview along with the results of the coding through the personal contact they provided, I asked them to verify whether there was anything in the results of the analysis that did not match what occurred in the field in order to prevent my personal assumptions as the author.

### **3.3. Researcher as an “Insider”**

The concept of “insider” researchers is frequently contrasted with research conducted by the “outsider” who lacks membership or prior knowledge of the organization or group under study. Insider research studies have historically faced criticism regarding their adherence to rigorous standards, primarily due to concerns surrounding the researchers' personal closeness to the subject matter, which may compromise objectivity. Certain researchers argue that maintaining a certain level of “distance” is imperative for ensuring the validity of research (Fleming, 2018). In the realm of research, insiders play a crucial role in studying various aspects of a group. These individuals possess a certain level of familiarity with the group, which allows them to delve into specific areas of interest. However, it is important to note that the roles of insiders within the organization may undergo changes as the study progresses. This dynamic nature of their involvement adds an additional layer of complexity to the research process. As an individual with access to privileged information, I undertook the process of data collection in accordance with established protocols, ensuring that ethical considerations were duly addressed. This approach was adopted to prevent any potential biases from influencing the

process or compromising the integrity of the subsequent results and discussion presented in the subsequent chapter.

### **3.4. Ethical Issue**

Research involves collecting data from people. The inclusion of discussions regarding the anticipated ethical concerns is a necessary component when constructing a persuasive argument for conducting a study. Furthermore, addressing these ethical issues is of utmost significance within the framework of proposal formats. In order to ensure the ethical conduct of research, it is imperative for researchers to prioritize the protection of their participants, establish a rapport with them, uphold the integrity of the research, prevent any instances of misconduct or impropriety that could potentially tarnish the reputation of their respective organizations or institutions, and effectively address emerging and complex issues that may arise (Israel & Hay in Creswell, J.W., and Creswell, 2017).

With regard to ethical consideration, the school foundation has consent to decide the data collection process. The head of foundation, the principal, and the teachers, have agreed to participate in the interview process with all answers are recorded. In addition to conducting some days of visits for the purpose of observation, the researcher employs various supporting evidence such as taking pictures, audio recordings, and video recordings. These activities serve to support the fulfillment of the data needed by the researcher. The school institution identity and all members are anonymous. Thus, by completing the triangulation data process by doing interview and observation, the participants have given their consent.

### **3.5. Chapter Conclusion**

In conclusion, the preceding chapter provides a comprehensive analysis of the various stages involved in conducting research and emphasizes the importance of adhering to these stages. The chapter delves into the complex components of each stage, highlighting the necessary steps that should be followed to ensure a successful research activity. By carefully outlining the process, the chapter highlights the significance of effectively meeting and executing each stage in order

to achieve desired research outcomes. The research process framework has been elucidated, followed by a comprehensive explanation of the case study, and explanation of data analyses, trustworthiness, insider researcher, and ethical issue.

## CHAPTER IV

### FINDING AND DISCUSSION

#### 4.1. Introduction

This chapter provides a comprehensive explanation of the research findings, accompanied by a comprehensive discussion. The primary aim is to address the three research questions outlined previously. The primary objective of this study was to examine the leadership practices demonstrated by the head of foundation in Islamic private schools, with a special focus on the primary school level, and the impact on teacher performance. It also provides an introductory overview of the forthcoming discussion, followed by the presentation of findings related to the three research questions that has been mentioned in chapter 1.

The findings are subsequently elaborated upon through a number of subchapters. The displayed findings are the outcomes of data analyses conducted afterward to the completion of the interviews. I also utilize participant observations to objectively present the findings, thereby providing additional support to the results. The detailed explanations include the outcomes of interviews conducted with the head of the foundation, as well as corroborating statements from the principal and teachers, alongside the perspectives of the author. This chapter will primarily focus on examining the extent of the head of the foundation's engagement with teachers and subordinates in their daily activities. By analyzing these findings, the author aims to establish a interconnection between the outcomes of interviews and the observation obtained from field research.

By providing an overview of these key aspects, the reader is equipped with a clear understanding of the context and purpose of this study. This writing build upon the groundwork established in the previous chapters, delving deeper into the subject matter and exploring the findings and implications in greater detail. This response provides an academic description of the Path-goal theory and its associated practices.

This also provides empirical evidence gathered from research that sheds light on the leadership styles employed by head of foundation in Islamic private schools. Furthermore, the forthcoming chapter will delve into the perceptions and reflections of teachers regarding the leadership capabilities exhibited by the head of foundation in the context of teaching and learning endeavors. The aforementioned findings hold significant importance as they offer valuable insights into the influence of leadership practices on the performance of teachers.

In addition, this chapter aims to provide a comprehensive analysis of the research findings, evaluating their importance and exploring their strengths, weaknesses, and implications for both theory and practice. In this chapter, I delve into the potential challenges that foundation heads may encounter in their role and explore possible recommendations to enhance leadership practices in order to optimize teacher performance in Islamic private schools. The head of the foundation in Islamic private schools often face a myriad of challenges when it comes to effectively managing and leading their teaching staff (Indrawari & Hadi, 2019). These challenges can range from ensuring the alignment of the school's vision and mission with the teachers' goals, to addressing issues related to teacher motivation and professional development (Afandi & Yustiana, 2018). This discussion aims to shed light on the crucial relationship between leadership and culture within an organization.

#### **4.2. Research Participants**

The demographic of the participants in this study is categorized into three. The first participant is the head of the foundation, who functions as the key informant. To ensure anonymity, this participant will be referred to as P1. The second participant is a subordinate of P1, specifically the principal of the primary school unit, who will be referred to as P2. Then, the last participant is from 2 different teachers. One female teacher named P3 and one male teacher named P4. The length of time they have been part of the Foundation is quite varied, but on average they have spent more than 5 years of dedication. Detailed information about the demographic participants will be displayed in the table below.

*Table 4.1. The Demographic of Participants*

No	Participants	Gender	Age	The Position
1.	P1	Male	54	Head of Foundation
2.	P2	Male	36	The Principal
3.	P3	Female	29	Homeroom Teacher
4.	P4	Male	30	Homeroom Teacher

On this section, I provide a comprehensive overview of the establishment and development of the school foundation. This foundation was a hereditary foundation, and the current leader was the third generation of the lineage. Regarding the exact date of establishment of this foundation, unfortunately, it is not officially recorded because during the two previous leadership periods, this foundation was better known as a place for learning to recite and reading the Al-Qur'an only. During this third term of leadership, it was only then that there were breakthroughs, initially this foundation only focused on non-formal education or Islamic boarding schools, now this foundation has created formal educational with several levels starting from kindergarten, primary, and also secondary school level. The informants from my interview also explained that by this year, they will begin to inaugurate the high school level. So, during my interview with the key informant and I asked about the age of the foundation, it can be concluded that the foundation has existed since the 1980s and its legality was officially recognized in 2010 together with the establishment of a formal institution within it.

The determination of a name for this foundation also has an interesting history, if the foundation or a well-known *Pesantren* or schools usually taken from the name of the village, sub-district, or city where the foundation exists, then this foundation is unique because it was taken from the name of the institution agreed upon by the initiator to be the name of the very first founder of this foundation.

### **4.3. Finding of Research Question 1: The Head of Foundation's Leadership Style**

This section discusses the findings of the data collection process as well as the field observations that have been conducted. In accordance with previous chapters, the

primary objective of this section is to explore the leadership style applied by the head of the foundation within an Islamic private school and the perceptions of participants regarding various leadership styles. To achieve this, interviews were conducted, providing a valuable opportunity to gain a comprehensive understanding of their perspectives. The interviews conducted provided valuable insights into the diverse perspectives held by the participants, successfully showing the range of viewpoints present in the discussions. These interviews also served to emphasize the emergence of multiple voices within the discussions, further enriching the overall discourse. The head of the foundation demonstrated a leadership style that was defined by an important emphasis on instruction and the integration of principles derived from path-goal theory.

#### **4.3.1. Leading by Giving Instructions**

In this discussion, four participants (P1, P2, P3, and P4) provided perspectives on the current leadership style employed by the head of a foundation. There was a consensus among scholars that prevailing approach could be classified as instructional, here are the some examples: first, Doringin (2022), discusses how the head of the foundation organizes a private school in one of the cities in Indonesia in the context of private schools. Next, (Indrawari & Hadi, 2019), discussed the head of the foundation's leadership styles in Improving Teacher Performance in private schools at the kindergarten level in Palembang city. And, Tjan (2017) who explained detail about the truth of foundation's leaders. Hereby, giving rise to one of the leadership styles known as Directive. Under this leadership style, when a policy is established, subordinates are advised to follow and execute the recommendations put forth by the head of the foundation.

The results obtained from the interviews demonstrate a consistent pattern that suggests the head of the foundation at the Islamic private school employs a directive leadership style. The statements made by the participants collectively emphasize the key aspects of this leadership approach.

