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## LEADERSHIP PRACTICES AND RISK MANAGEMENT AND ITS RELATIONSHIP WITH SCHOOL PERFORMANCE: EVIDENCE THROUGH PLS-SEM AND IPMA ANALYSIS

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### Abstract:

A key component of running a tahfiz school is the system of educational governance. A school's reputation can be destroyed and community trust can be lost if it is unable to manage academics, stakeholder satisfaction, internal processes, as well as learning and growth in school. The school's progress towards reaching the Malaysia Education Development Plan 2015-2025, which focuses on producing holistic human capital, will be hampered by ineffective educational governance. Tahfiz school's performance can be enhanced by implementing leadership practices and risk management to address the problem. The purpose of this study was to identify the level of leadership practices and risk management, as well as the level of performance in tahfiz schools. Furthermore, an investigation was conducted into the correlation between leadership practices and risk management with the performance of tahfiz school. This research examines 190 school administrators from Negeri Sembilan, Kedah, Kelantan, Terengganu, Pahang, Perak, Selangor, and Johor through a quantitative survey approach. A series of questionnaires were used as instruments for data collection, and the statistical packages Partial Least Squares Structural Equation Modeling (PLS-SEM) and Statistical Package for Social Science (SPSS) were used for analysis. A descriptive analysis reveals that tahfiz schools perform exceptionally well and have moderate and very high

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standards for leadership practices and risk management. The results of the structural model test indicate a moderate positive influence of leadership practices ( $\beta=0.308$ ,  $t=4.276$ ,  $p<0.01$ ,  $f^2=0.132$ ) and a strong positive influence of risk management ( $\beta=0.618$ ,  $t=5.225$ ,  $p<0.01$ ,  $f^2=0.531$ ) on the performance of tahfiz schools. This study also used IPMA analysis to identify the overall effect, indicating the significance of the risk management dimension in predicting tahfiz school performance. The findings of the study can help the Malaysian Ministry of Education develop a number of efforts to assist the administration of tahfiz school in reaching their goal of 125,000 professional huffaz by the year 2050.

**Keywords:**

Tahfiz School Governance, School Performance, Leadership Practices, Risk Management

**Introduction**

The Malaysian National Education Philosophy aims to develop people's capacities, fostering intellectual, spiritual, emotional, and physical harmony. This aligns with the Malaysian Education Development Plan 2015-2025, which focuses on developing a strong relationship with God, fostering an entrepreneurial spirit, and instilling a holistic huffaz. Based on Fauzan and Mohamad (2017), Nordin (2018) and Ab Rahman et al. (2020), the government aims to produce 125,000 professional huffaz by 2050, boosting human capital and promoting economic growth in all major sectors. In other words, this tahfiz education aims to produce knowledgeable, skilled, and morally upright Malaysians. However, without an effective education governance framework, achieving the goals of the Malaysian Education Development Plan 2015–2025 is not an easy undertaking.

Tahfiz schools' poor performance serves as evidence of this. The issue in Tahfiz schools has been a topic of concern, particularly in the context of ensuring the safety and well-being of students. Tahfiz schools are Islamic religious institutions focusing on Quran and Islamic teachings, face several issues including lack of regulatory oversight (Ministry of Education Malaysia, 2018; Aziz, 2019; Rahim, 2020), safety concerns (Dalimunthe et al., 2021; Taat et al., 2021; Noor et al., 2022), inadequate of quality education (Haron et al., 2021; Othman et al., 2022), financial mismanagement (Razak et al., 2022; Mugala et al., 2023), inadequate infrastructure (Jaaffar et al., 2021; Manolito Mohd Dahlan, 2021; Yusof et al., 2022) and inadequate staff supervision (Norsalim et al., 2021; Umar et al., 2021; Misbahrudin, 2022). The report points to the absence of proper regulatory mechanisms and oversight as contributing factors to these incidents. This issue underscores the importance of addressing leadership and risk management deficiencies and implementing effective regulatory measures to safeguard the rights and well-being of students in Tahfiz schools. Addressing these issues requires concerted efforts from regulatory authorities, school administrators, and the community to establish and enforce rigorous safety standards by implement comprehensive leadership and risk management protocols such as provide staff training conduct regular inspections, and to ensure the safety and welfare of students.

