



Analysis of the pesantren environment and leadership style on teacher performance with work-life balance as an intervening variable

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ABSTRACT

This study aims to analyze the influence of the pesantren environment and leadership style on teacher performance with Work-Life Balance as an intervening variable. The research used an explanatory quantitative approach and was carried out at the Al-Muawwanah Islamic Boarding School, Ciamis Regency, West Java. The research population includes all active teachers as many as 100 people who are designated as samples through saturated sampling techniques. Data collection was carried out using a Likert scale questionnaire, while data analysis was carried out using Partial Least Squares-Structural Equation Modeling (PLS-SEM) with the help of SmartPLS. The results of the study show that the pesantren environment and leadership style have a positive and significant effect on teacher performance. In addition, the pesantren environment and leadership style also have a significant effect on Work-Life Balance. Work-Life Balance has been proven to have a positive effect on teacher performance and partially mediates the relationship between the pesantren environment and leadership style and teacher performance. These findings affirm the importance of a conducive work environment, supportive leadership, and management of work-life balance as a strategic strategy to improve teacher performance in the pesantren environment.

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INTRODUCTION

Islamic boarding schools in Indonesia play an important role in shaping the character and competence of the nation's generation, especially through the role of teachers as the spearhead of the educational process. In reality, the performance of teachers in the pesantren environment is often in the spotlight, considering the demands of work that are not only academic, but also include moral, spiritual, and social coaching of students. This phenomenon is strengthened by research results that show that the performance of teachers in some pesantren is still not optimal, even though the work environment and available facilities are adequate (Lubis, 2020). This

condition raises fundamental questions about what factors affect the performance of teachers in Islamic boarding schools, as well as how the interaction between these factors can be optimized to improve the quality of education.

One of the main factors that is believed to affect teacher performance is the work environment of the pesantren (Benevene et al., 2020; Siregar et al., 2023). The typical pesantren environment, with its dormitory system, collective culture, and dense religious activities, creates its own challenges for teachers in balancing professional and personal roles. Research shows that a conducive work environment, both from social, geographical, and cultural aspects, has a positive and significant effect on teacher performance in Islamic boarding schools (Novitasari et al., 2025; Ravensky et al., 2023). However, there are still teachers who have not been able to work optimally even though the facilities and access are adequate, indicating that there are other factors that also affect their performance (Mukhtar, 2018). In addition to the work environment, the leadership style in the pesantren is also an important determinant in shaping teacher performance. Leadership in Islamic boarding schools not only plays the role of administrative manager, but also as a coach, motivator, and role model for the entire academic community.

The leadership style applied, be it authoritarian, democratic, or participatory, will greatly determine the work climate, motivation, and involvement of teachers in the educational process. Research at the Bumi Cendekia Islamic Boarding School, for example, shows that the application of a democratic leadership style that provides space for active participation for members, is able to create an inclusive environment and improve the quality of learning (Gufronul, 2020). Meanwhile, the participatory leadership style developed by Kyai in several Islamic boarding schools has proven to be effective in encouraging personal contributions and achieving organizational goals (Prasetyo, 2016). However, not a few pesantren are found that still apply an authoritarian leadership style, which can actually hinder the creativity and initiative of teachers.

Currently, the topic of Work-Life Balance (WLB) is getting a tighter spotlight, especially in Islamic boarding schools that require a significant commitment of time and energy from educators. Work-Life Balance refers to the circumstances in which an individual manages and harmonizes the competing demands of their professional responsibilities and personal lives proportionately. The gap between these two elements can result in increased stress, fatigue, and decreased productivity in one's work. A research effort at the Darussalam Gontor Modern Islamic Boarding School, Campus 8, Seulimeum, Aceh Besar, revealed that Work-Life Balance positively and significantly affects teacher performance, both directly and indirectly through job satisfaction as an intervening variable (E. Ma'arif, 2024). Educators who successfully navigate the balance between their professional responsibilities and personal lives often show increased focus, increased efficiency, and greater job satisfaction. On the other hand, a disruption of work-life balance can increase the likelihood of work-related stress, which in turn adversely affects educators' performance (Azzahra & Rinaldi, 2024).