“I usually give directions to the teachers by setting clear goals and communicating effectively” (P1, May/27)

“First, the system from the foundation is an instruction. So, there is lack of discussion, and there is no such thing as how good it is. For example, when giving ideas, the head of the Foundation is identical to the sentence “this primary school must do A, must do B, and must do C.” This implies that it is necessary for us to adhere to certain rules or regulations” (P2, May/27)

At first, it was noticed by the participants that the head of the foundation demonstrates the ability to provide clear instructions and effectively communicate with the teachers. This suggests a leadership approach that prioritizes the importance of establishing clear objectives and establishing effective ways of communication.

Moreover, the participants defined that the functional framework of the foundation predominantly relies on directives, thereby limiting possibilities for discussion or contribution. The leader of the foundation is commonly regarded as an individual who imposes specific directives, allowing limited area for alternative recommendations. This implies a leadership approach that prioritizes strict adherence to established rules and regulations.

“I remember when the head of foundation announced that we have to go to schools even in our semester breaks (holiday). That example makes me think that our head of foundation determine the standards that we must follow” (P3, May/27)

“Since I am a teacher who lives here, I have been transferred to a different unit several times, and on his orders, I followed him, it seems that he applies a leadership style that asks his subordinates to follow” (P4, May/27)

Furthermore, the participants described examples of being directed by the head of foundation, in which reassignments to various departments were determined solely by the directives of the leader. This finding provides additional evidence in favor of the concept of a directive leadership style, which entails subordinates adhering to instructions and directives issued by the leader.

In summary, the results gathered from the interviews carried out with the participants indicate that the head of the foundation at the Islamic private school employs a directive leadership style. This specific style is characterized by its focus

on offering concise and specific instructions, prioritizing obedience to established regulations and guidelines, establishing and upholding standards, and anticipating subordinates to dutifully follow to instructions. Still, it is crucial to acknowledge that although the leader of the foundation predominantly employs a directive leadership style. Yet, the primary style emphasized by the participants in their experiences with the head of the foundation was the directive style. This style emphasizes the leader's preference towards providing explicit guidance and instructions within the educational context.

In this section, the researcher presents the findings of two distinct types of observations conducted in support of the study's results. The first type is participant observation, where the researcher actively participated in the observed activities. The second type is non-participant observation, where the researcher observed certain activities without actively participating in the observed context (Sugiyono, 2017). Consecutive observations were conducted over a period of approximately 10 days at the school under investigation, aligning with the school's working hours from 7:00 a.m. to 4:00 p.m. in accordance with normal office hours. The following section presents a comprehensive overview of the activities that were observed and the observation resulted several findings:

**Table 4.2.** *The Details of Observation Activities*

No	Date	Activity	Type of Observation
1.	May 19, 2023	Teachers' meeting to discuss the upcoming academic year	Participant Observation
2.	May 22, 2023	Teachers' meeting to discuss the holiday program for teachers' activity.	Participant Observation
3.	May 26, 2023	Teachers' development activity proposed by head of foundation	Participant Observation
4.	May 22-26, 2023	Mandatory English program	Participant Observation
5.	May 22-26, 2023	Mandatory BTQ program	Participant Observation
6.	May 27, 2023	Mandatory internal method program to translate Qur'an and read yellow books	Participant Observation
7.	May 25-26, 2023	Short externally funded program	Non-participant Observation

8.	May 23, 2023	Sending teachers to external institutions	Non-participant Observation
9.	May 23, 2023	Teachers' college scholarship	Non-participant Observation

#### **4.3.1.1. Participant Observation on Agenda-Driven Meeting**

I attended one of the meetings attended by teachers, staff, principals and the head of the foundation, the meeting discussed preparations for the new school year. the meeting I attended was held in the hours after all students left school, the activity was moderated by the principal at the elementary school with 3 main topics: Curriculum, Excellence Program, and Preparation for new student admissions. In the meeting, the head of foundation conveyed many of his ideas that were taken from previous years, the head of foundation also accepted all input but if the input was not in line with what he wanted, then the proposal would not be applied, such as a sentence "I want the number of quotas this year to be the same as in previous years without any additional needs". Even though the quality of the school is known to be good, the number of enthusiasts will certainly increase, but he wants to maintain the exclusivity of the school.

The meeting attended by the teachers was characterized by an intense concentration on structure and a clear focus on specific items on the agenda. The individual in charge of the foundation, in their capacity as the meeting facilitator, ensured that the discussion adhered to a pre-established agenda. The leadership style demonstrated in the meeting I attended was characterized into a directive approach, which places a strong emphasis on the leader's authority and control in the decision-making process.

The head of the foundation demonstrated his position as a decision-maker and leader within the organization by assuming control of the meeting and directing the discussion. However, this model of leading meeting activities may potentially create a perception among teachers that the head of foundation is less receptive to their ideas and suggestions, consequently leading to a lack of two-way communication (Participant observation, May 19).

#### **4.3.1.2. Participant Observation on the Implementation of Clear Instruction**

The head of the foundation consistently delivered explicit instructions like ask the teachers to come to the school in the holidays time of the schools for learning some specific method (internal method to learn the translate of the qur'an and to read the yellow book) but he also provides guidance to the teachers during the entirety of the meeting such as giving the teachers point of view on how to overcome problems such as facing the complaint from the students' parents. The individuals involved defined their anticipated outcomes, defined the specific duties to be completed, and allocated respective obligations. This exemplifies a leadership strategy that conveys expectations and offers specific direction to foster connection among the teaching team members.

While consistent delivery of clear instructions can be considered a positive aspect in ensuring clarity and direction but, it can also be viewed negatively as over-reliance on clear mandatory instructions can create a sense of dependency among teachers, making them overly reliant on the head of the foundation for guidance. It can lead to a decrease in teachers' motivation to take initiative, as they feel hesitant in taking risks or making independent decisions due to concerns about potential consequences arising from deviating from directed instructions. One example of this is the head of the foundation granting schools the privilege of organizing any extracurricular activities, as a result, many teachers are found to have a dual role as a teacher as well as a coach in extracurricular activities which turns out that it has an unfavorable effect on the over working hours of teachers. (Participant-observation, May 19).

#### **4.3.1.3. Participant Observation on the Implementation Limited Discussion and Input**

In a different meeting that I was allowed to attend, I had the opportunity to attend a monthly meeting that discussed the program provided by the head of the foundation for all teachers at all levels of education (kindergarten, primary school, secondary school, and *takhosus*). After participating in the activity, I underlined the sentence

conveyed by the head of the foundation said, "The duration of the schools' break spans two weeks. During the first week, teachers are required to attend school in order to familiarize themselves with our internal methodologies. Those who are unwilling to participate in this learning process are pleased to leave this foundation". I drew the conclusion from the sentence fragment that the meeting should not have been termed a meeting because its content consisted primarily of notifications and recommendations rather than two-way communication.

The observation presented limited opportunities for limited discussion and input from the teachers. The individual in charge of the foundation assumed the primary role of guiding the activities of the meeting and making decisions based on their personal perspectives and directives. On a positive note, clear instructions and guidance from the head of the foundation during the meetings can contribute to a sense of direction and focus among participants, preventing tangents and ensuring that important matters are discussed.

In brief, the conclusions drawn from the teachers' meeting are consistent with the preceding discoveries made during the interviews, thereby offering additional evidence of a directive leadership approach implemented by the head of the Islamic private school foundation. The leadership style that was observed can be described as one that follows a structured and agenda-driven meeting, clear instructions and guidance, as well as limited discussion and input (Participant-observation, May 22).

#### **4.3.2. The Head of Foundation's Interference in Teaching Learning Process**

The results from the school' observation revealed information regarding the Head of Foundation's interference in the teaching and learning process. The topic of discussion generated a range of viewpoints and provided insight into the level of the Head's engagement and its influence on the educational setting.

“What's unique about the head of our foundation is that he actually lives right on the area of the foundation. This way, he can keep an eye on everything happening with our units around all of the time. But when it comes to teaching and learning, he is sometimes too involved when it comes to his own discovered methods because he wants the teacher to experience the suggested methods before they teach it to the students” (P2, May/27)

Some participants expressed their concerns regarding the level of involvement by the Head of Foundation. The respondents expressed their opinion that an overabundance of participation impeded the autonomy and creativity of educators within the educational setting. The participants in the study emphasized situations in which the directives from the Head of the foundation restricted their flexibility and restricted their capacity to customize lessons in order to address the unique needs of individual learners. It was mentioned that achieving balance is crucial, where the leadership of the foundation head is aligned with empowering teachers to use their professional judgment and expertise.

“I feel like sometimes the head of foundation gives examples of how teachers should teach in the classroom, but the theory he shares with us doesn't always feel relevant to our specific level of teaching. I think it would be better if he just let us take full responsibility for the teaching and learning process since that is our job” (P3, May/27)

However, the other participant expressed a positive perception of the involvement of the head foundation. The active involvement of the leader in shaping the teaching and learning process has been recognized as potentially beneficial, including aspects such as providing resources, implementing innovative teaching strategies, and some beneficial teaching methodologies. The individuals in question perceived the intervention by the Head can contribute to the positive teaching learning process.