Despite these challenges, Tahfiz schools continue to strive for improved safety and quality of education by implementing leadership and risk management practices seriously to achieve the objectives of tahfiz schools. Failure to deal with leadership and risk management practices will

expose tahfiz schools to inefficiency in management and may affect the achievement of the school's objectives and future development. Even though leadership and risk management practices are crucial, the findings of the study regarding the key factors influencing a tahfiz school's success are still pending. In order to determine the contributing factors to the management context in tahfiz schools, this study is necessary. Thus, the purpose of this study was (a) to identify the level of leadership practices, risk management, and performance in tahfiz schools and (b) to examine the relationship between leadership practices and risk management towards the performance of tahfiz schools. Furthermore, an investigation was conducted to determine the most contributing factors to achieving effective performance in tahfiz schools.

## Literature Review

### *School performance*

School performance is the success of implementing programs or policies to fulfill an organization's mission, vision, and goals. It includes academic achievement, attendance, graduation rates, and student behaviour (Scheerens, 2016; Creemers et al., 2019). High school performance is crucial for individual success, educational equity, community development, preparedness for the future, personal development, social mobility, accountability, and global competitiveness. Monitoring performance helps institutions improve effectiveness and maintain global competitiveness in innovation, technology, and workforce development.

Tahfiz school performance is assessed using a comprehensive framework known as the balanced scorecard approach. It includes four key perspectives: academic achievement, customer/stakeholder, internal processes, and learning and growth. Academic achievement considers factors like test scores and graduation rates. Stakeholders include students, parents, teachers, staff, administrators, and the community. Internal processes evaluate the school's efficiency and effectiveness in delivering educational programs. Learning and growth focus on the school's capacity for continuous improvement and innovation. The approach emphasizes establishing clear objectives, aligning strategies, and monitoring performance against them. It encourages a balanced approach to decision-making, considering both short-term and long-term goals and stakeholder needs (Kaplan & Norton, 1996; Patro, 2016; Al-Bawab, 2017).

Educational governance system plays a crucial role in enhancing the performance of tahfiz schools by promoting positive changes. Good governance is crucial for school leaders, as it influences their professional behaviour and can improve organizational competitive advantage (Wahab & Rahayu, 2017). Performance measurement, including student achievements, teacher evaluations, equitable participation, discipline, and resource efficiency, are all influenced by good governance. A strong state of good governance is essential for a school to perform well (Nepal, 2022). Implementing good governance in school organizations can improve performance, with performance measurement significantly impacting it (Sembodo, 2016). School leaders must understand good governance as a moral foundation, and their professional behaviour can be influenced by high competence (Putra & Saud, 2017).

### *Leadership Practices*

Kouzes & Posner (2017) and Northouse (2018) defined leadership as the ability to motivate a team to achieve organizational goals, a concept relevant to organizational development, training, and learning in educational settings. Leadership practices in schools is crucial for setting direction, fostering a positive culture, supporting teachers' development, making

effective decisions, engaging with the community, promoting equity, managing resources wisely, handling crises, using data for improvement, and encouraging innovation. Strong leadership drives school success by creating an environment where students can thrive academically, socially, and emotionally (Margeret & Chua, 2021).

The significance of leadership practices has a positive correlation on school performance. These findings align with previous research. According to a study by Auerbach (2012), community leadership involvement and school performance are positively correlated, highlighting the significance of external leadership support for academic results. A significant positive connection between transformative leadership and student accomplishment in a variety of educational environments was found by Wang, Huang, and Wu (2022) in their meta-analysis. According to Louis and Lee (2016), there is a positive association between distributed leadership practices and school development. This means that staff members' shared leadership responsibilities have a positive impact on student achievement. A study by Sebastian, Huang and Allensworth (2019) indicated that leadership is positively correlated with student involvement, which influences academic success. Leadership and school performance are positively correlated (Nadeem, 2024; Surana et al., 2018).