In this study, field facts were found related to the condition of one of the important indicators, namely the pesantren environment, in this case is the facilities that are the main support for the running of education in Islamic Boarding Schools. The condition of Islamic boarding school facilities and infrastructure shows varying levels of suitability. Classrooms are the most dominant facility, with a total of 15 units, with the majority being in good condition (8 units), while the remainder suffered minor damage (4 units) and moderate damage (3 units). This indicates that although the learning process can still continue, maintenance and repair efforts are needed to maintain optimal learning space quality. There are 8 sanitation facilities in relatively varied conditions. Four units are in good condition, one unit is slightly damaged, two units are moderately damaged, and one unit is severely damaged. This condition indicates that sanitation still requires serious attention because it directly affects the health and comfort of students. Meanwhile, supporting learning facilities such as the library and science laboratory each have only one unit available and are in a state of minor damage. The limited number and condition of these

facilities has the potential to hinder the development of literacy and student practical activities. Language, social studies, and computer laboratories are not yet available at all. Overall, of the 25 facilities recorded, 12 are in good condition, while the rest require repairs with varying degrees of damage, so strengthening Islamic boarding school facilities and infrastructure is an urgent need.

Preliminary studies at the site revealed a dual problem of facilities and infrastructure: damage to existing facilities and the absence of facilities that should exist. Based on inventory data, it was found that the damage rate of the facility reached 52%. This phenomenon is exacerbated by the non-fulfillment of essential laboratory facilities, where three out of four standard laboratories including the Computer Laboratory vital for digital skills are recorded as having not a single unit (number 0). This condition is direct evidence of the existence of serious physical work environment challenges, which can be one of the obstacles to teacher performance.

Research has been conducted on the impact of the work environment, leadership approach, and Work-Life Balance on educator performance, which includes traditional schools and Islamic boarding schools. However, most previous studies have only addressed the relationship between the two variables separately, without integrating all three in one comprehensive analysis model. Furthermore, there is a scarcity of research that explores Work-Life Balance as an intervening variable in the interaction between the pesantren environment, leadership style, and teacher performance, especially in the context of pesantren characterized by a unique and complex work system (Lidia & Suyanto, 2024). This highlights significant gaps in research that must be addressed to improve understanding and study in the field of Islamic education management.

Theoretically, the findings regarding the partial mediation role of work-life balance in the relationship between the Islamic boarding school environment, leadership style, and teacher performance provide an important contribution to the development of Islamic education management studies. This partial mediation confirms that work-life balance is not merely a supporting factor, but rather a strategic psychosocial mechanism that bridges organizational structural factors with individual performance outcomes. These findings expand the classical approach in Islamic boarding school teacher performance research, which has tended to focus on external determinants such as facilities and leadership, by incorporating the subjective dimension of work well-being as a key element in the theoretical framework. Thus, the results of this study strengthen the argument that Islamic education management theory needs to move towards an integrative approach that combines structural, leadership, and role-life balance perspectives as a conceptual foundation in explaining the performance of Islamic boarding school educators.

The main motivation of this research is to answer empirical and theoretical challenges related to improving teacher performance in Islamic boarding schools. The typical challenges faced by educators in Islamic boarding schools, including substantial workloads, involvement in extracurricular responsibilities, and expectations of moral and spiritual guidance, require a new perspective on the factors that affect their performance. Furthermore, the differences in the results of previous research regarding the role of job satisfaction as a mediating factor between work-life balance and teacher performance underscore the urgent need for this research. Many studies have revealed that job satisfaction does not consistently function as a mediator in the relationship between Work-Life Balance and performance, highlighting the need for a more in-depth examination of the relevant intervening variables in the context of pesantren (E. Ma'arif, 2024). This study adopts a quantitative analysis model with the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach, which is considered to be able to test the complex relationships between research variables simultaneously (Lidia & Suyanto, 2024). This approach embodies new methodological advances that distinguish this research from previous research and is expected to generate theoretical insights and practical benefits for improving education management in Islamic boarding schools. Thus, this research is very important because it discusses the empirical need to improve teacher performance in Islamic boarding schools by optimizing the work environment, leadership style, and work-life balance. This study also bridges the research gap regarding the role

of work-life balance as an intervening variable in the interaction between the pesantren environment, leadership style, and teacher performance. Furthermore, this research contributes theoretically to the advancement of human resource management studies in the Islamic education sector and provides practical implications for pesantren managers in designing more effective and sustainable strategies to improve teacher performance.

