RESULTS-BASED MANAGEMENT AS A MODEL FOR MADRASAH EDUCATION MANAGEMENT

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Abstract	This study aims to: (1) analyze the planning and implementation of RBM in the management of madrasah education, (2) examine the mechanism for evaluating and measuring the achievement of results, and (3) identify the supporting and inhibiting factors for the implementation of RBM and its implications for the formulation of madrasah education management models. This study uses a qualitative method with a multisite approach. The research locations include three private aliyah madrassas in South Lampung Regency, namely MAS Al Fatah Natar, MAS Hidayatul Mubtadiin Jati Agung, and MAS Islamiyah Cintamulya. Data was obtained through in-depth interviews, observations, and documentation studies of madrasah heads, deputy madrasah heads, and teachers. Data analysis was conducted using an interactive model, involving data reduction, presentation, and drawing conclusions, which were validated through the triangulation of sources and techniques. The study's results reveal variations in the level of maturity of RBM implementation among madrasas. MAS Al Fatah Natar implements RBM relatively more systematically, utilizing academic outcome indicators and data-based follow-up. In contrast, MAS Hidayatul Mubtadiin Jati Anonacademicout achieves nonacademic outcomes through the program. At the same time, Tion, while MAS Islamiyah Cintamulya is still situational and has not been institutionalized. The conclusion of the study emphasizes that the clarity of outcome indicators, consistency of data-based evaluation, and follow-up documentation are the keys to the success of RBM in madrasas.
Keywords	Educational Evaluation; Madrasah; results-based management; educational outcomes; Education Management.

INTRODUCTION

The management of education in madrasas faces a clear challenge: adapting to increasingly complex demands to improve educational quality and enhance student achievement. Madrasa students are now required not only to participate in various programs and activities, but also to achieve measurable outcomes that positively impact educational standards (Abdullah, 2019; Ali et al., 2011; Gunawan et al., 2022). In this context, the results-based education management approach becomes relevant because it emphasizes the linkages between planning, implementation, evaluation, and achieving clear outcomes. This approach aligns with the demands of modern educational governance, which prioritizes results as the primary indicator of an organization's success (Bhattarai, 2020). However, the implementation of results-based management in madrasas often faces limited resources, managerial capacity, and evaluation systems that have not been optimally institutionalized, resulting in the under-monitoring of educational outcomes.

Although the basic principles of management planning, organizing, implementing, and supervising are widely known in education management, their application in madrasas still tends to focus on program implementation and administrative tasks. Many madrasas have prepared work plans and carried out various activities; however, the evaluations conducted do not yield the desired educational outcomes, as noted by Bynetha (2021), who criticized the activities and decisions on an academic basis (Pranon-academiculiana, 2021). This condition causes managerial decision-making not to be fully based on results data. Therefore, the main issue that emerges is how education management in madrassas can shift from program orientation to systematic, measurable, and sustainable results-based management.

Historically, MAS Al Fatah Natar, MAS Hidayatul Mubtadiin Jati Agung, and MAS Islamiyah Cinta evolved as madrasas that emerged alongside public education. Preliminary research indicates that educational management in these three madrasas has been carried out through systematic program planning, effective learning implementation, and routine evaluation. However, the results are activity-oriented, divergent from academically oriented, as noted by Hidayatulah, whereas AS Hidayatulr are more developmentally linear, showing improvement. In this regard, particularly along a longitudinal time axis, which signifies significant linear time, in the field of character development, MAS Islamiyah Cintamulya demonstrates situational improvement. Opportunities for the development of education management are available through strengthening achievement indicators and utilizing learning outcome data; however, the challenge lies in the weak

integration of systematic evaluation and follow-up. Therefore, the Results-Based Management variable was chosen because it effectively bridges the gap between program implementation and the achievement of educational goals, compared to other variables that tend to emphasize process or structure alone.

Pre-research indicates that the planning and implementation of Results-Based Management in the three madrasas have emerged in practice, albeit with varying levels of maturity. MAS Al Fatah Natar has directed planning efforts to achieve relatively clear results, such as the completeness of learning and the order of educational services, which are outlined in the annual work plan and followed up on through periodic evaluations. MAS Hidayatul Mubtadiin Jati Agung prioritizes student programs and religious activities as the primary instruments for achieving results, with success indicators that emphasize aspects of participation and changes in student attitudes. Meanwhile, MAS Islamiyah Cintamulya has attempted to implement a results-based plan. However, its implementation still relies on the leadership of the madrasah head and has not been supported by consistent, measurable indicators. In general, the three madrasas already have elements of planning, implementation, and evaluation; however, the implementation of RBM has not yet fully formed a sustainable cycle, so it requires strengthening the system and culture of outcome-based management.