Abdullah Rozak et al. (2020) asserted that leadership has no immediate direct impact on academic accomplishment without competence. In this case, one motivating factor that can raise student learning achievement is teacher performance (Harras et al., 2020). A quality of tahfiz school performance which was characterized by the teacher's performance raise student learning achievement (Harras, 2020). Students possess a strong sense of academic intelligence, a mature attitude, and the capacity to maintain self-control under a variety of circumstances. The main factor that affects teachers' competency and performance is the principal's leadership. Leadership qualities that impact teacher performance include the ability to oversee, regulate, direct, assess, and evaluate as well as to set an example for others. Teachers acquire character through a variety of means, including guidance on what to do, setting an example for others to follow, supervision to exercise caution, judgment on their mistakes and progress, evaluation to determine the best course of action, and judgment. Wahyudi (2020) asserts that teacher performance is significantly impacted by the principal's leadership. Teacher performance is impacted by the principal's leadership skills (Polatcan, 2020). According to Jung & Sheldon (2020), a principal's complexity of competence can enhance student accomplishment and teacher performance in particular, as well as overall educational performance. Therefore, it is assumed that leadership practices will influence the performance of tahfiz schools.

H1: There is a positive relationship between leadership practices and performance of tahfiz schools in Malaysia.

### **Risk Management**

Risk, defined by Kaplan and Garrick (2019) is the probability of harm or loss, often linked to uncertainty. This can be supported by Covello and Mumpower (2020) and Renn (2020) who refer risk as uncertainty impacting an organization's ability to achieve its goals. Hitesh (2019) and Aven and Renn (2018) stated that risk management involves finding, analysing, and evaluating potential hazards or opportunities to make appropriate decisions. It involves using past experiences as lessons to capitalize on future success opportunities. Risk management is essential for identifying, assessing, and mitigating potential threats or uncertainties that could negatively impact an organization. It helps safeguard assets, protect reputation, ensure compliance with regulations, optimize resource allocation, and enhance decision-making.

Effective risk management fosters resilience, enabling organizations to adapt to changes, seize opportunities, and achieve their objectives while minimizing potential losses or disruptions (Smith, 2023b).

According to Yahaya et al. (2015) and Smith (2023a), these connections show how efficient risk management practices in schools can enhance student performance and general well-being inside educational institutions. UNESCO (2019) provides support for this, stating that schools with strong risk management policies are better equipped to handle emergencies and maintain educational continuity even in times of crisis. Students who implement risk management strategies that support their health and wellbeing perform better academically (Johnson, 2023). By reducing disturbances to the school environment, proactive risk management promotes regular learning opportunities (Butler, 2018). Risk management is emphasized in schools because it helps with crisis response and psychological support, both of which have a positive effect on students' mental health and, in turn, academic achievement (Smith, 2023c). According to the Lee (2023), preserving school infrastructure and fostering a pleasant learning environment are essential components of proper risk management. Risk management rules and regulations uphold a school's excellent reputation, which draws in teachers and students and eventually improves school performance (Johnson, 2023). Therefore, it is assumed that risk management will influence the performance of tahfiz schools.

H2: There is a positive relationship between risk management and performance of tahfiz schools in Malaysia.

### Research Methodology

This study uses a quantitative approach to analyse tahfiz school management. Purposive sampling technique was employed to select respondents from various locations in Negeri Sembilan, Kedah, Kelantan, Terengganu, Pahang, Perak, Selangor, and Johor with assistance from the Ministry of Education, religious council governing authority officers, and tahfiz school management over a period of three months. The sample size needed to test this model must be at least 165, as indicated by the sample size determination table developed by Krejcie and Morgan in 1970.