Based on this context, this study seeks to comprehensively explore how the pesantren environment and its leadership approach affect teacher performance, as well as the extent to which work-life balance can play a mediating factor in this dynamic. This research aims to provide valuable insights for policymakers in Islamic boarding schools, by encouraging the creation of a supportive work environment, inspiring leadership, and achieving a harmonious work-life balance for educators, ultimately improving the quality of education in these institutions.

RESEARCH METHOD

This study applies a quantitative approach with an explanatory research design, which is directed to test the pattern of cause-and-effect relationships between the variables studied. This study focuses on the influence of pesantren environment and leadership style on teacher performance, with Work-Life Balance positioned as a mediating variable. The quantitative approach is used because it is able to produce standardized measurements and supports hypothesis testing through inferential statistical analysis. The research was carried out at the Al Muawwanah Islamic Boarding School located in Rajadesa District, Ciamis Regency, West Java Province. The location of the study was determined based on its relevance to the context of the research variables and the ease of access to the respondents. The data collection process was carried out within a span of two months.

The subject of the study involved all active teachers at the Al Muawwanah Islamic Boarding School which amounted to 100 people. The sample determination technique uses saturated sampling, where all members of the population are used as research respondents. This approach was chosen to obtain a thorough representation of the data and reduce the potential for sampling bias. The types of data used include primary data and secondary data. Primary data were obtained through a structured questionnaire compiled using a five-level Likert scale, ranging from strongly disagree to strongly agree. Islamic boarding school environmental indicators were selected by considering a balanced integration of physical and non-physical aspects. Physical aspects reflect the condition of facilities and work equipment, while non-physical aspects reflect the social climate, work culture, and institutional support of the Islamic boarding school. This approach was used to capture the characteristics of the Islamic boarding school teacher's work environment holistically.

The appropriateness of the research instrument was examined through tests of validity and reliability. Construct validity was evaluated by assessing convergent and discriminant validity, as reflected by outer loading values greater than 0.70 and Average Variance Extracted (AVE) values above 0.50. In addition, instrument reliability was determined using Cronbach's Alpha and Composite Reliability, with acceptable values set at more than 0.70. Data were analyzed using the Structural Equation Modeling approach based on Partial Least Squares (PLS-SEM) assisted by SmartPLS software. The analytical process involved assessing both the measurement model (outer model) and the structural model (inner model). The evaluation of the outer model emphasized the validity and reliability of the constructs, whereas the inner model analysis focused on R-square values, path coefficients, and significance levels (p-values) to determine the strength of inter-variable relationships and to examine the mediating effect of work-life balance.

RESULTS AND DISCUSSIONS

The respondents in this study were predominantly male, as determined by gender analysis. A total of 64 respondents identified as male, which made up 64% of the sample, while 36 respondents identified as female, representing 36%. This suggests that most of the educators at the research site were male. Judging from the age group, the majority of respondents are in the productive age range of 31 - 40 years, which is 47 people (47%). The second largest group was the 20-30 year age range with 29 respondents (29%). In addition, 20 participants were in the age range of 41-50 years, which represented 20% of the total respondents, while the remaining 4 people, representing 4%, were over 50 years old. Respondent characteristics, determined by the highest level of education, indicate that most respondents have outstanding academic credentials. Sixty-nine percent of respondents have a bachelor's degree. Twenty-two percent (22%) have a high school education, while others have pursued and completed graduate studies. A total of 9 people, representing 9% of the group, have a Master's or Doctoral degree. This indicates that the respondents' academic qualifications have largely met professional standards as educators. Based on the length of service at the pesantren, the largest group is respondents who have worked for more than 10 years, which is 41 people (41%). This shows the high level of experience and loyalty of respondents to the institution. The next group is those who have worked for 5-10 years as many as 30 people (30%), and respondents with less than 5 years of service period total 29 people (29%).

