

Value-Based Administrative Management: Pillars of Sustainability and Quality of Learning at *Tahfiz* Foundation

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ABSTRACT

The Qur'anic educational institution is an institution that focuses on learning the Qur'an, and behind the development of an institution there is a strategy that has been well designed and structured. This study aims to investigate the administrative management of tahfiz foundations in building the pillars of sustainability. Using a qualitative case study design, this research involved foundation administrators, ustadz, and santri as participants. Data were collected through in-depth interviews, observation, and document analysis. The findings show that: (1) there are several important components in administrative management that support the sustainability of the foundation, including strategic planning, transparent financial management, and human resource development; (2) these components include core values such as efficiency, accountability, and community involvement; (3) through the implementation of these values, the foundation is able to create an environment that supports quality education and harmonious relations with the community. Thus, administrative management contributes significantly to creating the sustainability of the tahfiz foundations studied, which is reflected in the foundations' capacity to face challenges and adapt to the needs of the surrounding community.

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INTRODUCTION

Administrative management has increasingly become a significant area of focus within the context of educational institutions in Indonesia, particularly in Qur'anic educational foundations, known as tahfiz foundations (Rohaeti et al., 2021). These institutions not only emphasize the memorization and understanding of the Qur'an but also aim to foster holistic development among their students, preparing them to be active and responsible members of society. The effective management of these foundations is crucial, as it directly impacts their ability to provide quality education and support the moral and ethical development of students (Chan, 2023). Transparent and accountable management of tahfiz centers builds public trust, supports operations, and strengthens the foundation's reputation (Androniceanu, 2021; Beshi & Kaur, 2020). Rapid social changes require appropriate management strategies to improve services, leverage technology, and adapt educational programs, ensuring the foundation remains relevant, effective, and sustainable (Kurniawan & Arifin, 2024). The integration of financial management practices emphasizes the importance of leadership in developing financial literacy and social education within these institutions (Age et al., 2024; Noor et al., 2023). This is particularly relevant in the context of tahfiz foundations, where financial sustainability is often challenged by fluctuating enrollment and community support. The development and validation of programs aimed at improving the well-being of tahfiz students, as explored by Ishak et al. (2022), illustrate the need for comprehensive strategies that address both educational and personal development. By focusing

on these areas, tahfiz foundations can create a supportive environment that not only nurtures students' religious knowledge but also equips them with the skills necessary to thrive in a rapidly changing world.

One of the primary goals of tahfiz foundations is to build pillars of sustainability that encompass social, educational, and financial dimensions (Yusak et al., 2022). Sustainable management practices enable these institutions to navigate challenges such as funding limitations, community engagement, and the evolving educational landscape (Kohl et al., 2022). Effective administrative management is vital for aligning the foundation's objectives with broader societal goals, including enhancing educational quality and fostering community relationships (Kioupi & Voulvoulis, 2019). Previous studies have highlighted the role of strong administrative frameworks in promoting organizational success within educational settings. For instance, Mahardhani (2023) states, "Public administrators are pioneers of change in education, marshaling resources and innovation to create a brighter future," emphasizing the importance of effective governance in educational institutions. Furthermore, Reckhow and Snyder (2014) note that "foundations—particularly those known as venture philanthropies—played a significant role in the development and expansion of charter schools," illustrating how strategic partnerships and funding can enhance educational initiatives. The integration of community involvement into the administrative process has been identified as a key factor in building trust and ensuring the relevance of tahfiz foundations within their local contexts. As highlighted by Kuzma et al. (2022), "financial education is necessary for the modern young generation," indicating that financial literacy programs can significantly contribute to the sustainability of educational institutions by equipping students with essential skills. Thus, the alignment of administrative practices with community needs and educational goals is crucial for the long-term success of tahfiz foundations.