“Oh, I noticed that the head of the foundation is really knowledgeable about education. I think having him directly involved in the teaching and learning process will be really beneficial for us teachers to have more inputs from the experts” (P4, May/27)

In conclusion, the analysis of interviews generated a range of viewpoints pertaining to the involvement of the Head of Foundation in the teaching and learning process. whereas some of the participants acknowledged the positive impact of the Head's contributions, there were also individuals who raised worries regarding the potential restrictions on teacher autonomy. The aforementioned findings highlight the significance of achieving an appropriate balance between providing guidance and allowing teachers the autonomy to adjust their instructional methodologies.

#### **4.4. Finding of Research question 2: The Support from Head of Foundation to the Teachers' Performance**

The interview results indicate two different categories that are particularly important: internal assistance and external encouragement. Internally, the participants conveyed their gratitude for the support and assistance provided by the Head of Foundation. The head of foundation actively participated in interactions with the teachers, providing guidance, feedback, and mentorship in order to improve their performance.

“The form of support that I always emphasize is to provide professional training and special learning programs for teachers, I always make the teachers participate in a learning program” (P1, May/17)

The presence of internal support was instrumental in enhancing teaching methodologies, nurturing professional development, and resulting in positive outcomes in teachers' overall performance.

“Well, this is the excitement of being part of this foundation, we as teachers are provided with internal programs. Personally, I find them to be very positive. There are so many programs available for us, like the compulsory English program, where we can improve our English skills. This foundation also has a program to learn the method of translating the Qur'an and reading the yellow book, which is really important. Additionally, there's a compulsory memorization program and a program to read the Qur'an with *tartil*. These programs are quite unique because they allow us teachers to continue learning and growing” (P2, May/27)

Externally, participants noted the head of foundation's efforts in providing encouragement to enhance the teachers' performance. The head of foundation was responsible for coordinating external activities, such as seminars, workshops, and conferences, which provided teachers with opportunities to familiarize themselves with innovative teaching methodologies, contemporary educational trends, and exemplary practices.

“There is a lot of external support that the foundation gives to teachers. I was lucky enough to be sent to a college and I have just graduated this year. All my tuition fees are covered by the Foundation, but yes, the consequences are so, I am obliged to dedicate until at least 5 years after my graduation” (P4)

In summary, this analysis points out the substantial support provided by the Head of Foundation in strengthening the performance of teachers. The provision of assistance and guidance by the Head fostered an environment of support for teachers, enabling them to develop their skills and achieve remarkable results in the jobs they hold. The Head's initiatives in facilitating professional development opportunities externally served as a source of motivation for the teachers, enabling them to gain knowledge about new ideas and approaches. The combined utilization of these various forms of support resulted in enhanced performance and the establishment of a favorable teaching and learning environment within the school's foundation.

#### **4.4.1. Internal Assistance Given to the Teachers by Head of Foundation**

The participants emphasized the key function of the head foundation in providing necessary resources and internal support systems to enable the facilitation of effective teaching. The head of foundation ensured that teachers were provided with access to appropriate materials and supportive programs. The provision of internal support facilitated the development of a favorable educational atmosphere, thereby empowering teachers to effectively deliver impressive and impactful lesson.

“There are a lot of programs for teachers here, so sometimes I am torn between participating in the program or fulfilling my obligations to the students because the teacher's job is not only in the classroom, so sometimes the time that should be used to be with students must be cut because the teacher is required to participate in an internal program from the Foundation. It's good, but sometimes I feel forced too” (P3, May/27)

“The Foundation's internal programs is pretty amazing! While outsiders have to pay for the opportunity to learn these great methods and materials, the teachers here get to enjoy it for free. It's definitely an advantage for being part of the foundation! but friendly speaking, it sometimes really overwhelming when you have a bunch of tasks piling up from the office and the Foundation is also making demand” (P4, May/27)

The aforementioned findings present an alternative perspective derived from interviews conducted with individuals in subordinate positions. Notably, one of the participants expressed an opinion that the internal support received was, in fact, a barrier to both her performance and her ability to establish close relationships with students. Several participants expressed positive feedback regarding the internal

assistance offered by the Head of Foundation. They believe that not all teachers have the opportunity to enhance their soft skills directly through the Foundation, making this internal assistance valuable for their ongoing development. The internal program offered by the Foundation holds significant value, as external individuals are required to pay for the privilege of accessing the innovative methods and materials it provides. On the other hand, teachers associated with the Foundation are granted complimentary access to this program. During the course of my observation process at the Foundation, I had the opportunity to examine several internal programs, which I will now proceed to describe.

#### **4.4.1.1. Participant Observation on Monthly Program to Train Teachers'**

##### **Soft Skills by Inviting External Presenters**

On a monthly basis, the head of the Foundation engages in discussions with the principal regarding the selection of reputable presenters from external sources who are experts in various fields. The purpose of these activities is to provide valuable insights and knowledge to the teachers within the Foundation. This activity is compulsory for all members within the unit. The aforementioned routine is conducted once a month, specifically on the fourth Friday of each month. This particular attempt may also be referred to as a seminar, wherein the topics of discussion will be subject to variation on a monthly basis, aligning with the specific requirements of the educational institution. The seminar I participated in at that particular time centered around the concept of harmonious collaboration between educators and parents. During the seminar, teachers were provided with strategies on how to position themselves as teachers as well as parents for students (Participant-observation, May 26)

#### **4.4.1.2. Participant Observation on Mandatory English Program Followed by**

##### **Teachers for the Daily Needs**

English program is an activity where every day teachers are required to learn English with a duration of 30 minutes before their schedule goes home. In the learning process, in addition to learning the main materials, teachers are also required to add memorization by depositing vocabularies, and the purpose of this

learning is to create a reflex environment to always use English, because English in the primary curriculum has been removed, but in this school, it is actually made as an esteemed program (Participant-observation, May 22-26).

#### **4.4.1.3. Participant Observation on Program for Learning to Read the Qur'an with *Tartil* and *Fasih* using the *Tahsin BTQ* method.**

The foundation is actively including Islamic elements into their institutions; thus, it is unsurprising to encounter programs related to the religion. The BTQ program employs a methodology devised by the sibling of the foundation's leader and has undergone evaluation by multiple domain experts. Consequently, the head of foundation is keen on ensuring that their teachers are not exceeded by external individuals who possess knowledge of this methodology. As a result, the foundation mandates that its teachers become students of this methodology (Participant-observation, May 22-26).

#### **4.4.1.4. Participant Observation on a Program to Translate the Qur'an and Read the Islamic Book (*Kitab Kuning*)**

A method that has been spread in several *Pesantren* and schools in Indonesia and even recognized abroad, called the *Ar-Riefqy* method (a method to translate the Qur'an and be able to read yellow books). This method is one of the pluses expected by parents when they send their children to this school. So that the head of the Foundation gives conditions by training his teachers before they teach it back to the students (Participant-observation, May 27).

The various kinds of internal programs offered by the Foundation's authority created varying feedback from recipients. Some individuals perceived these internal programs as highly outstanding contributing to the enhancement of skills for each individual within the Foundation. On the contrary, others expressed their view that the large number of internal programs placed an additional burden on teachers, resulting in a sense of dual responsibility as both educators and learners.

#### **4.4.2. External Encouragement to The Teachers' Performance**

In the previous subchapter, a summary was provided for the outcomes of internal assistance, along with a delineation of certain initiatives within the aforementioned structure that are executed under the guidance of the foundation's leadership and involve direct participation from teachers. In this section, a report will be conducted on the findings pertaining to the external encouragement provided by the head of the foundation to their subordinates.

“Oh, we actually have quite a few teachers here who've been given the chance to go to college thanks to the foundation's support. The head of the foundation is really proactive in encouraging us, and he also directly offers many other external programs and activities. Such as the programs which the teachers are sent to institutions that align with their fields, and there are many more.” (P2, May/27)

The participants admitted the proactive actions of the Head of the Foundation in promoting and providing external programs and activities. The Foundation provided assistance to teachers in the form of opportunities to pursue advanced education, wherein certain teachers were granted scholarships to enroll in college. This form of support not only facilitated the professional development of teachers in accordance with their specific areas of interest, but also provided them with possibilities for personal growth and career progression.

In addition to admitting numerous advantages coming from the Foundation's encouragement, certain individuals also raised awareness regarding the difficulties. As an illustration, a singular participant recounted her encounter of being selected for a month-long English program opportunity, yet experienced a dilemma regarding the incredible chance compared with the possibility of leaving her students. In the same way, another participant duly recognized the financial support extended by the Foundation towards their higher education, while concurrently acknowledging the accompanying responsibility to commit a minimum of five years of post-graduation service.