The data analysis in this study was carried out using the Partial Least Squares–Structural Equation Modeling (PLS-SEM) approach through SmartPLS software. This approach was chosen because it is able to analyze complex causal relationships, including testing of mediating variables, and does not require strict data normality assumptions. Model evaluation is carried out through two main stages, namely testing the measurement model (outer model) and structural model (inner model). The results of the outer loading (OL) estimation were evaluated through the correlation between the score of the indicator (instrument) and the construct. An indicator is considered valid if the correlation value exceeds 0.70, while a value of 0.6 is considered adequate (Hamid & Anwar, 2019). Indicators that do not meet these criteria should be eliminated.

Tabel 1. Validity and reliability

Variable/Indicator	OL1	OL2	CA	CR	AVE
Pesantren Environment			0,897	0,928	0,764
PE1	0,866	0,866			
PE2	0,865	0,869			
PE3	0,845	0,851			
PE4	0,131	-			
PE5	0,127	-			
PE6	0,894	0,909			
Leadership Style			0,858	0,898	0,638
LS1	0,836	0,867			
LS2	0,807	0,816			
LS3	0,756	0,785			
LS4	0,783	0,773			
LS5	0,744	0,749			
LS6	0,348	-			
Work Life Balance			0,824	0,883	0,596
WLB1	0,569	-			
WLB2	0,789	0,760			
WLB3	0,777	0,759			
WLB4	0,800	0,796			
WLB5	0,746	0,766			
WLB6	0,740	0,780			
Teacher Performance			0,906	0,930	0,728
KG1	0,438	-			
KG2	0,858	0,862			

Variable/Indicator	OL1	OL2	CA	CR	AVE
KG3	0,864	0,859			
KG4	0,894	0,903			
KG5	0,827	0,822			
KG6	0,799	0,818			

Based on the results of the convergence validity evaluation, all latent constructs showed an Average Variance Extracted (AVE) value above the threshold of 0.50. The Pesantren Environment variable has an AVE value of 0.764, Leadership Style of 0.638, Work Life Balance of 0.596, and Teacher Performance of 0.728. This value indicates that each construct is able to explain more than 50% of the variance of its indicators, thus meeting the criteria of convergent validity. However, there are several indicators with an outer loading value below 0.70 that are then eliminated from the model, because they do not represent the construct optimally. This elimination process is a common practice in PLS-SEM to improve the quality of the measurement model.

Furthermore, the reliability testing of the construct showed excellent results. Cronbach's Alpha and Composite Reliability (CR) values of all variables were above the minimum limit of 0.70. The Pesantren Environment variable has a CR of 0.928, Leadership Style of 0.898, Work Life Balance of 0.883, and Teacher Performance of 0.930. These findings confirm that the indicators in each construct have high internal consistency and are reliable in measuring the latent variables studied.

Table 2. Fornell-Larcker

Variabel	Lingkungan Pesantren	Gaya Kepemimpinan	Work Life Balance	Kinerja Guru
Pesantren Environment	0.874			
Leadership Style	0.087	0.799		
Work Life Balance	0.452	0.528	0.809	
Teacher Performance	0.821	0.128	0.603	0.853

Discriminant validity testing using the Fornell–Larcker criteria showed that the square root of AVE in each construct was greater than the correlation between other constructs. This indicates that each latent variable has a conceptual uniqueness and is empirically distinguishable from other variables in the model. Thus, it can be concluded that the measurement model has met all the validity and reliability criteria required in the PLS-SEM analysis.