A survey questionnaire was used in the data collection process. Using a seven-point Likert scale, respondents were asked to indicate how much they agreed with statements about educational governance elements. With regard to the questions or statements provided, a score of 1 denoted the lowest level of agreement and a score of 7 the highest level of agreement. A pre-test was conducted on this research instrument to ensure its reliability. According to Kline (2011), acceptable questionnaire item reliability is indicated by a Cronbach's Alpha value greater than 0.6. Despite the fact that just 165 respondents were needed in the sample for generalization, 570 survey questionnaires were issued, and 190 completed questionnaires were collected from the population in eight states in Malaysia. Since the response rate was higher than 33.3%, it was evident that non-response error was not a major issue (Nulty, 2008). Two stages of analysis, the item measurement model and the structural measurement model, were carried out using correlation analysis and Partial Least Square Structural Equation Modeling (PLS-SEM) techniques. Following a series of data cleaning processes, including tests for outlier detection, 186 data points were retained for further analysis. Descriptive analysis was performed using SPSS 23.0 software while measurement model and the structural measurement model were performed by SmartPLS 4.0 software.

### Research Respondent

The majority of the respondents are male, 100 (53.8%), while 86 (46.2%) of them are female. In terms of age, 37 (19.8%) was in the range of 36–40 years, 36 (19.4%) was in the range of more than 50 years, 29 (15.6%) was in the range of less than 30 years, and 20 (10.8%) was in the range of 41–45 years. The age group with the largest percentage, 53 (28.5%), fell in the range of 31–35 years, while the age group with the lowest percentage, 11 (5.9%), fell in the range of 46–50 years. The results of this survey showed that respondents' levels of qualification varied. A bachelor's degree accounts for 145 (78.0%) of their qualifications, followed by a master's degree 21 (11.3%), a diploma certificate 18 (9.7%), and a doctorate degree 2 (1.1%). According to the years they had attended Tahfiz School, 49 (26.3%) of the respondents had worked for the company for less than 5 years, 52 (28.0%) for 6 to 10 years, 59 (31.7%) for more than 15 years, and only 26 (14.0%) for 11 to 15 years. Most of the respondents are tahfiz coordinators, with 83 (44.6%). Followed by the vice principals with 77 (41.4%). The least number of respondents were the school's principals, with 26 (14.0%). In terms of states, Terengganu had the highest percentage of respondents with 52 (28.0%), while Johor had the lowest percentage of respondents with 1 (0.5%). About 42 (22.6%) of the tahfiz schools are in Kelantan, 32 (17.2%) are in Kedah, 25 (13.4%) are in Selangor, 16 (8.6%) are in Pahang, 11 (5.9%) are in Negeri Sembilan, and 7 (3.8%) of the tahfiz schools belonged to the states of Perak.

### Descriptive Analysis

The mean (M) and the standard deviation (SD) for each educational governance factor were used to analyse the survey findings and determine how the respondents felt about the three educational governance factors. Values of 5.6 and above (>80%) on the seven-point Likert scale were regarded as high, 3.5 to 5.5 (50%–79%) as moderate, and 0 to 3.4 (<50%) as low. The average values of the study's findings ranged from 6.103 (87.18%) to 6.354 (90.7%). The results of the analysis show that the study respondents agreed with the current system of educational governance in each of Malaysia's eight states. As shown in Table 1 below, the study respondents highly regarded leadership, risk management, and school performance as key factors of educational governance.

**Table 1: Distribution of Respondents' Assessment Regarding Educational Governance**

ITEMS	M	SD	%	LEVEL
Leadership	6.354	0.672	90.77	High
Risk Management	6.103	0.825	87.18	High
School Performance	6.186	0.673	88.36	High

M: Mean, SD: Standard Deviation.

Source: Author (2024)

### Measurement Model Assessment

Table 2 presents the findings of reliability and convergent construct validity tests. The degree to which one scale positively connects with another scale within the same construct is known as convergent validity (Malhotra, 2002). According to research findings, all items achieved high internal consistency (Nunnally & Bernstein, 1994; Chin, 1998) and sufficient extracted average variance (AVE) and composite reliability (CR) to confirm convergent validity in all items (Hair et al., 2014).