Effective administrative management is vital for the sustainability and success of these foundations, particularly as they navigate challenges such as financial administration, student data management, and delays in enrollment processes (Dariyo et al., 2022; Khan et al., 2020; Obrenovic et al., 2020). The importance of strategic planning, resource allocation, and human resource development in ensuring institutional stability (Alsafadi & Altahat, 2021; Hong, 2023). The Al-Bayyinah Foundation in Tanah Grogot exemplifies efforts to address these challenges through structured administrative strategies, including long-term planning and active community engagement. Riyadi highlights that "teacher administration in education serves as a guideline for planning, data management, and learning processes," emphasizing the multifaceted role of administration in educational success (Amin et al., 2023). Furthermore, as tahfiz foundations face growing competition and the demand for curriculum innovation, aligning management practices with institutional goals is essential for maintaining relevance and quality (Shofiyyah et al., 2023). This is echoed by Suchyadi et al. (2023) assert that "administration is an effort by educators to improve the quality of education," indicating that effective management is crucial for achieving educational objectives. The integration of community involvement into the administrative process has been identified as a key factor in building trust and ensuring the relevance of tahfiz foundations within their local contexts. This research aims to investigate the specific administrative strategies of the Al-Bayyinah Foundation, providing insights into how effective management fosters sustainability and supports the broader mission of Qur'anic education in Indonesia. By addressing gaps in existing literature, this study contributes to understanding best practices that can inform policy and practice across similar educational institutions.

Preliminary observations and interviews at the Al-Bayyinah Foundation reveal that its administrative management is deeply rooted in routines, practices, and social norms that, while often implicit, significantly influence its operational effectiveness and institutional culture. Community involvement in the foundation's operations strengthens relationships and support for the programs being implemented while also creating a shared sense of responsibility in achieving the foundation's goals. Transparent financial management ensures that financial resources are used accountably, building trust among stakeholders and supporting the foundation's financial sustainability (Lokman et al., 2023; Ortega-Rodríguez et al., 2020). The active involvement of stakeholders helps maintain organizational stability and growth in the long term (Manzaneque-Lizano et al., 2019).

The concept of the "hidden curriculum" emerges as a vital element, encompassing values and attitudes conveyed through daily interactions and routines, such as collective prayers, community service, and open forums (Basyirah et al., 2024). These practices resonate with the observations of Riyadi (Amin, 2023), who notes that educational administration extends beyond technical functions to foster moral and character development. The hidden curriculum instills cooperation, respect, and tolerance, which emphasizes the role of holistic character development in education (Sukarno & Riyadini, 2024). The leadership is crucial in shaping the educational environment (van Diggele et al., 2020). By examining these practices, this research underscores how effective administrative strategies can support sustainability and serve as a replicable model for other tahfiz foundations, contributing to the broader discourse on Islamic educational management in Indonesia (Amalia Fachrudin et al., 2022). The findings suggest that integrating community involvement and participatory governance not only enhances the foundation's operational effectiveness but also strengthens its relevance and impact within the community. In recent years, the focus on character education in Indonesia has grown significantly, driven by concerns over radicalism and intolerance. The promotion of moderate character—emphasizing values like tolerance, respect, and coexistence—has become essential for fostering societal harmony. However, the role of administrative management in shaping these traits, particularly in tahfiz foundations, remains underexplored.

This research aims to address this gap by examining the hidden curriculum, comprising informal and unwritten lessons learned through daily interactions and routines in Islamic boarding schools. Mahanani et al. (2022) assert that "the characters to be instilled in students are found in textbooks, lesson plans, examples, and the main subjects," indicating the multifaceted approach required for effective character education. The findings are expected to enrich theoretical discussions on moderate character education and offer practical guidance for administrators to optimize their educational frameworks. By identifying best practices, the study seeks to empower managers of tahfiz foundations like the Al-Bayyinah Foundation to enhance their role in character development. Furthermore, the insights gained could serve as a valuable reference for policymakers and stakeholders in formulating strategies to promote moderate character education across various institutions in Indonesia, addressing pressing societal challenges. As noted by Suryantari (2022), "character education is socialized by the government since 2010," underscoring the systemic approach needed to embed character values within the educational landscape. This research ultimately aims to contribute to a more profound understanding of how administrative practices can effectively support character education initiatives in the context of tahfiz foundations.