Tabel 3. R Square

Variabel	R Square
Work Life Balance	0,445
Teacher Performance	0,802

At the evaluation stage of the structural model, the R-square value (R^2) is used to assess the predictive ability of the model. The results of the analysis showed that the variables of Islamic Boarding School Environment and Leadership Style were able to explain 44.5% of the variation in Work Life Balance ($R^2 = 0.445$), which was classified as moderate. Meanwhile, the variables of Islamic Boarding School Environment, Leadership Style, and Work Life Balance were able to explain 80.2% of the variation in Teacher Performance ($R^2 = 0.802$), which was included in the strong category. This value indicates that the structural model has high explainability and is empirically relevant.

Tabel 4. Uji Hipotesis

Hipotesis	β	STDEV	t-statistic	p-value
Pesantren Environment → Teacher Performance	0,390	0,066	5,928	0,000
Leadership Style → Teacher Performance	0,303	0,064	3,512	0,000
Pesantren Environment → Work Life Balance	0,409	0,095	4,319	0,000

Leadership Style → Work Life Balance	0,492	0,130	3,778	0,000
Work Life Balance → Teacher Performance	0,305	0,081	3,812	0,000
Pesantren Environment → Work Life Balance → Teacher Performance	0,139	0,047	2,986	0,001
Leadership Style → Work Life Balance → Teacher Performance	0,167	0,065	2,584	0,001

The results of the hypothesis test showed that all direct relationships between variables were positive and significant. The pesantren environment has a significant effect on teacher performance ($\beta = 0.390$; $t = 5.928$; $p < 0.001$), which shows that the value-based work environment and pesantren culture play an important role in improving teacher performance. Leadership style was also shown to have a significant effect on teacher performance ($\beta = 0.303$; $t = 3.512$; $p < 0.001$), emphasizing the importance of the role of leadership in encouraging teacher effectiveness and productivity. In addition, the Islamic Boarding School Environment and Leadership Style had a significant effect on Work Life Balance, respectively, with a β coefficient of 0.409 and 0.492. These findings show that a conducive work environment and the right leadership style can create a better work-life balance for teachers. Furthermore, Work Life Balance was also shown to have a significant effect on Teacher Performance ($\beta = 0.305$; $t = 3.812$; $p < 0.001$), which indicates that the balance between work roles and personal life is an important factor in improving performance. Mediation effect testing showed that Work Life Balance significantly mediated the influence of the Islamic Boarding School Environment on Teacher Performance ($\beta = 0.139$; $p = 0.001$) as well as the influence of Leadership Style on Teacher Performance ($\beta = 0.167$; $p = 0.001$). These findings confirm that indirect influences through Work Life Balance strengthen the relationship between independent variables and teacher performance, so that the mediation that occurs is partial.

The first hypothesis (H1) in this study states that the Islamic Boarding School Environment has a positive influence on Teacher Performance. Based on the results of the analysis, the path coefficient value was 0.390 with a t-value of 5.928 and a p-value of 0.000. Because the t-value is greater than 1.96 and the p-value is less than 0.05, it can be concluded that the Islamic Boarding School Environment has a positive and significant influence on Teacher Performance. Thus, the first hypothesis (H1) is accepted. These findings strongly support the *Work Environment Theory* which states that all physical, social, and psychological aspects in the workplace are crucial determinants that shape employee attitudes and behaviors, ultimately influencing performance (Rasool et al., 2021; Zhenjing et al., 2022). These results confirm that the pesantren environment that is perceived as conducive by teachers directly contributes to the improvement of their effectiveness and quality of work.

If analyzed more deeply with descriptive data, this finding shows an interesting phenomenon. Although preliminary studies at the research site revealed serious challenges to the physical environment, where the damage rate of facilities reached 52% and there was an absence of essential laboratories, teachers' overall perceptions of the work environment remained high. This is due to a very positive score on non-physical environmental indicators, such as "The pesantren pays sufficient attention to welfare" and "Communication and cooperation relationships with leaders and colleagues are well established". A critical argument that can be put forward is that the strength of the supportive socio-psychological (non-physical) environment at the Al-Muawwanah Islamic Boarding School has been proven to be able to compensate for the shortcomings in the physical environment aspect. A harmonious work climate and attention to welfare are the more dominant drivers of performance. These findings are in line with research conducted by Rahmania et al. (2023) which also found that the work environment has a significant effect on teacher performance in Islamic boarding schools.