**Table 2: Convergent Validity Test**

Construct	Item	Loading	Cronbach	CR	AVE
LD	LD1	0.769	0.899	0.899	0.529
	LD2	0.789			
	LD3	0.645			
	LD4	0.703			
	LD5	0.786			
	LD6	0.714			
	LD8	0.726			
	LD9	0.670			
RM	RM1	0.815	0.967	0.967	0.788
	RM2	0.870			
	RM3	0.890			
	RM4	0.870			
	RM5	0.911			
	RM6	0.915			
	RM7	0.890			
	RM8	0.933			
SP	SP2	0.636	0.899	0.899	0.562
	SP3	0.824			
	SP4	0.719			
	SP5	0.753			
	SP6	0.689			
	SP7	0.861			
	SP8	0.744			

SP: School Performance, LD: Leadership, RM: Risk Management, CR: Composite Reliability, AVE: Average Variance Extracted

Source: Author (2024)

In the past, discriminant validity was assessed using the standards proposed by Fornell-Larcker (1981). However, due to its inability to identify discriminant validity problems in typical research settings, this approach has drawn criticism (Henseler et al., 2015). Therefore, the HTMT (Heterotrait-Monotrait) values will be looked at as an alternative to the preceding method. Henseler et al. (2015) state that the Heterotrait-Monotrait (HTMT) ratio is utilized in PLS 4 to evaluate discriminant validity. Table 3 clarifies why the research constructs' discriminant validity falls short of the required threshold of 0.90. According to Gold et al. (2001), an issue concerning discriminant validity was indicated if the HTMT value was 0.90 or above. The value obtained was below the HTMT 0.90 threshold (Gold et al., 2001), which was 0.879, demonstrating the achievement of discriminant validity. In Table 3 below, the Heterotrait-Monotrait Ratio (HTMT) is explained.

**Table 3 : Heterotrait-Monotrait Ratio (HTMT)**

	LD	RM	SP
LD			
RM	0.879		
SP	0.856	0.878	

SP: School Performance, LD: Leadership, RM: Risk Management.

Source: Author (2024)

The HTMT ratio analysis results show that all of the study items were confirmed to measure the intended construct, and there is no issue with multicollinearity. Testing the structural model and the study hypotheses is the next step in conducting further analysis, which is carried out once the measurement model assessment satisfies the predefined requirements.

### Assessment of the Structural Model

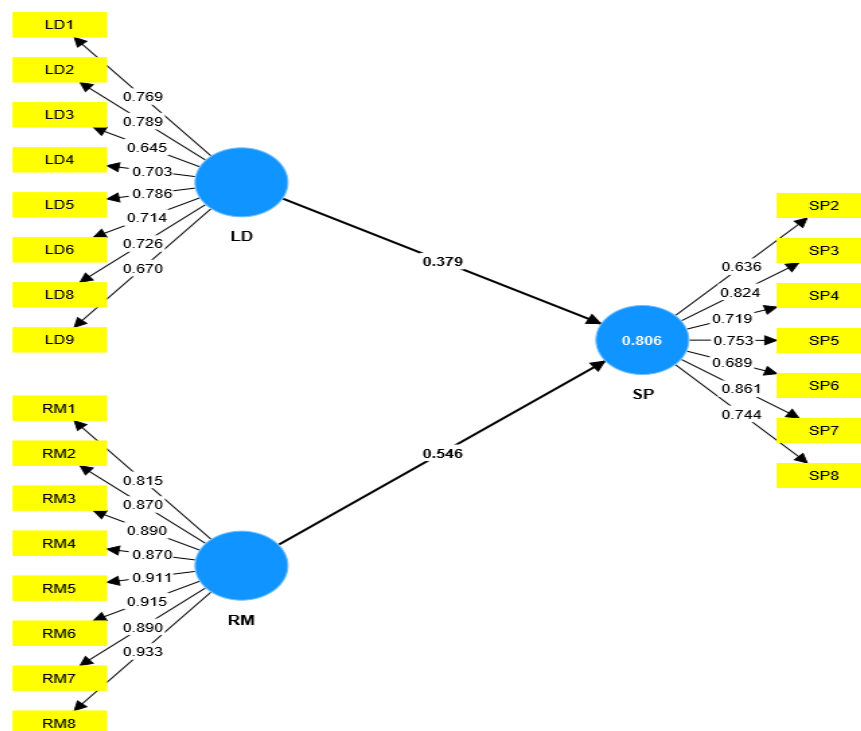
Before conducting the assessment of the structural model, the model's quality will be obtained through reporting beta ( $\beta$ ) values, R-squared values ( $R^2$ ), effect size ( $f^2$ ), and predictive relevance ( $Q^2$ ) values. To address the study hypotheses, bootstrap analysis using 5000 samples was carried out (Hair et al., 2017). The analysis's findings are shown in Table 4 and Figure 1 below.