Several previous studies have demonstrated that implementing results-based management contributes positively to enhancing the quality of educational management. (Hidayat & Machali, 2012) found that clarity of performance targets and data-based evaluation increased the effectiveness of school management. (Nurhayati, 2022) Emphasized that an outcome-based evaluation system strengthens managerial decision-making. Research (Salafudin et al., 2020) indicates that educational leadership plays a crucial role in fostering a results-oriented approach. Meanwhile, Cepiku (2021) emphasized the importance of organizational culture in supporting performance and demonstrated its relevance in the modern education system. These findings demonstrate the relevance of results-based management in the context of education.

However, previous research still leaves several research gaps. Most studies emphasize more on the normative and conceptual aspects of results-based management. In contrast, empirical studies that describe the variation in the maturity level of its application in madrasas are still limited. In addition, research that directly links planning, evaluation mechanisms, supporting and inhibiting factors, and their implications for the formulation of madrasah education management models is

still rare. The novelty of this research lies in a cross-site analysis that reveals differences in the maturity level of Results-Based Management implementation in madrasas, as well as formulating key components of a results-based madrasah education management model that is contextual and applicable his description, this study aims to: (1) analyze the planning and implementation of Results-Based Management in the management of madrasah education, (2) examine the mechanisms evaluating and measuring educational outcomes, and (3) identify the supporting and inhibiting factors for the implementation of Results-Based Management and its implications for the formulation of madrasah education management models. Through the achievement of these goals, this research is expected to make a theoretical contribution to the development of madrasah education management studies as well as practical contributions for madrasah managers in improving the quality of education management in a results-oriented manner.

METHODS

This study employs a qualitative approach with a multisite research design, aiming for an in-depth understanding of the applications and patterns of Applicat-Based Management (RBM) in the educational context. This r managementesearch was carried out in three private aliyah madrasas, namely MAS Al Fatah Natar, MAS Hidayatul Mubtadiin Jati Agung, and MAS Islamiyah Cintamulya, all of which are located in South Lampung Regency. This research aims to explore and describe in detail the application of education management in madrasas, as well as develop an education management model based on basic management principles. The qualitative approach was chosen because it enables researchers to gain a comprehensive understanding of the context, process, and dynamics of education management, rather than relying solely on measuring numbers or statistical results (Creswell, 2016). This type of research is directed to explore various factors that affect the effectiveness of education management and examine how the application of basic management principles contributes to improving the quality of education management in madrasas.

Research data was obtained from madrasah heads, teachers, and education management staff through in-depth interviews, direct observations, and documentation studies. In-depth interviews were conducted to gain an understanding of education management practices, the challenges faced, and the strategies applied in daily managerial activities (Seidman, 2013). Direct observation is used to monitor the implementation of basic management principles in educational planning, implementation, and evaluation activities in madrasas. The documentation study was

conducted by examining education policies, madrasah performance reports, and other supporting documents to strengthen and verify the data collected from interviews and observations.

The collected data were analyzed using thematic analysis, which allowed researchers to identify the main patterns and themes related to education management and the application of basic management principles in madrassas (Braun & Clarke, 2006). The analysis process is carried out continuously, from data collection to the drawing of conclusions, so that the research findings can serve as the basis for developing educational management models based on fundamental management principles that are contextual and applicable.

FINDINGS AND DISCUSSION

Findings

The Implementation of Results-Based Management in Madrasah Education Management

This section presents the results of research on the application of Results-Based Management (RBM) in education management at three private aliyah madrassas, namely MAS Al Fatah Natar, MAS Hidayatul Mubtadiin Jati Agung, and MAS Islamiyah Cintamulya, which are the locations of the research. The focus of the research results is on aspects of planning, evaluation mechanisms, the use of outcome indicators, and the follow-up of educational management. The presentation of the results aims to describe the empirical conditions of RBM implementation in the field, based on data from interviews, observations, and documentation.

The results of data collection indicate that the three madrassas have implemented planning and evaluation practices in education management; however, the level of implementation of RBM varies. These differences are primarily due to the clarity of consistency, the care in evaluating, and the utilization of evaluation results as the basis for making decisions. To provide a systematic and comparative overview of the implementation of RBM in the results that includes planning mechanisms, and res evaluation sieved.