RESEARCH METHODS

This research uses a qualitative approach with a case study design to explore in depth the administrative management of tahfiz foundations in building the pillars of sustainability. The qualitative approach was chosen because it aims to understand phenomena from the perspective of participants with an emphasis on depth of meaning (Creswell, 2009). The case study design was chosen to allow the researcher to conduct a thorough exploration of one case, in this case a tahfiz foundation, to produce a rich and comprehensive description. The case study design is considered most appropriate for research questions that focus on “how” and raise contemporary issues in real-life contexts (Yin, 2018). This research was conducted from January to July 2023, with fairly intense communication and researcher presence at the research site, thus ensuring the establishment of closeness between researchers and informants.

The research subjects consisted of foundation administrators, ustadz/teaching staff, and students in several tahfiz foundations selected using purposive sampling technique. The data collection technique used was triangulation, consisting of in-depth interviews, participatory observation, and documentation studies. In-depth interviews were conducted to explore data and information related to participants' experiences and views regarding the management practices implemented in the foundations. The interview guide used was open-ended and developed during the interview process. Participatory observation was conducted to observe the daily lives of participants relevant to the focus of the research, namely activities and routines in the tahfiz foundation that are considered to shape sustainability, as well as social interactions between students. Documentation studies, such as the profile of the tahfiz foundation and activity schedules, served as supporting data. To ensure the validity of the research findings, various efforts were made, including extending the researcher's participation in the field, detailed and in-depth observations, triangulation of data sources, and member checking with participants (Enworo, 2023; Lim, 2024; Sunarso et al., 2023).

Data analysis used the Miles and Huberman model, which consists of data reduction, data presentation, and conclusion drawing/verification interactively and iteratively during the research process. Data reduction was done by summarizing, selecting the main things, focusing on certain themes, and eliminating irrelevant data. Data presentation was carried out in the form of narratives enriched with matrices and graphs to clarify the understanding of the data that had been reduced, so that researchers could draw preliminary conclusions and verification which later became research findings.

RESULTS AND DISCUSSION

Result

Planning of the Head of the Foundation in Managing Al Bayyinah *Tahfidz* House

The first planning, *Al Bayyinah* Foundation as an institution in which there are engaged in social, religious, and humanitarian fields, so the initial planning is how the foundation can work with the surrounding community, because the success of the *Al Bayyinah* Foundation is the support of the surrounding community. The second planning is how the foundation can invite related institutions to cooperate in supporting the activities within the *Al Bayyinah* Foundation, which is one of the related institutions in the social field such as the social service, how to manage and help if there are natural disasters, such as earthquakes, floods and so on, so that this institution continues to run well. As for the humanitarian field, if there is a disaster, fundraising is held to meet the needs of victims affected by the disaster. And in the religious field, namely by building

Tahfidz *Al Bayyinah* House in order to provide religious understanding to the younger generation, especially children from kindergarten to high school age. The third planning is how the foundation is able to design unique and interesting learning for students so that they are not easily bored in the learning process.



Figure 1. Delivery of Advice by the Head of the Foundation

Figure 1 illustrates the Head of the Foundation offering guidance during a learning session, highlighting the commitment to aligning educational practices with the foundation's values. The leadership's active role in creating a supportive, value-driven environment is evident in their direct engagement with both teachers and students. However, there are areas that need improvement, particularly in identifying stakeholders and analyzing internal and external environments. The strategic planning process at the *Al Bayyinah* Foundation is thorough, with input from parents and alumni, and spans approximately one year to ensure alignment with the foundation's development priorities.

Table 1. Interview Quotes Planning of the Head of the Foundation in

Planning Aspects	Interview Quotes
Cooperation with the Community	"Our success relies on building a harmonious relationship with the local community, ensuring their support."
Cooperation with Institutions	"We collaborate with institutions like social services to handle natural disasters and provide benefits to the community."
Humanitarian Field	"We organize fundraising for disaster victims and built Rumah Tahfidz <i>Al Bayyinah</i> to provide religious education to children."
Learning Innovation	"We focus on creating engaging learning experiences to keep students motivated and prevent boredom."
Strategic Planning Process	"Our strategic planning doesn't fully follow Bryson's eight stages but involves thorough planning and defining our mission."
Source of Input and Evaluation	"We seek input from parents and alumni, discussing their feedback in board meetings to finalize our strategic plan over the course of a year."