**Table 4: Path Coefficient Test**

Hypothesis	Relationship	Std. Beta	Std. Error	t-value	Result	$R^2$	$f^2$	$Q^2$
H1	LD -> SP	0.379	0.118	3.207	Supported	0.804	0.168	0.425
H2	RM -> SP	0.546	0.114	4.789	Supported		0.348	

SP: School Performance, LD: Leadership, RM: Risk Management. \*\* $p < 0.01$ , t-value greater than 2.33. \* $p < 0.05$ , t-value greater than 1.645.

Source: Author (2024)



**Figure 1: Results of Measurement Model Analysis**

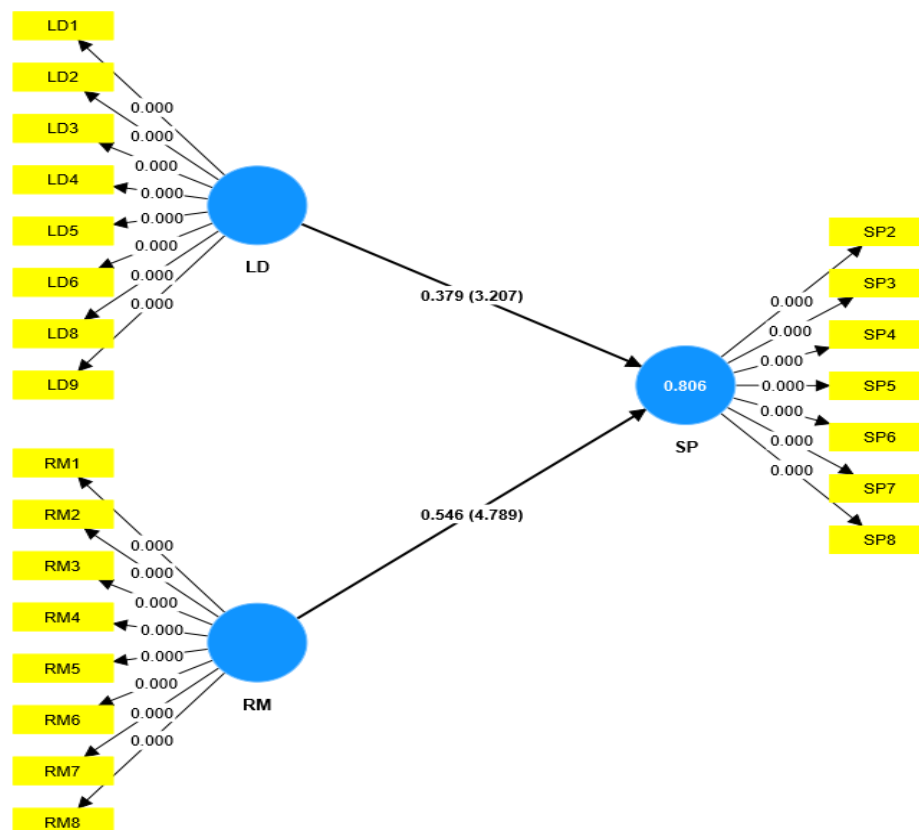
Source: Author (2024)

Table 4 illustrates the results of the model quality and hypothesis testing. Leadership and risk management were major predictors of high school performance. As described by Chin (1998), i.e., 0.67 (high), 0.33 (moderate), and 0.19 (low), this figure was in the high range since 80.4%

of the variance in school performance could be explained by leadership and risk management, with an  $R^2$  value of 0.804.