“There was this time when I was sent to Borobudur village with three other people to study English for a whole month. It was such an amazing opportunity because the Foundation

covered all the expenses. But at the same time, it was really tough for me to leave my students for a since I was their homeroom teacher. It was a mix of good and sad feelings” (P3)

In summary, the encouragement offered by the head of foundation, which includes external programs, scholarships, and opportunities for professional growth, has allowed teachers to flourish in their instructional capacities and pursue additional academic experiences. The aforementioned opportunities have had an essential impact on the professional journeys of the teachers. However, it is important to acknowledge that they also entail personal obstacles and obligations, which function as an example to the broad impact and constant dedication facilitated by the Foundation's assistance.

Based on the empirical findings, I have also classified the external motivational support offered by the foundation's leader to their subordinates based the observations I conducted:

#### **4.2.2.1. Non-participant Observation on Program Dispatches the Teachers to Renowned Educational Institutions with Innovative Teaching Methods.**

In the earlier statements, individuals have expressed that they have been assigned to an educational establishment with the purpose of acquiring knowledge in a specific program. Subsequently, they are expected to impart what they have learned to students in their unit. The purpose of this program is to facilitate the placement of teachers at an esteemed institution recognized for its innovative teaching methods in specific fields.

The duration of the placement is determined by the head of the Foundation, with all associated expenses being covered by the Foundation. However, upon completion of the program and subsequent return, participating teachers will be expected to share the knowledge and skills gained during their time away (non-participant observation, May 22).

#### **4.2.2.2. Non-participant Observation on Providing Teachers with Funding to Attend Professional Development Programs**

The Foundation provides additional external encouragement through various activities in which teachers engage, including seminars, training sessions, and self-development programs offered by external organizations. Deliberately selecting certain individuals to participate in these activities, the foundation's focus is primarily on enhancing teachers' soft skills in teaching, classroom management, and the creation of innovative learning materials for their students.

Moreover, the foundation places great emphasis on continuous professional development for teachers, recognizing the significance of equipping educators with the latest teaching methodologies and best practices. In this regard, the foundation not only facilitates seminars, training sessions, and self-development programs provided by external organizations but also actively fosters a collaborative atmosphere and encourages knowledge sharing among the teaching staff. Regular team meetings, brainstorming sessions, and lesson planning discussions are organized to create a supportive and cohesive teaching community, where teachers can exchange ideas, share successful experiences, and seek advice from their colleagues (non-participant observation, May 22).

#### **4.2.2.3. Non-participant Observation on Providing Education Scholarships for Selected Dedicated Teachers.**

One of the participants described that the last type of external support is related to the Foundation's sponsorship of college scholarship opportunities. These opportunities are extended to individuals whose academic achievements and commitment are comprehensively reviewed by the head of Foundation. However, it is essential that a verbal contract agreement is established, specifying that every teacher who takes advantage themselves of the college scholarship is required to make a five-year commitment to the Foundation.

Furthermore, these teachers must be prepared to be shifted to various educational units as directed by the Foundation's decision. After careful observation, it has been discovered that some individuals, after finishing their

collage, unilaterally terminated their employment before completing the full five-year term, it is believed to be due to the fact that their agreement was only made verbally and there was no formal form that they agreed upon (non-participant observation, May 22).

#### **4.5. Finding of Research Question 3: Teachers' Reflection on the Leadership Practiced by the Head of Foundation on Teaching and Learning Activities**

Within this subchapter, I present the findings of the teacher's views regarding the leadership practiced by the head of foundation in relation to educational activities. The perspectives provided by teachers offer valuable insights into the impact of the head of foundation's style on the learning setting, instructional practices, and overall teaching effectiveness. From interviews and observation, I examine its influence on their professional growth, classroom dynamics and the achievement of educational goals.

The opinions expressed by the teachers provide perspectives on the diverse aspects of the head of foundation's leadership style and its impact on the educational process. The individuals' personal experiences contribute to a comprehensive understanding of the support, advice, and leadership in influencing educational practices within the organization. By exploring the various perspectives of the teachers, I am able to obtain significant understanding into the role of the head of foundation in nurturing a positive teaching culture and facilitating a dynamic and inclusive approach to the teaching and learning activities. In the following, I will discuss the teacher's reflection on the leadership practiced by the head of the foundation in teaching and learning activities into two sections.

##### **4.5.1. The Drawbacks from Head of Foundation's Directive Practice**

The efficacy of an educational institution is considerably reliant upon capable leadership, which assumes a critical function in forming the educational and learning environment (Mutmainnah et al., 2022) The primary objective of this finding is to explore the leadership style employed by the Head of Foundation and its influence on teaching and learning activities. This research aims to gain a comprehensive understanding of the Head's leadership approach and its

implications for instructional practices and professional growth by investigating the perceptions of the teaching staff. This section provides insights into teachers' reflections and experiences pertaining to the leadership exhibited by the Head of Foundation within the institution. In the following text, I will examine the data obtained from the interview provided below.

“I am known for being pretty strict when it comes to setting rules for the teachers and subordinates” (P1, May/27)

The data collected from the interviews produces valuable insights into the leadership style of the Head of Foundation, which can be described as directive in nature. Participant 1 explicitly admits his tendency towards implementing stringent regulations for both teachers and subordinates. This implies a leadership style that prioritizes strict adherence to established guidelines and rules and regulations.

“For those that cover the primary school unit, obviously I am very trusted to provide input or opinions, because no matter what, I as the principal monitor every day directly how the activities in this school, but when it comes to the Foundation, the head of the foundation is a person who is always confidently and optimistic about his ideas” (P2, May/27)

Participant 2 highlights the principal strong authority within the primary school unit, where input and opinions are valued and trusted due to the direct monitoring of daily activities. However, when it comes to the Foundation context, the head of it is described as confidently and optimistically implementing ideas, indicating a decision-making process that may not involve as much input from subordinates.

“In my opinion, the Head of the Foundation is quite authoritative. Whenever he has an idea, he tends to immediately ask his subordinates to carry it out without considering our opinions. For instance, there was a time when he instructed all teachers to stay at school during the holidays to study BTQ, even though we were in our holiday times. Despite that, I ended up following his instructions” (P3, May/27)

Participant 3 raises concerns regarding the head of foundation's authoritative leadership approach, characterized by the immediate implementation of ideas without the consideration from the perspectives of teachers. This implies the utilization of a top-down decision-making approach, which has the potential to restrict the autonomy and involvement of teachers in the decision-making process.

“Honestly, his leadership style requires teachers to always learn and develop. So sometimes on some occasions I feel objected to his obligations, but on the other hand, it also has a good impact on the development of myself who prefers to be directed” (P4, May/27)

Participant 4 acknowledges the leadership style from the head of foundation as one that requires teachers to engage in ongoing learning and professional growth. Although occasionally experiencing a sense of being objectified by various responsibilities, the individual in question recognizes the favorable influence these obligations have on his personal growth, particularly as an individual who grows best under guidance and direction.

In summary, the interviews indicate the leadership style of the Head of Foundation tends to demonstrate authoritative and directive tendencies. While some teachers value their clear direction and influence on their individual growth, others raise concerns regarding restricted input and participation in decision-making processes. The aforementioned findings highlight the importance of achieving a harmonious balance between directive leadership and enabling teachers to actively participate in the growth and decision-making procedures.

#### **4.5.2. Teachers’ Aspiration on the Head of Foundation’s current Leadership**

##### **Practice**

The dynamics related to decision-making and authority within educational institutions are significant factors that influence the effectiveness and cohesiveness of a foundation. The gathered interview data provides insight into the principal and teachers' perspectives and ideas regarding the involvement of the Head of the Foundation in the decision-making process pertaining to school policies and activities. The opening section of this discussion explores the significance of proficient and organized communication in the process of decision-making or policy implementation. The following section presents the ideas put forth by the participants along with the corresponding explanations.

“I’m a bit confused when it comes to the head of the foundation regulations. In our school, we have a principal who is in charge, but sometimes the head of the foundation makes decisions that directly conveyed to the teachers without discussing it with the principal

beforehand. It feels like we have two different authorities, and it can be a bit confusing for us teachers” (P4, May/27)

The participants showed a range of viewpoints regarding the level of the Head of Foundation's involvement and authority in decision-making in relation to school principals and teachers, as stated below:

“As the principal who leads the primary level, I think it would be great if the head of the Foundation could grant me full authority to make decisions about the rules, policies, and activities in this unit. Because I'm the one who deals with teachers, students, and all the internal school matters on a daily basis. So, basically, the head of foundation should only be responsible for suggesting and offering ideas. When it comes to actually carrying out those ideas, it's best to let us, the people in the field, make the final decisions” (P2, May/27)

Some participants explained clear division of responsibilities suggest for increased autonomy for school principal in decision-making within the units he is leading. They claim that principals, due to his close interaction with teachers and students, possess a greater awareness of his schools' specific needs and obstacles. They suggested that the head of foundation should focus on offering ideas and suggestions, leaving the final decisions to those directly involved in the daily operations (principal and teachers).