Future Steps in Managing the Administration of the *Al Bayyinah* Foundation

Focusing on financial management is a crucial step for the *Al Bayyinah* Foundation, as effective financial oversight directly influences the institution's sustainability and growth. A well-managed financial system not only ensures the availability of resources for educational programs but also fosters a healthy institutional environment (Nabella et al., 2022). The foundation's approach to financial management involves meticulous planning and monitoring of both income and expenses, which is essential for minimizing financial fraud and ensuring accountability. Regular evaluations of financial performance allow the foundation to adjust its strategies and budgets accordingly, thereby enhancing its financial health and operational efficiency (Bergmann et al.,

2020; Kabeyi, 2019). Al Bayyinah Foundation emphasizes effective financial management to ensure sustainability, accountability, and operational efficiency. Through regular financial planning, monitoring, and evaluation, the foundation minimizes fraud, manages resources efficiently, and adjusts strategies and budgets to support educational programs and institutional growth.

Table 2. Financial Management in Foundation

Aspects	Explanation
Effective Financial Management	Efficient resource allocation improves the quality of education and services.
Financial Reporting	Clear mechanisms build trust among stakeholders and ensure transparency.
Financial Control and Audit	Strong controls and regular audits align practices with regulations.
Financial Literacy	Enhances decision-making and optimizes resource management.
Expected Results	Sustainable funding ensures impactful and high-quality education.

Table 3. Interview Quotes on Management Aspects in Foundation

Aspects	Interview Quotes	Strategic Objectives
Financial Management	<i>"We at the Al Bayyinah Foundation strongly emphasize the importance of transparent and accountable financial management."</i>	- Ensuring educational continuity. - Building trust.
Human Resource Development	<i>"Teachers are given periodic training to ensure they have broad insights and produce a quality generation."</i>	- Improving teacher competence. - Ensuring Qur'anic teaching quality.
Teacher Development	<i>"Teacher coaching is carried out continuously, and classes are divided based on entrance exam scores to optimize teaching."</i>	- Ensuring continuous teacher development. - Maximizing teaching potential.
Administrative Management	<i>"We manage education administration effectively to create a creative, friendly, and respectful learning environment."</i>	- Enhancing administrative efficiency. - Creating a conducive learning atmosphere.
Control Program Ta'limul Qur'an	<i>"We implement strict control through journals, attendance, and taqror to ensure effective material delivery."</i>	- Ensuring program quality. - Increasing accountability.

This table 2, 3. Financial management at the Al Bayyinah Foundation plays a crucial role in ensuring the sustainability of its educational programs. Effective financial oversight allows the foundation to allocate resources for various initiatives, including the development of human resources, which is vital for institutional growth (Amir, 2021; Nkemjika et al., 2021; Safkaur & Sagrim, 2019). One of the key strategies employed by the foundation is teacher training and development, aiming to enhance the competence of Quran teachers, which directly impacts the quality of education provided to students. The foundation's class division, based on entrance exam scores, further supports targeted educational efforts for different student levels, ensuring a structured and efficient learning process. This comprehensive approach ensures that students at Al Bayyinah can read the Qur'an properly and correctly, after receiving instruction from credible and competent teachers. In turn, this not only benefits the students by equipping them with essential skills for life but also strengthens the institution's reputation as it produces high-quality graduates. A positive image of the institution, built on its ability to meet public expectations and maintain trust, fosters community support and positions the foundation as a credible educational provider committed to social welfare through its programs.

Managing the Administrative Process at the Al-Bayyinah Foundation

In general, the Al Bayyinah Foundation in managing administration is divided into two, both the foundation and tahfidz house. The guidance of the foundation is held by someone who is trusted by the foundation to foster teachers, by conducting special studies every week to provide additional insight to teachers. In supervising administrative management in the foundation, it is

held by someone appointed by the foundation to oversee administrative management. The supervision at Al Bayyinah Tahfidz House is directly held by the Head of the Al Bayyinah Foundation.