Based on the SmartPLS data processing results shown in the Path Coefficients table, the hypothesis regarding the positive influence of leadership style on teacher performance was examined. The analysis revealed that the path coefficient value (original sample) for the effect of

leadership style on teacher performance was 0.303. This positive coefficient reflects a direct relationship between the two variables, indicating that improvements in leadership style are associated with higher levels of teacher performance. In addition, the significance testing produced a t-statistic of 3.512, which exceeds the critical value of 1.96, along with a p-value of 0.000, which is below the 0.05 threshold. Therefore, it can be concluded that leadership style has a positive and statistically significant effect on teacher performance. This is in line with previous research that states that leadership style has a positive and significant effect on performance (Nasra & Arar, 2020; Parveen et al., 2022; Saleem et al., 2020).

The third hypothesis (H3) which states that the Islamic Boarding School Environment has a positive effect on work-life balance is accepted. The results of the analysis showed a positive and significant effect with a coefficient of 0.409 and a T-statistic of 4.319 (p-value 0.000). This proves that a supportive work environment, characterized by good interpersonal relationships and attention to well-being, effectively helps teachers in balancing the demands of their work and personal life. These findings are in line with research conducted by (Husna & Septiani, 2024), stating that the work environment has a positive effect on performance. The fourth hypothesis (H4) which states that leadership style has a positive effect on work-life balance is also accepted. The influence is even stronger, with a coefficient of 0.492 and a T-statistic of 3.778 (p-value of 0.000). These findings are particularly important because they show that although leadership styles do not have a direct positive impact on performance, leadership is highly effective in creating conditions that support teachers' life balance. This is supported by the teacher's perception that leaders are friendly, caring, and willing to listen, which is a key factor in reducing role conflicts between work and personal life. These findings are in line with research that states that leadership style has a significant influence on work-life balance and employee performance (Edeh et al., 2024; Effendi et al., 2025; Sani & Adisa, 2024).

The fifth hypothesis (H5) states that work-life balance has a positive influence on teacher performance. The test results proved a positive and significant influence with a coefficient of 0.305 and t-count of 3.8112 (p-value 0.000). Thus, the fifth hypothesis (H5) is accepted. These findings strengthen the main argument of the research and are in line with the work-life balance theory and previous research conducted (M. N. Ma'arif et al., 2024) which states that work-life balance has a positive effect on performance. Teachers who feel able to balance their roles in the work and personal life environment tend to have lower levels of stress, higher satisfaction, as well as greater energy to focus on teaching tasks, which ultimately improves their overall performance.

The sixth hypothesis (H6) examines the role of work-life balance mediation in the relationship between the pesantren environment and teacher performance. The results of the indirect influence analysis showed a positive and significant coefficient value of 0.139, with a T-statistic of 2.986 and a p-value of 0.001. Thus, the sixth hypothesis (H6) is accepted. This states that the physical work environment has a positive and significant effect on employee performance through work-life balance as a mediating variable. Because the direct influence of the pesantren environment on teacher performance (H1) is also significant, work-life balance plays a role as partial mediation. This means that the pesantren environment can improve teacher performance through two paths directly creating productive working conditions and indirectly through increasing the work-life balance of teachers, which then encourages better performance. The seventh hypothesis (H7) examines the mediating role of work-life balance in the relationship between leadership style and teacher performance. The test results showed a positive and significant mediation effect with a coefficient value of 0.167, a T-statistic of 2.584, and a p-value of 0.005. Thus, the seventh hypothesis (H7) is accepted. Because the direct influence of leadership style on teacher performance (H2) is also significant, work-life balance plays a role as partial mediation. These are important findings and make a profound contribution to understanding the dynamics at the research site. The leadership style at Al-Muawwanah Islamic Boarding School directly improves performance, and its positive impact on teacher performance is strengthened

through its ability to improve work-life balance. This means that leaders succeed in encouraging performance by creating supportive working conditions so that teachers can achieve a better life balance, and this balance is the main fuel for improving their performance (AR & Varma, 2025; Shah et al., 2024).