“I think the head of the foundation doesn't really need to get too involved in the teachers' activities and responsibilities. We already have a principal who knows us better because they work the same hours as the teachers. This creates a lot of emotional closeness, unlike the head of foundation who only comes in at certain times to monitor things” (P3, May/27)

Certain participants expressed anxiousness regarding the possibility of confusion and conflicts that may arise due to the direct engagement of the head of foundation in decision-making processes, without prior consultation with school principal. The individual expressed a desire for enhanced communication channels and a unified leadership framework in order to minimize any uncertainties related to the allocation of decision-making power.

In short, the results of the interview highlight the value of adapt communication and a clearly defined leadership framework within the educational establishment. It is promoting a culture of open communication among the head of foundation, school principals, and teachers may create an integrated professional

atmosphere, wherein the exchange of ideas and proposals is embraced, and teamwork is employed in achieving the objectives of the foundation.

#### **4.6. Discussion**

In general, the findings of this study highlight the impact that principals and teachers directly experience as a result of the leadership demonstrated by the head of the foundation at the formal primary school. According to the adopted path-goal theory, the leader of the foundation shows a preference for one of the styles within the approach. In general terms, the results point out several aspects, including: firstly, how and in which leadership is implemented by individuals holding the position of the top leader within multi-unit foundations; secondly, the prescribed role that a head of foundation should assume and the constraints they must acknowledge in order to fulfill their responsibilities and leadership functions. Thirdly, this study provides the perceptions of subordinates towards the positive and negative aspects of the head of foundation's involvement in daily activities. Lastly, it examines the direct effects experienced by principals and teachers as a result of the leadership practices implemented by the head of foundation in the teaching and learning process.

This discussion explores the broad aspect of leadership, focusing on the approach of individuals in positions of authority. It acknowledges that numerous authors have contributed to the discussion of leadership, and this study adds to the discourse by examining the specific context of leadership in healthcare institutions. Lindeman, (2010) explained that studying, learning, and applying leadership knowledge, skills, and abilities are crucial to being a successful leader in the health institution. is cited as support for the importance of fulfilling various aspects to become an effective leader (p.7).

##### **4.6.1. How the Foundation's Top Leader Leads**

Following finding information regarding the significant role of leadership within educational setting, the participants developed an understanding that the head of the Foundation employed various leadership approaches, with a notable preference towards the directive style. The directive leadership approach is distinguished by

the implementation of strong and authoritative leadership in establishing regulations and policies. According to the findings of P1, the head of the foundation is recognized for their stringent approach in establishing guidelines for educators and subordinates. Additional studies in the field have additionally provided valuable insights that match the aforementioned findings. An illustrative instance can be found in the study conducted by Bass & Riggio, (2005) on leadership styles shows that Directive leadership tends to provide clear and specific directions to subordinates, set high expectations, and emphasize discipline and adherence to rules. Furthermore, a study conducted by Bell et al., (2014) underscores the efficacy of directive leadership in specific contexts, particularly when confronted with obstacles or emergencies necessitating prompt and suitable responses. In an educational context, directive leadership can be employed to effectively manage emergency situations or unexpected changes, offer essential guidance to teachers, and facilitate coordinated efforts to achieve desired outcomes.

However, as pointed out by P3, the assertiveness and authoritative nature of directive leadership may present difficulties, particularly in terms of allowing room for teacher participation and contributions. It is crucial to keep in mind that although the directive approach offers the advantage of providing explicit structure and guidance, it must be complemented by a more inclusive and participatory approach in order to foster teachers' active participation and engagement in the decision-making process. This can facilitate a greater sense of teacher engagement and enable them to assume responsibility for policies and decision-making.

#### **4.6.2. The Head of Foundation's Obligations and Limitations.**

The subsequent discussion provides the designated role that a head of foundation should adopt and the limitations he must recognize in order to effectively carry out their duties and leadership functions. The head of a foundation oversees all units within the organization, and his effectiveness may be compromised if he does not delegate full trust to the respective unit principals. The clarity of the system within the foundation will be enhanced as it is overseen by individuals who possess expertise in their respective domains. It is important for head of foundation to have

adaptive and strategic leadership skills. He needs to be able to think long-term and identify future opportunities and challenges, as well as develop appropriate strategies and action plans to achieve set educational goals. In addition, they need to have the ability to communicate and collaborate with various stakeholders, including teachers, staff, parents and the community, to create an inclusive educational environment that supports school success. In order to obtain a more comprehensive set of supportive concepts, a number of studies have been identified that explore into the multifaceted role played by foundations.

One study conducted by Amenu et al., (2022). the study emphasized the difficulties encountered by leaders of foundations in response to alterations in social, financial, and educational policies. This study clarifies the significance of head of foundation in effectively managing and supervising the operational efficacy of educational institutions, while also fostering the establishment of sustainable educational practices.

Additionally, another researcher described that this study confirms the importance of employing an inclusive and collaborative leadership approach in the administration establishments. Foundation leaders who implement this leadership style have the capacity to establish a favorable, efficient, and inspiring work atmosphere for their personnel, resulting in a beneficial influence on the standard of educational services and the overall student experience (Freeman & Palmer, 2020).

#### **4.6.3. Subordinates' Views of the Head of Foundation's daily Involvement.**

In this section, I provided the subordinates' perceptions of the positive and negative aspects of the head of foundation's involvement in the daily activities of the school. The positive aspect identified was that clearer direction from the head of foundation helps teachers to be more focused on what they should be doing in the teaching and learning process, as well as the school management. With clear direction, teachers can focus more on achieving educational goals and improving teaching quality. Nevertheless, this study also brought attention to a negative aspect of the foundation head's engagement, as teachers frequently experience a sense of burden due to the

imposition of independent decisions made by the foundation head. The exclusion of teachers' participation or input in decision-making processes can result in feelings of neglect and diminished motivation within their professional roles. To provide further support for the aforementioned ideas, it is important to include additional studies that are relevant to the discussion.

Tjan, (2017) affirms the significance of teachers' engagement and active participation in the decision-making process within the educational setting. The inclusion of teachers in decision-making processes not only fosters a greater sense of belonging and job satisfaction among educators, but also has the potential to enhance the quality of decisions made and ultimately improve overall school performance.

The active participation of the foundation's leader in daily operations positively influences the growth of every unit within the foundation. However, this level of involvement may also lead to overbearing interference and a lack of trust in the principal's expertise as a subordinate who possesses a deeper understanding of the school's current state due to their direct engagement (Fauzan et al., 2023).

#### **4.6.4. The Immediate Impact of the Head of Foundation's Leadership**

##### **Practiced on Principals and Teachers' Teaching and Learning.**

This section discusses the direct impact experienced by principals and teachers as a result of the leadership practices applied by the foundation head in the teaching and learning process. Teachers argue that the involvement of the head of the foundation should not include direct supervision of the learning process in the classroom, given that this Primary level unit already has a team of evaluators in charge, so their role is not neglected. However, there is another view that the involvement of the head of the foundation provides positive feedback to subordinates, which in turn motivates them to compete in achieving targets or complying with rules set by the head of the foundation unilaterally, as evidence of seriousness in carrying out tasks. To provide further support for the aforementioned ideas, it is important to include additional studies that are relevant to the discussion.

The impact that subordinates experienced emphasized the significance of implementing a systematic approach wherein educational leaders assess their leadership behavioral preferences, while simultaneously considering the adoption of diverse behaviors when interacting with subordinates in the context of organizational strategy (Stark, 2022).

Aquino et al., (2021) supported the ideas by explaining the leader of the foundation consistently demonstrates commendable leadership strategies in the areas of planning, organizing, coordinating, directing, and unifying. Additionally, the teachers demonstrate a high level of teaching quality. The explanations provided by the head of the foundation and the teachers regarding the exceptional leadership strategies employed by school administrators are unparalleled in their depth and insight. The differentiation in leadership practices encountered by school administrators and their teachers is of great significance as it validates that the responses from both groups of participants are innately better.

## CHAPTER V

### CONCLUSION

This chapter serves as the concluding section encompassing the author's comprehensive discussions. It summarizes the overall findings, implications, suggestions, and recommendations derived from the entirety of the study.

#### 5.1. Conclusion

The leadership practices employed by head of foundation on teacher performance in Islamic private schools highlight the direct connection between teacher performance and a leader's authoritative power within the educational setting. This study demonstrates that the individual occupying the position of the head of foundation demonstrates particular characteristics associated with the four distinct leadership styles (Directive, Supportive, Participative, Evaluation-oriented), with the Directive style being the dominant one. In practical application, this particular style has two different aspects. On one hand, employing a directive approach offers advantages to subordinates who experience a sense of transparency regarding their role within the educational institution when they receive specific instructions and guidance from their leaders. However, it is important to consider that an excessively directive approach may unintentionally neglect the perspectives and contributions of subordinates who hold official positions and are also knowledgeable in their respective fields. Hence, it is suggested to determine activities using a optional choice in order to avoid any sense of pressure.