Figure 2. Administrative Management Activities by Teachers

The Administrative Management Activities by Teachers illustrate educators engaging in various administrative tasks to support the teaching and learning process. These activities include preparing lesson plans, managing student attendance records, organizing academic schedules, and documenting classroom activities. Administrative management by teachers supports the overall success of the educational process. Although teachers' primary focus is teaching, these administrative activities are essential to ensure organized classroom management (Bozkuş, 2020). Effective administrative management ensures that teaching operations run smoothly, compliance with institutional policies is maintained, and educational goals are achieved efficiently. This highlights the dual role of teachers as both educators and administrators within the school environment. The head of the foundation is assisted by two secretaries in managing the administration of the foundation and *Tahfidz Al Bayyinah* House, and several teachers and employees who assist the secretary as well as two treasurers who assist in managing the financial administration of the foundation and *baitul mal* as a forum for receiving donations and *zakat* from the community.

Table 4. Managing the Administrative Process

Aspects	Interview Quotes
Administrative Management	"Administration is managed at both foundation and <i>Rumah Tahfidz</i> levels, with weekly training to enhance teacher insights."
Administrative Management Supervision	"Supervision is handled by a designated person at the foundation level, while the Chairman oversees <i>Rumah Tahfidz</i> directly."
Teacher Administration Activities	"Teachers manage lesson plans, attendance, schedules, and classroom documentation to support smooth teaching operations."
Management Structure	"The Chairman is supported by secretaries, treasurers, teachers, and staff to manage administration and finances, including donations and <i>zakat</i> ."
Coordination of Learning	"Learning is organized by class coordinators, supervised by the Chairman, to ensure alignment with objectives."
Role of Teachers in Administration	"Teachers assist in classroom administration, including attendance, reporting, and coordination, to create an organized learning environment."

Table 5. Operational Support Components

Component	Sub-Components	Description
Foundation Leaders	Head of Foundation	Oversees all activities and provides strategic direction.
Secretariat	Secretary 1	Handles internal administration, documentation, and report preparation.

	Secretary 2	Manages external communications and stakeholder relationships.
Treasurer	Financial Treasurer	Manages cash flow, expenses, and operational income.
	Treasurer of <i>Baitul Mal</i>	Manages zakat, infaq, and alms funds, ensuring proper allocation.
Teachers and Education Staff	<i>Guru Tilawati</i>	Teaches the tilawati method for Quran reading mastery.
	<i>Guru Al-Qur'an</i>	Guides Quran memorization, understanding, and periodic evaluations.
	Classroom Admin Staff	Supports classroom administration, attendance, and learning outcome documentation.
Learning Coordinator	<i>Tilawati</i> Coordinator	Supervises tilawati learning, ensuring teaching effectiveness.
	<i>Al-Qur'an</i> Coordinator	Oversees Quran memorization and study programs.
Financial Management	Accountability System	Implements periodic audits to ensure transparency.
	Financial Reporting System	Prepares financial statements and provides access to stakeholders.
Supervision and Evaluation	Head of Foundation	Evaluates performance of staff and coordinators to achieve targets.
	Secretariat and Treasurer	Conducts financial and administrative evaluations to maintain efficiency.
Collaboration and Leadership	Internal Communication	Promotes coordination among foundation components.
	Donor and Community Relations	Builds and maintains relationships to support program sustainability.

This table provides a more detailed breakdown of each component in the organizational structure of the *Al Bayyinah* Foundation, covering the roles and responsibilities of each sub-component to support the effective operation of the foundation. The more detailed section in the organizational structure of the *Al Bayyinah* Foundation reflects a systematic approach in educational and financial management to achieve the Foundation's goals effectively.

Current Strategies in Managing Administration

The first strategy is to strengthen the institution, namely by strengthening communication and cooperation in one goal, because if communication and goals are not strong or in the future goals are not the same, then the institution can be divided or not run as expected. The second strategy is to strengthen the communication of teachers and friendship, such as always motivating and encouraging teachers to always prioritize the goal of developing this *Al Bayyinah* foundation. The third strategy is to provide a solid understanding and education to the teachers, with the existence of ta'lim per week, so that the material we get can be channeled to children, such as tajweed material and other religious sciences. The fourth strategy is to establish financial institutions such as *Baitul Maal Al Bayyinah* which aims to be a forum for receiving infaq, zakat, alms and so on from the community, as well as cooperating with all agencies and the community to participate in developing *Tahfidz Al Bayyinah* House where donations come from an agency and the surrounding community. The fifth strategy, namely door to door friendship, aims to increase connections and socialize with the community, because when the foundation needs help, it is the surrounding community that is the first to help for the needs needed by the foundation, be it in the form of energy assistance or assistance in the form of money.