Theoretically, the findings of partial mediation of Work-Life Balance have important implications for the development of Islamic education management studies. This partial mediation indicates that Work-Life Balance is not only a consequence of the work environment and leadership, but also serves as an explanatory mechanism linking structural factors and leadership behaviors to teacher performance. This finding enriches theoretical approaches that have tended to position Islamic boarding school teacher performance as a direct result of environmental conditions and leadership styles, by emphasizing the importance of the dimensions of subjective well-being and life role management in the context of Islamic education. Thus, this study encourages a theoretical paradigm shift toward a more integrative model of Islamic education management, which combines structural aspects, leadership, and work-life balance as a conceptual foundation in explaining Islamic boarding school teacher performance. The findings of this study also pave the way for the development of a more comprehensive research model in the future. The model could be further expanded by incorporating psychological variables and values unique to Islamic boarding schools, such as religiosity-based organizational commitment, meaningful work, and spiritual leadership, as additional mediators or moderators. Furthermore, a longitudinal design is needed to capture the dynamics of work-life balance and teacher performance within the intensive, community-based Islamic boarding school work system. A mixed methods approach also has the potential to deepen understanding of how Islamic boarding school teachers interpret work-life balance within the framework of Islamic values of devotion and spirituality. This development is expected to produce a more comprehensive and contextual conceptual model to explain the determinants of Islamic boarding school teacher performance in a sustainable manner.

CONCLUSION

Based on the results of the analysis and discussion, this study concludes that the pesantren environment and leadership style have a positive and significant influence on the performance of teachers at the Al-Muawwanah Ciamis Islamic Boarding School, both directly and indirectly through work-life balance as an intervening variable. A conducive pesantren environment has been proven to improve teacher performance, while helping them achieve a balance between the demands of work and personal life. Similarly, a supportive and caring leadership style not only plays a direct role in improving performance, but also strengthens it through improved work-life balance. These findings confirm that work-life balance serves as an important partial mediator in explaining how the work environment and leadership can be optimized to drive better teacher performance.

Academically, the results of this research contribute to the development of human resource management literature in the context of Islamic education, especially Islamic boarding schools. This research strengthens the relevance of work environment theory, leadership theory, and work-life balance theory in explaining performance in educational organizations that have unique characteristics. The findings on the role of partial mediation of work-life balance also enrich the study of leadership by emphasizing the importance of psychological factors as a connecting mechanism between leadership and performance. From a managerial perspective, this research provides practical implications for pesantren managers. Improving the quality of the work environment needs to be made a strategic priority, both through improving physical facilities and maintaining a harmonious non-physical work climate. In addition, pesantren leaders are advised to continue to develop a supportive leadership style by balancing supervision and giving autonomy to teachers. Furthermore, work-life balance needs to be seen as an organization's

strategic asset, so that supporting policies such as fair workload management, flexibility, and work stress reduction programs can be institutionalized on a sustainable basis.

Theoretically, the findings regarding the partial mediation role of Work-Life Balance provide an important contribution to the development of Islamic education management studies. These findings confirm that Work-Life Balance is not only a result of the Islamic boarding school environment and leadership style, but also serves as an explanatory mechanism linking structural and leadership factors to teacher performance. Therefore, the performance of Islamic boarding school teachers needs to be understood through a more integrative approach, combining the work environment, leadership practices, and the teacher's ability to manage the balance between professional and personal life demands within the unique Islamic boarding school work system. Furthermore, this study opens up the direction for future research models by expanding the scope of variables relevant to Islamic boarding school characteristics. Further models can be developed by incorporating psychological factors and religiosity-based values, such as organizational commitment, work meaning, and spiritual leadership, as both mediators and moderators. Furthermore, the use of a longitudinal design and a mixed methods approach is recommended to capture the dynamics of Work-Life Balance and teacher performance in greater depth, thus yielding a more comprehensive and contextual understanding of the determinants of Islamic boarding school teacher performance.

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