Additionally, the findings of the research also revealed the existence of real support from the head of the foundation for his subordinates, particularly principal and teachers. The encouragement provided can be categorized into two main groups: internal support, which refers to activities and programs organized by the foundation, and external support, which offers teachers the chance to engage in exclusive activities fully funded by the foundation for a predetermined period. Although the proposed ideas may appear fascinating, some teachers expressed objections and disagreement regarding its implementation. One primary concern

relates to an overabundance of internal activities that demand a significant portion of teachers' time, which could otherwise be allocated towards administrative responsibilities and fostering meaningful interactions with students.

Furthermore, this study also indicated that the teachers perceived the head of the organization to have an authoritarian attitude. At times, the head of the foundation seems to overstep the responsibilities of the principal, who is the rightful authority given to make decisions and establish policies for the school unit under his leadership. Yet, due to the school's status as a privately owned organization, there are situations where decisions are made independently without asking for input or obtaining approval from those in lower positions. Teachers express a desire for the leader of the foundation to incorporate the perspectives of both principal and teachers in the formulation of policies and initiatives, with the aim of fostering agreement and minimizing avoidable burdens. However, a leader who effectively promotes and offers positive reinforcement has the ability to inspire individuals to actively contribute and perform at their best for the foundation. This is a result of the generous behavior exhibited by the foundation towards them.

In conclusion, this research has provided a deeper understanding of leadership in Islamic education foundations. The dominant Directive style of the head of foundation affects various aspects of the school environment, both positively and negatively. The support provided by the foundation to its subordinates, especially teachers, has a significant impact in developing their soft skills. Nonetheless, some authoritarian policies and decisions need to be considered so as not to ignore the voices and needs of subordinates. Therefore, the recommendation to involve principals and teachers in decision-making and activity planning is a recommended step to achieve the success and success of the foundation in achieving its goals. Thus, this study has made a significant contribution to the understanding of leadership in education, particularly in the domain of foundation leadership. and it is hoped that it can serve as a basis for the development of more effective leadership policies and practices in the future.

## **5.2. Implication**

The establishment of a strong and productive partnership between the head of foundation, principal and teachers is necessary in fostering an efficient and high-quality educational environment. Transparent communication between subordinates and the foundation leader holds significant importance, as it facilitates the distribution of updates regarding the school's progress, allows for seeking help, and encourages active collaboration in decision-making processes. In the meantime, it is important for the head of foundation to offer support to principals and teachers by ensuring the allocation of adequate resources, facilitating school activities, and establishing an optimal working environment that fosters educational advancement.

## **5.3. Suggestion for further Research**

1. The author needs more participants to broaden the study. The study's findings will be more valid and generalizable with a larger and more representative sample. A wider participant population will enable a deeper examination of varied perspectives and experiences, enriching the research topic.
2. The author suggests that different research methods can help the study understand the phenomenon. Mixed methods, for instance, combine quantitative data with qualitative narratives to present a more complete view. These alternative methods play a vital role in improving the study's design and facilitating more in-depth analysis of research questions.

## **5.4. Recommendations**

1. In order to provide the foundation with a comprehensive evaluation material, it is desirable for the head of the foundation to gain insight into the practical implications of a directive leadership style. This will enable the head of the foundation to obtain two distinct perspectives from the field, thereby enhancing the quality and depth of the evaluation report.
2. To foster stakeholder engagement, encourage the active involvement of all relevant stakeholders, including policymakers, educators, community

leaders, and representatives from various sectors, in the formulation and implementation of leadership concepts within a foundation

3. To provide guidance to policymakers, school administrators, and educational leaders in the development of efficacious approaches aimed at fostering professional development and leadership skills among foundation heads.

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## APPENDICES

### Appendix I Northouse (2019) Path-Goal Leadership

#### Questionnaire

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##### Path-Goal Leadership Questionnaire

*Instructions:* This questionnaire contains questions about different styles of path-goal leadership. Indicate how often each statement is true of your own behavior.

Key: 1 = Never 2 = Hardly ever 3 = Seldom 4 = Occasionally 5 = Often  
6 = Usually 7 = Always

- |   |               |
|---|---------------|
| 1. I let subordinates know what is expected of them.                                    | 1 2 3 4 5 6 7 |
| 2. I maintain a friendly working relationship with subordinates.                        | 1 2 3 4 5 6 7 |
| 3. I consult with subordinates when facing a problem.                                   | 1 2 3 4 5 6 7 |
| 4. I listen receptively to subordinates' ideas and suggestions.                         | 1 2 3 4 5 6 7 |
| 5. I inform subordinates about what needs to be done and how it needs to be done.       | 1 2 3 4 5 6 7 |
| 6. I let subordinates know that I expect them to perform at their highest level.        | 1 2 3 4 5 6 7 |
| 7. I act without consulting my subordinates.  | 1 2 3 4 5 6 7 |
| 8. I do little things to make it pleasant to be a member of the group.                  | 1 2 3 4 5 6 7 |
| 9. I ask subordinates to follow standard rules and regulations.                         | 1 2 3 4 5 6 7 |
| 10. I set goals for subordinates' performance that are quite challenging.               | 1 2 3 4 5 6 7 |
| 11. I say things that hurt subordinates' personal feelings.                             | 1 2 3 4 5 6 7 |
| 12. I ask for suggestions from subordinates concerning how to carry out assignments.    | 1 2 3 4 5 6 7 |
| 13. I encourage continual improvement in subordinates' performance.                     | 1 2 3 4 5 6 7 |
| 14. I explain the level of performance that is expected of subordinates.                | 1 2 3 4 5 6 7 |
| 15. I help subordinates overcome problems that stop them from carrying out their tasks. | 1 2 3 4 5 6 7 |
| 16. I show that I have doubts about subordinates' ability to meet most objectives.      | 1 2 3 4 5 6 7 |
| 17. I ask subordinates for suggestions on what assignments should be made.              | 1 2 3 4 5 6 7 |

- |   |               |
|---|---------------|
| 18. I give vague explanations of what is expected of subordinates on the job. | 1 2 3 4 5 6 7 |
| 19. I consistently set challenging goals for subordinates to attain.          | 1 2 3 4 5 6 7 |
| 20. I behave in a manner that is thoughtful of subordinates' personal needs.  | 1 2 3 4 5 6 7 |

### Scoring

1. Reverse the scores for Items 7, 11, 16, and 18.
2. Directive style: Sum of scores on Items 1, 5, 9, 14, and 18.
3. Supportive style: Sum of scores on Items 2, 8, 11, 15, and 20.
4. Participative style: Sum of scores on Items 3, 4, 7, 12, and 17.
5. Achievement-oriented style: Sum of scores on Items 6, 10, 13, 16, and 19.

### Scoring Interpretation

- Directive style: A common score is 23, scores above 28 are considered high, and scores below 18 are considered low.
- Supportive style: A common score is 28, scores above 33 are considered high, and scores below 23 are considered low.
- Participative style: A common score is 21, scores above 26 are considered high, and scores below 16 are considered low.
- Achievement-oriented style: A common score is 19, scores above 24 are considered high, and scores below 14 are considered low.

The scores you received on the path-goal questionnaire provide information about which style of leadership you use most often and which you use less often. In addition, you can use these scores to assess your use of each style relative to your use of the other styles.

---

SOURCES: Adapted from *A Path-Goal Theory Investigation of Superior Subordinate Relationships*, by J. Indvik, unpublished doctoral dissertation, University of Wisconsin-Madison, 1985; and Indvik (1988). Based on the work of House and Dessler (1974) and House (1977) cited in Fulk and Wendler (1982). Used by permission.

## Appendix II Instruments of Interview

### Instrumen penelitian

#### Ketua Yayasan

Perkenalkan, saya Dwi Asih Prihatin, mahasiswa aktif semester empat di jenjang S2 dari Universitas Islam Internasional Indonesia yang sedang menggarap tugas akhir atau Thesis. Thesis ini akan membahas tentang bagaimana praktek kepemimpinan yang diterapkan oleh seorang ketua yayasan yang memiliki beberapa lembaga pendidikan formal dan non-formal didalamnya. Sebelumnya saya akan mengucapkan terima kasih karena Anda sudah berkenan untuk berpartisipasi dalam wawancara ini. Identitas dan keberadaan partisipan beserta yayasannya akan dirahasiakan. Informasi yang diberikan hanya akan digunakan untuk kepentingan penelitian.

- Persetujuan partisipan diperoleh
- Persetujuan partisipan tidak diperoleh

#### Latar Belakang Partisipan:

Nama: \_\_\_\_\_

Usia: \_\_\_\_\_

Jenis Kelamin: \_\_\_\_\_

Tingkat Pendidikan: \_\_\_\_\_

#### Informasi umum tentang partisipan dan sekolah swasta Islam:

Peserta diminta untuk memberikan informasi tentang pengalaman mereka memimpin Yayasan sekolah swasta Islam, tentang pendaftaran sekolah, guru, dll.