Table 6. Interview Quotes Foundation Strengthening Strategy

Strategy	Interview Quotes
Strategy One: Strengthening Communication and Cooperation	<i>"Strengthening effective communication is essential to create a collaborative environment that can unite the foundation's goals. Good communication ensures that ideas, feedback, and resources are shared seamlessly. This increases trust and engagement of all members, which ultimately improves the foundation's performance."</i>

Second Strategy: Improving Communication Among Teachers	<i>"Good communication between teachers can build a sense of community and increase motivation to achieve the foundation's goals. Good communication management through regular meetings and clear communication channels can increase teachers' commitment and job satisfaction."</i>
Third Strategy: Teacher Education and Development	<i>"Providing a deep understanding to teachers through weekly ta'lim is the key to delivering material well to students, such as tajweed and other religious sciences."</i>
Fourth Strategy: Foundation Financial Management	<i>"Establishing Baitul Maal Al Bayyinah as a forum for receiving zakat, infaq, and charity from the community, as well as collaborating with various parties to support the development of Rumah Tahfidz Al Bayyinah."</i>
Fifth Strategy: Building Relationships with the Community	<i>"The door to door strategy aims to strengtben relationships with the community. When the foundation needs help, the surrounding community is the first to provide support, both in the form of manpower and funds."</i>

This table contains key strategies to strengthen the *Al Bayyinah* Foundation, which involves strengthening communication, collaboration, teacher education, financial management, and community relations.

Obstacles in Administrative Management at Al Bayyinah Foundation

It's just that in carrying out the administrative management strategy at *Al Bayyinah* Foundation there are also obstacles, including, First, obstacles in financial administration that are not on time, such as slow payment of spp and so on. The implementation of financial management at the Al Baiyyinah foundation is basically not much different from the implementation of financial management in other financial institutions as in accordance with existing theories that have been formulated, namely starting from financial planning, financial implementation, evaluation and financial accountability. Through financial management activities, the funding needs of the Al Baiyyinah foundation's activities can be planned, procured, recorded transparently, and used to finance the implementation of the foundation's program effectively and efficiently. For this reason, the objectives of the financial management of the *Al Baiyyinah* foundation are:

Table 7. Foundation Financial Management

Purpose	Strategy	Expected Benefits
Increase the effectiveness and efficiency of the use of foundation finances	- Designing a budget based on program priorities and actual needs. - Conduct regular evaluations of expenses and income.	- The use of funds is more directed and according to the purpose. - Optimizing resources to achieve the foundation's targets.
Increasing the accountability and transparency of the foundation's finances	- Prepare financial statements in accordance with accounting standards. - Engage independent auditors to examine financial statements.	- Increase the trust of donors and the public. - Strengthen the foundation's reputation as a transparent institution.
Minimizing misuse of the foundation's budget	- Implement a strict internal control system. - Conduct financial literacy training for foundation staff.	- Budget management is safer and avoids abuse. - Improving the operational efficiency of the foundation.

This table provides a clear framework for achieving better management of the foundation's finances, with a focused strategy and tangible benefits that can be felt by all stakeholders. To achieve these goals, it requires the creativity of the boarding school leaders and school principals in exploring sources of funds, placing treasurers who are skilled in bookkeeping and financial accountability and utilizing them properly in accordance with applicable laws and regulations.



Figure 3. Distribution of Santri Learning Results Report Card

The Distribution of Santri Learning Results Report Card depicts the process of sharing academic progress reports with students (*Santri*) and their families. This activity ensures transparency in academic evaluation, fosters communication between the institution and parents, and supports the santri's educational development by providing feedback on their achievements and areas for improvement. The foundation can leverage digital marketing strategies to enhance visibility and attract students who may not have initially considered enrolling, thus expanding its reach (Sunarso et al., 2023; Ijomah et al., 2024).