According to Cohen's (1988) recommendations, an effect size ( $f^2$ ) of 0.168 to 0.348 was considered moderate. The range of values was 0.02 (small), 0.15 (moderate), and 0.35 (large). Based on Hair et al. (2014), leadership and risk management were the predictor variables that can predict school performance since their predictive relevance value ( $Q^2$ ) was more than 0 (0.425).

The research's hypotheses were supported by the bootstrap analysis shown in Figure 2 below, where t-values are greater than 1.645. More specifically, school performance is positively influenced by the leadership factor ( $\beta = 0.379$ ,  $t = 3.207$ ,  $p < 0.01$ ,  $f^2 = 0.168$ ) and risk management factor ( $\beta = 0.546$ ,  $t = 4.789$ ,  $p < 0.01$ ,  $f^2 = 0.348$ ). The risk management factor also explains the majority of the variance in school performance. Therefore, H1 and H2 were fully supported.



**Figure 2: Results of Bootstrapping Analysis**

Source: Author (2024)

The purpose of the IPMA (Importance-Performance Map Analysis) analysis was to determine which of the two educational governance factors was deemed significant enough to warrant further investigation. This analysis was conducted to determine the model's diagnostic value (Martilla & James, 1977). In order to ascertain the relative significance of each construct or item in the study model, the average values of school performance with leadership and risk

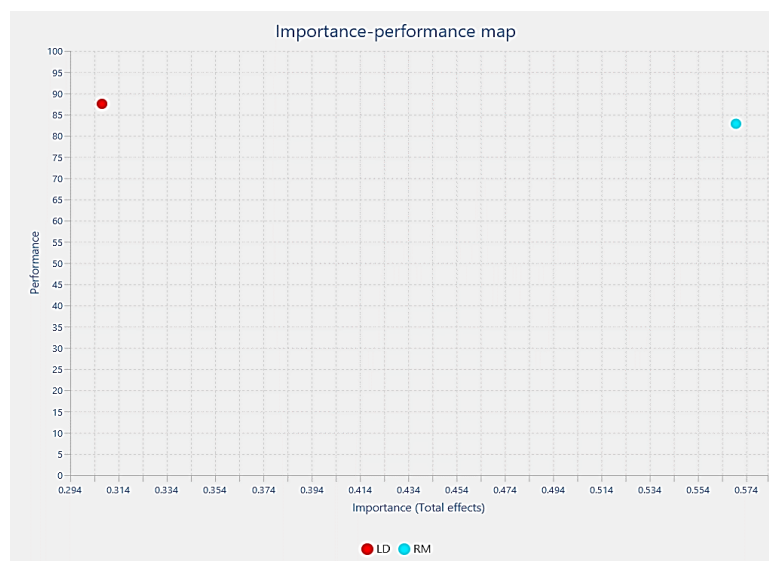
management factors were compared. Table 5 and Figure 3 clearly indicate that risk management was the most important factor, with an importance value of 0.570 and a performance score of 82.825. This was followed by the leadership factor (0.307; 87.516).

**Table 5: Result for IPMA Analysis**

Constructs	Important (Total Effect)	Performance (Index Values)
Leadership	0.307	87.516
Risk Management	0.570	82.825

LD: Leadership, RM: Risk Management.

Source: Author (2024)



**Figure 3: Results of IPMA Analysis**

LD: Leadership, RM: Risk Management.

Source: Author (2024)

## Discussions

This study was conducted to assess the respondent's evaluation of educational governance factors and their impact on the tahfiz school performance in eight states of Malaysia, namely Negeri Sembilan, Kedah, Kelantan, Terengganu, Pahang, Perak, Selangor, and Johor.