1. Sudah berapa lama Anda memimpin Yayasan sekolah swasta Islam ini?
2. Berapa jumlah siswa yang telah belajar di sini? Pertanyaan yang diajukan berdasarkan jumlah siswa, mengapa tinggi? Dan mengapa rendah?
3. Bagaimana anda melihat kondisi sekolah saat ini?

The Concept	Definition	Items made by theorist	Interview questions
Directive	Directive leadership is a managerial approach characterized by a focus on obligations, wherein the leader assumes an active role in establishing clear objectives and ensuring that the subordinates adhere to them.	<p>1. I let subordinates know what is expected of them.</p> <p>5. I inform subordinates about what needs to be done and how it needs to be done.</p> <p>9. I ask subordinates to follow standard rules and regulations.</p> <p>14. I explain the level of performance that is expected of subordinates.</p> <p>18. I give vague explanations of what is expected of subordinates on the job.</p>	<p>1. Bagaimana Anda mengarahkan para guru di sekolah untuk mencapai suatu tujuan?</p> <p>2. Apakah Anda lebih suka menetapkan aturan yang harus diikuti oleh para guru? Jika ya, bagaimana Anda melakukannya? Jika tidak, bagaimana aturan tersebut ditetapkan?</p> <p>3. Dalam konteks yayasan sekolah, bagaimana Anda memastikan bahwa bawahan Anda mengetahui dan mematuhi aturan dan regulasi standar?</p>
Supportive	Supportive leadership is a leadership style in which the leader will focus on the needs and satisfaction of subordinates, employees, staff and their teams so that the goals of the company, industry and organization can be achieved according to their responsibilities.	<p>2. I maintain a friendly working relationship with subordinates.</p> <p>8. I do little things to make it pleasant to be a member of the group.</p> <p>11. I say things that hurt subordinates' personal feelings.</p> <p>15. I help subordinates overcome problems that stop them from carrying out their tasks.</p> <p>20. I behave in a manner that is thoughtful of subordinates' personal needs</p>	<p>1. Bagaimana Anda menunjukkan perilaku yang mendukung terhadap para guru Anda?</p> <p>2. Dapatkah Anda menjelaskan bagaimana Anda menjaga hubungan kerja yang bersahabat dengan bawahan Anda dan strategi yang Anda terapkan untuk membina lingkungan yang positif dan kolaboratif di dalam yayasan?</p> <p>3. Bagaimana Anda menangani bawahan yang menghadapi masalah pribadi yang menghambat kinerjanya?</p>
Participative	Participative leadership is a leadership framework that encourages active involvement and engagement of team members in the decision-making process. The leader does not independently decide decisions, but rather facilitates a participatory process by inviting members to contribute their	<p>3. I consult with subordinates when facing a problem.</p> <p>4. I listen receptively to subordinates' ideas and suggestions.</p> <p>7. I act without consulting my subordinates.</p> <p>12. I ask for suggestions from subordinates concerning how to carry out assignments.</p> <p>17. I ask subordinates for suggestions on what assignments should be made.</p>	<p>1. Apakah guru-guru Anda terlibat dalam pengambilan keputusan? Jika ya, bagaimana caranya? Jika tidak, mengapa?</p> <p>2. Bagaimana Anda memastikan lingkungan yang terbuka dan inklusif di mana bawahan merasa nyaman untuk berbagi ide dan saran?</p> <p>3. Bagaimana Anda memutuskan kapan harus bertindak secara independen dan kapan harus melibatkan konsultasi dengan bawahan Anda dalam membuat keputusan?</p>

	input, ideas, and opinions.		
Achievement	Achievement-oriented leadership is a leadership style characterized by the leader's emphasis on fostering outstanding accomplishment and continuous improvement through the demonstration of an important amount of trust in followers and the establishment of high-level goals.	6. I let subordinates know that I expect them to perform at their highest level. 10. I set goals for subordinates' performance that are quite challenging. 13. I encourage continual improvement in subordinates' performance. 16. I show that I have doubts about subordinates' ability to meet most objectives. 17. I ask subordinates for suggestions on what assignments should be made. 19. I consistently set challenging goals for subordinates to attain.	1. Bagaimana cara Yayasan mengapresiasi atau memuji prestasi guru? 2. Dapatkah Anda menjelaskan bagaimana Anda menetapkan tujuan yang menantang untuk kinerja bawahan Anda? 3. Bagaimana Anda melihat dampak dari tujuan-tujuan yang menantang terhadap pertumbuhan dan perkembangan profesional bawahan Anda? 4. Bagaimana cara yayasan menciptakan budaya agar para guru selalu ingin berkembang?

### **Gaya Kepemimpinan**

Peserta interview diberikan pertanyaan tentang sifat dan gaya kepemimpinan yang diterapkan oleh ketua Yayasan dalam memimpin sekolah swasta Islam.

Adapted from A Path–Goal Theory Investigation of Superior Subordinate Relationships, by J. Indvik & Indvik (1988). Based on the work of House and Dessler (1974) and House (1977) cited in Fulk and Wendler (1982).

## Appendix III Observation Protocol

### Pedoman Observasi

Dalam pengamatan (observasi) yang dilakukan adalah mengamati bagaimana praktek gaya kepemimpinan yang di terapkan di Yayasan sekolah swasta Islam, meliputi:

Tempat	Yayasan SD Bayt Ar-Riefqy Indramayu
Topik	Exploring the Head of the Foundation's Leadership Practices in Optimizing Teachers' Performance at Islamic Private School

#### 1. Tujuan

Untuk memperoleh informasi dan data tentang sekolah dan Yayasan baik mengenai kondisi fisik maupun non-fisik dari praktek kepemimpinan yang di terapkan oleh ketua Yayasan

#### 2. Aspek yang di amati

- a. Letak geografis
- b. Mengamati sikap dan perilaku Ketua Yayasan dalam mempraktekan gaya kepemimpinan di lingkungan Yayasan sekolah swasta Islam.
- c. Kegiatan rapat/upacara
- d. Kegiatan *teachers' developments*

No	Deskripsi dari yang diamati	Ya	Tidak	Catatan/Bukti
<b>1. Kedatangan anggota Yayasan</b>				
a.	Ketua Yayasan			
b.	Kepala sekolah			
c.	Guru & Staff			
<b>2. Kegiatan</b>				

a.	Kegiatan upacara bendera			
b.	Sholat Dhuha			
c.	Pemanasakn Bahasa inggris & BTQ (Baca Tulis Qur'an)			
d.	Kegiatan belajar mengajar			
e.	Sholat dzuhur			
f.	Pembelajaran MDTA			
g.	Kegiatan guru belajar Bahasa inggris			
h.	Rapat persiapan outing class, PAS (Penilaian Akhir Semester), dan perpisahan kelas VI			
i.	Kegiatan teachers' development			
j.	Jam pulang sekolah			
<b>3.</b>	<b>Kegiatan yang melibatkan Ketua Yayasan dan Guru</b>			
a.	Rapat evaluasi bulanan			
b.	Rapat kegiatan selama liburan			
c.	Rapat menyambut tahun ajaran baru			

## **Appendix IV Interview Transcript**

### **1. Head of the Foundation**

Hallo, let me introduce myself. I am Dwi Asih Prihatin, an active fourth semester student at the Master's level from the International Islamic University of Indonesia (UIII) who is working on the final project or thesis. This thesis will discuss how leadership practices are applied by the head of a foundation that has several formal and non-formal educational units in it. I would like to thank you for participating in this interview. The identity and whereabouts of the participants and their foundations will be kept confidential. The information provided will only be used for research purposes.

- Participant agreement obtained
- Participant agreement not obtained

#### **1.1. Participants Background:**

Name : P1  
Age : 54  
Gender : Male  
Education Level : Master's Degree (Master of Management)

#### **1.2. General information about the participants and Islamic private school:**

Participants are requested to provide information about their experience leading the schools' foundation.

1. How long have you been leading this private Islamic school Foundation?

**Answer:**

For sure, I'm actually confused myself. But if you look at the history, this foundation or pesantren is the third generation. I lead the institution that was founded by my grandfather named Kyai Tamyiz, when Kyai Tamyiz passed away, it was continued by my father named Kyai Ban Haji, and when my father passed away, then I was the one who continued to lead. The exact year I started leading started in 2009, which means it has been around 11 years.

2. How many students have studied here? The questions asked are based on the number of students, why is it high? And why is it low?

**Answers:**

Oh, I see! So, the *Ar-Riefqy* Foundation has two types of institutions - formal and non-formal. Since there are multiple units within these institutions, it's a bit hard for me to remember the exact number of each unit. However, what I do know is that every year, the *Ar-Riefqy* Foundation welcomes hundreds of new students. It's quite impressive! We have different levels of formal institutions, starting from kindergarten, primary school, and junior high school. And guess what? This year, if everything goes well, we'll also have a high school level! In non-formal institutions, we have a program called *Santri Takhosus*. It's for students who want to focus on learning the *Ar-Riefqy* method. They can complete the program in a few months, depending on the level they want to achieve. If Dwi is only focused on the primary level, then with just one eye can see the greatest number of students. This is because there are two classes per grade level, and since there are 6 grade

levels, you can estimate that there are more than 250 students. I think this number is pretty high compared to other private primary schools in the area.