Discussion

Planning of the Head of the Foundation in Managing *Al Bayyinah Tahfidz* House

The strategic planning of the *Al Bayyinah* Foundation prioritizes community engagement, collaboration with local institutions, and innovative educational practices to achieve its goals. By fostering strong relationships with local residents, the foundation encourages ownership and active participation, which aligns with Azad et al. (2019), who emphasize the effectiveness of community-based approaches in enhancing resilience and integrating local voices. The foundation collaborates with local agencies, including social services, to improve disaster management coordination and raises community-based funds to mobilize resources for emergency responses. The establishment of *Tahfidz Al Bayyinah* House reflects the foundation's commitment to moral education, instilling community values through innovative learning strategies. The foundation's planning process emphasizes the importance of involving stakeholders, such as parents and alums, to ensure decisions are inclusive and aligned with community needs.

With a planning process of approximately one year, the foundation demonstrates its commitment to thoroughness and alignment with community needs, aiming to create a sustainable and impactful environment to support its religious, social, and humanitarian goals. This approach aligns with the assertion that successful organizations prioritize stakeholder involvement to enhance their strategic planning processes (Bala et al., 2016). The comprehensive nature of the foundation's planning, taking approximately one year to finalize, underscores its dedication to thoroughness and community alignment. The *Al Bayyinah* Foundation's strategic planning encompasses community engagement, collaboration with local institutions, and innovative educational practices.

Future Steps in Managing the Administration of the *Al Bayyinah* Foundation

The *Al Bayyinah* Foundation exemplifies the critical role of financial management and human resource development in ensuring the sustainability of educational institutions. Effective financial management is essential to meet the foundation's operational needs and advance its

educational goals. As Dariyo et al. (2022) note, "creating a balance of financial and non-financial aspects in educational institutions will facilitate academic activities," underscoring the importance of integrating sound financial practices with educational objectives. This balance supports infrastructure maintenance, teacher development, and student resources. The development of human resources is equally pivotal, as the quality of education depends on the competence of the teaching staff.

The foundation's recruitment process, which includes written and oral assessments to evaluate basic skills and Qur'anic knowledge, aligns with Li's (2023) assertion that "recruitment is the first implementation or activity that must be carried out by the organization with the aim of identifying and searching for a potential workforce." Furthermore, the foundation's commitment to ongoing teacher professional development fosters a culture of accountability and continuous improvement, as emphasized by Fachrudin et al. (2022), who state that "the quality service management provided by public institutions must represent the main priority of the manager in the constantly changing society." Through these efforts, the Al Bayyinah Foundation ensures the delivery of high-quality Qur'anic education while remaining adaptable to the evolving needs of society.

Managing the Administrative Process at the *Al-Bayyinah* Foundation

The administrative management of the *Al Bayyinah* Foundation is designed to ensure effective oversight and support for both the foundation and its *Tahfidz* House. Central to this structure is the head of the foundation, responsible for overseeing administrative functions and appointing individuals to manage specific areas, such as teacher development and administrative duties. The foundation emphasizes the importance of weekly studies and training sessions for teachers to enhance their pedagogical skills (Sultan et al., 2022). Teachers play a critical role in the educational process, managing lesson plans, student attendance, and academic schedules, which are vital for ensuring compliance and achieving educational goals (Amon & Rajib Bustami, 2021; Veluvali & Surisetti, 2022).

Teachers' dual role in educating and administering underscores the importance of planning, data management, and learning guidelines (Amin et al., 2023). Financial management is equally essential for sustaining the foundation's programs, with Indonesia's Foundation Laws emphasizing effective financial coordination ("Compensation Fund in Foundations," 2024). The coordination of Quranic classes, managed by class coordinators and supervised by the head of the foundation, ensures that educational standards are upheld (Kurniawan & Arifin, 2024). The foundation's collaborative approach to administration fosters shared responsibility and a sense of community (Kainde & Mandagi, 2023; Zainuri & Huda, 2023). By prioritizing teacher development, financial management, and collaboration, the foundation creates an environment that supports its educational objectives. The administrative management of the Al Bayyinah Foundation is characterized by a clear structure that supports effective teaching and learning. By prioritizing teacher development, financial management, and collaborative practices, the foundation is well-positioned to achieve its educational objectives and foster a supportive community for its students.