For the first objective, the study findings revealed that the respondent's assessment of the two factors of educational governance was positive, with both of them rated highly. These factors included the leadership and risk management. In more detail, the assessments of respondents regarding the leadership varied. The factor of leadership that support the improvement of tahfiz school performance was rated the highest by the respondents. These findings align with previous research, which emphasized the significance of leadership have a positive correlation on school performance (Nadeem, 2024; Surana et al., 2018). Risk management was also rated at the highest rate, promoting effective school performance, aligning with previous research (Yahaya et al., 2015; Moonie et al., 2008).

For the second objective, the analysis results support the study's hypotheses. In this study, all these factors were examined collectively and found to influence the inclination to achieve tahfiz school performance. The two factors of educational governance positively affect the tahfiz school performance ( $R^2 = 0.804$ ). A total of 80.4% of the variance in the tahfiz school performance is explained by these two factors, which include leadership and risk management.

The analysis above elucidates the significant influence of educational governance factors in Tahfiz schools. However, IPMA analysis is conducted to identify in detail which factors motivate study respondents to engage in achieving tahfiz school performance. Among the two educational governance factors, risk management is identified as the most important factor because of its position in the upper right corner of the IPMA analysis chart (refer to Figure 1), followed by leadership practice by the management of Tahfiz School.

The study's findings are in line with previous research that has observed that risk management could improve school performance. These findings align with previous research, which emphasized the significance of risk management as a formal system for promoting effective school performance. Risk management that is formally practiced in tahfiz schools facilitates the process of educational governance in ensuring the safety, quality, and effectiveness of learning and teaching, as well as compliance, reputation, and sustainability of educational institutions, and subsequently can improve school performance (Gong et al., 2020; Shah et al., 2020; Ariff, 2014).

Leadership qualities were identified as the second-most important factor that impacts school performance. This finding was expected because the effect is indirect through other variables. This finding is expected because the effect is indirect through other variables. Leadership affects teacher performance directly through a variety of means, including guidance on what to do, setting an example for others to follow, supervision to exercise caution, judgment on their mistakes and progress, evaluation to determine the best course of action, and judgment. Their performance as well as overall educational performance are significantly impacted by the principal's leadership (Wahyudi, 2020; Polatcan, 2020; Jung & Sheldon, 2020).

Taking into account the results of this IPMA analysis, the two main factors of educational governance, namely leadership and risk management emerge as essential factors that should be prioritized to achieve the goal of promoting effective tahfiz school performance.

## Conclusion

The study highlights the importance of effective education governance in achieving the government's target of reaching 125,000 professional huffaz by 2050. Leadership and risk management are crucial components of effective school management, focusing on prevention, response, long-term planning, and a comprehensive approach. Risk management is more influential than leadership in influencing the performance of tahfiz schools, as it ensures safety, legal compliance, reputation protection, financial stability, accident prevention, student well-being, emergency preparedness, continuity of operations, stakeholder confidence, and continuous improvement. It involves identifying and mitigating potential risks, addressing hazards, and ensuring continuity of operations. Implementing risk management as a formal system can create a safe, supportive, and thriving learning environment, promoting student and staff well-being. Leadership has less of an impact than risk management, according to Abdullah Rozak et al. (2021), yet many school principals are capable of influencing their students'

academic and extracurricular accomplishments. To increase student accomplishment in the school he oversees, the principal needs to be capable of overseeing the resources at his disposal. The principal's ability to lead had a positive impact on student achievement overall. This enhances the school's success in reaching the goal.

This research provides a significant contribution from a number of angles. The willingness to participate in attaining tahfiz school performance is influenced by risk management and leadership practices used by tahfiz schools. The use of SEM analysis with PLS software, which yields more thorough, understandable, and precise analysis results for the most crucial aspects of educational governance that must be prioritized, is another way that the study contributes. This was demonstrated by IPMA analysis with SmartPLS software.

Therefore, this study provides recommendations to the management of Tahfiz School to give special attention to risk management compared to leadership in promoting effective school performance. Risk management also needed to be implemented as a formal system rather than just during emergency preparedness. In conclusion, risk management is critical to the Tahfiz school because, without it, the school will be unable to fulfill its genuine purpose.

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