3. How do you see the current condition of the school?

**Answer:**

In what ways, Wi? Hahaha. Well, Abah always starts with what's visible first. When it comes to infrastructure, it's always changing every year because Abah always has ideas about new methods that also affect the capacity of the class and also the learning atmosphere. But thankfully, our primary school is well-equipped with a three-floor structure that supports children's learning. We have everything we need for indoor activities and worship practices. Maybe Abah just needs to prepare a green field that belongs to the Foundation, not the village, because primary school children love playing outdoors and they're quite active at their age.

### **1.3. Full Interview on Leadership Style**

#### **1.3.1. Directive**

1. How do you direct the teachers in the school to achieve a goal?

**Answer:**

Abah usually **gives directions** to the teachers by setting clear goals and communicating effectively. He gathers them in the same place or holds formal language meetings to ensure everyone is on the same page. Abah also helps out by keeping an eye on things and evaluating how things are going. This way, teachers know exactly what they need to do and feel supported and motivated to reach the goals of the school.

2. Do you prefer to set rules for teachers to follow? If yes, how do you do it? If not, how are the rules set?

**Answer:**

Yeah, Abah is known for being pretty strict when it comes to setting rules for the teachers and subordinates. But, you know, there are times when I really needs the help and involvement of other people. If you have an idea, I will gather the teachers and set up a meeting to share the idea. Sometimes, I also ask for suggestions, hoping that the rules he establishes will reflect everyone's interests and become guidelines that everyone can accept and follow.

3. In the context of a school foundation, how do you ensure that your subordinates know and comply with the standard rules and regulations?

**Answer:**

So simple, I just wanted to share that I prefer working with teachers and staff who share the same vision and mission as me. So, I've taken the time to make sure that my subordinates, including school staff and teachers, are aware of the rules and will follow them. Well, you know, one of the main things I kept emphasizing as a teacher at Bayt Ar-Riefqy Primary School is that we really value teachers and members who are eager to learn. We believe that's what makes our school special. So, if someone doesn't have that passion for learning, we don't really see a need for them to join our teaching staff. That's just one example of what I always talk about during recruitment interviews here at the Foundation. It's important to understand the explanation and consequences of being a part of this organization. I think rules are really important when it comes to a school foundation, how do you make sure that your team members are aware of and follow the standard rules and regulations?

### **1.3.2. Supportive**

1. How do you show supportive behavior towards your teachers?

**Answer:**

If you want to be successful, then a leader needs to lead by example, you know, like "giving an example by giving an action". So, as much as possible, Abah supports the teachers in anything that leads to positive things. First, Abah listens and considers their complaints. Next, Abah provides space for teachers to share experiences, suggestions, and ideas, and actively evaluates and implements them. So if there are teachers who want to share anything with Abah, Abah always opens the door widely about whatever it is, but usually it's rare that teachers or staff go directly to Abah Wi, hahahaha. But the form of support that Abah always emphasizes is to **provide professional training and special learning programs for teachers** so that not only students learn, but teachers are also always upgrading. If the teacher is great, it will create amazing students and a highly developed school environment.

2. Can you explain how you maintain professional working relationships with your subordinates and the strategies you employ to foster a positive and collaborative environment within the foundation?

**Answer:**

There are several ways that Abah always applies to maintain cohesiveness with Abah's coworkers and subordinates, First, **Abah must be a caring and understanding** figure to the situation that is happening, so Abah wants to bridge gap between me and my subordinates so that Abah knows what they are worried about or what ideas they have for the school, Abah must hear it directly so that if Abah agrees, Abah will support it, if according to Abah it is not in line with the vision and mission of the school, they can work together to revise or improve them. The main point is for Abah to foster open communication and create a collaborative environment.

3. How do you handle subordinates who face personal problems that impact their performance?

**Answer:**

Abah can see teachers who have the soul of an educator and teachers who just go to school to complete their duties and then receive their salary. So, if Abah comes across a teacher whose performance is “wah-woh”, **Abah takes the time to talk to them**. Abah invites them to sit down and asks them slowly about what's going on. Usually, those with families are the ones who dare to speak up to Abah. Abah believes that a leader must have empathy for everyone, even their subordinates who are facing difficulties. After listening, Abah also tries to calming them by reminding about their intention coming to this place. If the teachers still think it's suitable for them, **Abah would be more than happy to accept and keep guiding them**. But if they feel like it's not the right place for them, Abah will totally understand and show you the way out.

### **1.3.3. Participative**

1. Are your teachers involved in decision-making? If yes, how? If not, why?

**Answer:**

For what covers the Foundation, **Abah has policies that must be accepted by all units**, especially policies regarding boarding schools, **but for the scope of the unit, Abah leaves it to the respective school principals**. So it can be said that for this primary level, yes, teachers are involved in decision making. The thing is, according to Abah, teacher participation is important because they have knowledge and experience in the field. So Abah can create a sense of ownership and involvement.

2. How do you ensure an open and inclusive environment where subordinates feel comfortable to share ideas and suggestions?

**Answer:**

Abah is the one responsible for ensuring an open and inclusive environment where subordinates feel comfortable sharing their opinions. Abah tries to apply "everyone's voice matters" in meetings or forums, so that everyone respects each other. We always have regular meetings, some are weekly, monthly, yearly, many are impromptu meetings hahaha, so that they feel that they are heard, valued, and encouraged to share their opinions or ideas.

3. How do you decide when to act independently and when to involve consultation with your subordinates in making decisions?

**Answer:**

Abah's decisions usually have two different scopes, you know? There are different types of decisions that the Foundation has to make. Some decisions involve strategic policies and determining the long-term direction of the organization. On the other hand, there are also decisions that need to be made quickly, kept confidential, or deal with highly technical matters. In the first model, Abah will personally conduct research and go directly to the field and usually does not involve subordinates. For this second model, after digging up the information, Abah will involve the relevant people in the field. For example, there is a case of bullying at school, of course Abah will give advice, then Abah leaves it to the head of the school and related teachers about what kind of policy or solution they will do, because it requires a fast handling.

#### **1.3.4. Achievement**

1. How does the Foundation appreciate or praise teachers' achievements?

**Answer:**




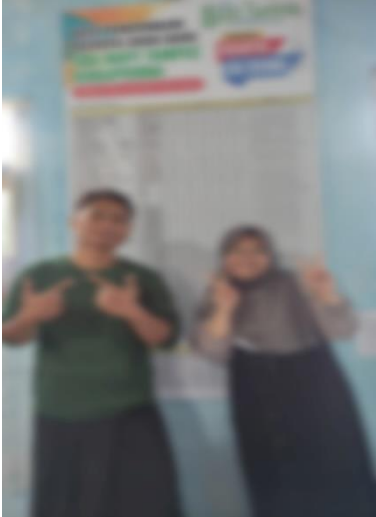


Abah will openly recognize the achievements of all personnel here, whether in the form of their success in teaching, their success in achieving learning targets, or even their success outside the Foundation such as being accepted as civil servants, Abah will congratulate them directly and give appreciation in other forms openly in forums during associations, when there are events, whatever it is. Because Abah is also proud of the success achieved by Abah's children. Abah calls Abah's subordinates sometimes Wi's children, hahaha. When leaders present a supportive nature, Insyah Allah, our subordinates will be more enthusiastic to achieve other achievements.

2. Can you explain how you set challenging goals for your subordinates' performance?

**Answer:**

A challenging goal, hmmm. Creating elementary school children who when they graduate can read the Qur'an with tartil, and can also translate it, maybe Abah can categorize it into a challenging goal. Well to get it, of course Abah first challenges the teacher. Do they agree to this challenge from Abah. In order to achieve this goal, they have decided to give up a portion of their youth and leisure time and instead focus on engaging in learning activities. So, during the semester break, Abah always makes the teachers participate in a learning program. It can be quite challenging because Abah doesn't give them a vacation, but luckily, Abah's subordinates are dedicated, so this challenging program happens every semester.

## Appendix V Evidence of Data Collection Process

	
<p style="text-align: center;">The Interview with head of Foundation (P1)</p>	<p style="text-align: center;">The Interview with the principal (P2)</p>
	
<p style="text-align: center;">The Interview with Teacher 1 (P3)</p>	<p style="text-align: center;">The Interview with teacher 2 (P4)</p>
	

<p>Teachers' Monthly Meeting (Discussing about different topic every month)</p>	<p>Teachers' Meeting with Head of Foundation about the New Academic Year</p>
	
<p>Teachers' Development Program (Seminar of Childrens' Psychological Needs)</p>	<p>Teachers' Development Activity (Mandatory English Program for the Teachers)</p>