Current Strategies in Managing Administration

Strengthening institutional communication and cooperation is crucial for aligning members with shared goals and fostering a collaborative environment. Effective communication facilitates the exchange of ideas, feedback, and resources, which are essential for achieving institutional objectives, while poor communication can lead to inefficiency and fragmentation (Santoso et al., 2023). Research underscores that organizations with strong internal communication experience higher employee engagement and trust, which are key for a cohesive culture (Santoso et al., 2023). Aligning organizational goals at all levels can enhance motivation and performance (Al-Jedaia & Mehrez, 2020; Ciobanu et al., 2019). Involvement in goal-setting makes individuals

feel ownership of the goals and more committed to achieving them (Sides & Cuevas, 2020). For the *Al Bayyinah* Foundation, fostering communication among teachers is essential for motivating them to prioritize the foundation's goals. Effective communication through regular staff meetings and maintaining proper channels helps build commitment and a sense of belonging (Budnikevych et al., 2023; Onafowo et al., 2023).

Team-building activities and professional development strengthen teacher relationships, enhancing trust and fostering a supportive community (Martin et al., 2022; Msonge & Lekule, 2024). By prioritizing open communication and collaboration, the foundation can cultivate a motivated and cohesive teaching staff committed to its mission of educational excellence (Nadeem, 2024). Strengthening communication and cooperation within the institution is a fundamental strategy for aligning goals and ensuring that all members work collaboratively towards achieving the institution's objectives. This approach not only enhances operational efficiency but also contributes to a positive organizational culture that supports continuous improvement and success.

Obstacles in Administrative Management at *Al Bayyinah* Foundation

The *Al Bayyinah* Foundation faces several administrative challenges, particularly in financial and data management. Delays in collecting school fees (SPP) hinder the foundation's ability to execute programs effectively, as inadequate budgeting and slow financial disbursements disrupt operational flow (Legede et al., 2024). Furthermore, inefficient financial management can result in resource shortages, affecting essential activities (Legede et al., 2024). In addition, the foundation struggles with managing santri data, where incomplete or inaccurate records, often due to poor registration processes, complicate educational management and transparency (Cuéllar et al., 2021). Delays in student enrollment further exacerbate this issue, as the foundation faces challenges in maintaining continuous enrollment. To overcome these obstacles, implementing robust data management systems, adopting a website-based academic information system, and using digital marketing to attract prospective students are essential strategies (Lazarenko & Ihnatova, 2022).

Moreover, a zoning system and conducting a SWOT analysis will help the foundation address enrollment challenges and optimize its growth potential (Fahriana & Huda, 2019; Feberliantika et al., 2021). By embracing these strategies, the foundation can effectively navigate the challenges of delayed student enrollment and seize the opportunity to attract a diverse and talented student body in the upcoming school year.

CONCLUSION

This research shows that administrative management at *tahfiz* foundations plays a very important role in building the pillars of sustainability. The findings show that effective management practices, including resource management, curriculum development, and community participation, contribute to the foundation's success in achieving educational and social goals. Various routines, activities, and unwritten norms in the *tahfiz* foundation form a management structure that supports sustainability, such as the management of daily activities, social interaction between students, and the involvement of administrators in decision-making. The core values of sustainability internalized in the foundation's management include efficiency, transparency, and accountability, which enable the foundation to adapt to the challenges of the times.

The key to successful implementation of administrative management in building the pillars of sustainability lies in the integrity and consistency of the board in applying these values. The results of this study can be applied not only in the *tahfiz* foundation studied but also in other foundations in Indonesia, especially in Tanah Grogot, East Kalimantan, which has different characteristics and social contexts. However, this study also has limitations, such as the method used and the research location which is limited to foundations in Tanah Grogot, which has *pesantren* characteristics that may not be fully representative for other regions. Therefore, it is

recommended to conduct research in tahfiz foundations in other areas, both in Kalimantan and on other islands, to get a more diverse perspective.

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