Table 1. Implementation of Results-Based Management in Three Madrasah

No	Madrasah	Planning Practices	Evaluation Mechanism	Results Achieved
1	MAS Al Fatah Natar	Annual planning with academic achievement targets and services	Periodic evaluation based on value and completeness data	Academic outcomes were monitored; remedial follow-up–consistent enrichment
2	MAS Hida, Atul Mubtadiin Jati Agung	Planning of student programs and activities	Program evaluation and student participation	Nonacademic outcomes (discipline and participation) stand out

3	MAS Islamiyah Cintamulya	General planning based on an earlier-year agreement	Situational evaluation when problems arise	Improvements are ongoing, but not systematically documented

The table shows the variation in the level of implementation of Results-Based Management in the three madrassas studied.

Based on Table 1, it can be seen that MAS Al Fatah Natar shows a relatively more systematic implementation of RBM, characterized by target-based planning, routine evaluation using learning outcome data, and documented learning follow-up. MAS Hidayatul Mubtadiin Jati Agung demonstrates non-academic achievements through non-academic student character development; however, the integration of academic results into institutional evaluation remains limited. Meanwhile, MAS Islamiyah Cintamulya implements evaluation and improvement flexibly and situationally, but has not yet formed a consistent and documented RBM cycle. These findings indicate that the consistency of indicators, evaluation mechanisms, and data-driven follow-up significantly influences the implementation of RBM in madrasas

The Mechanism for Evaluation and Measurement of Outcomes in Madrasah Education Management

This subchapter presents the results of research on the mechanism for evaluating and measuring *outcomes* in education management in the three madrasas studied. The primary focus of the research results is on how the evaluation is conducted, the outcome indicators used, and the extent to which the evaluation results inform managerial decision-making. The presentation of these results aims to illustrate the level of maturity in implementing Results-Based Management (RBM) through evaluation practices that occur in each madrasah.

The results of data collection indicate that all madrasas have conducted evaluations, albeit with varying depths and orientations. The difference can be seen in the consistency of the evaluation implementation, the type of outcome indicators measured, and the sustainability of the follow-up of evaluation results. To clarify the differences in the evaluation mechanism and outcomes achieved in each madrasah, the research results are presented in the following table.

Table 2. Evaluation and Outcome Mechanism for Education Management in Three Madrasah

No	Madrasah	Evaluation	Measured Outcomes
1	MAS Al Fatah Natar	Monthly and semi-annual evaluation meetings; UH/PTS/PAS value analysis	Academic outcomes (completeness, average score); Order of Service
2	MAS Hidayatul Mubtadiin Jati Agung	Program evaluation through Non-academic academic meetings	Non-academic (Non-academic outcome, student attitude)
3	MAS Islamiyah Cin (Mulya	Incidental evaluation when problems arise	Outcomes have not been consistently measured; Situational Improvement

The table illustrates the variation in evaluation mechanisms and the focus of outcome measurement in the three madrasah.

Based on Table 2, it can be seen that MAS Al Fatah Natar applies the most systematic and outcome-oriented evaluation mechanism. Evaluations are conducted regularly, and the results serve as the basis for learning follow-up, including remedial and enrichment activities. MAS Hidayatul Mubtadiin Jati Agung displays a strong evaluation mechanism for aspects of programs and non-academic outcomes, such as student participation, which are more prominent. Meanwhile, MAS Islamiyah Cintamulya conducts a situational evaluation, so that the measurement of outcomes has not been consistent and has not been documented as a continuous improvement cycle. These findings demonstrate that the success of RBM is significantly influenced by the consistency of data-driven evaluations and their use as a basis for informed decision-making.

Supporting and Inhibiting Factors for the Implementation of Results-Based Management in Madrasah

This subchapter presents the results of research on the factors that support and hinder the implementation of Results-Based Management (RBM) in the management of education in the three madrasas studied. Supporting and inhibiting factors were analyzed based on the results of interviews with madrasah heads, deputy madrasah heads, and teachers, and strengthened through observation and documentation. The presentation of these results aims to provide an empirical picture of the internal conditions of the madrasah that affect the success or limitations of implementing RBM.

The results of data collection show that each madrasah has a different combination of supporting and inhibiting factors. Supporting factors are generally related to the leader's leadership style. In contrast, availability, while inhibiting factors are related to limited resources, administrative burden, and the lack of documentation and standardization of outcome indicators. To present a systematic comparison of supporting and inhibiting factors in each madrasah, the research data are

presented in the following table.

Table 3. Supporting and Inhibiting Factors for the Implementation of RBM in Three Madrasah

No	Madrasah	Supporting Factors	Inhibiting Factors
1	MAS Al Fatah Natar	Leadership commitment, periodic evaluation, and Availability of academic data	Administrative burden; Outcome indicators are not yet uniform
2	MAS Hidayatul Mubtadiin Jati Agung	A culture of participation, strong student programs, and Madrasah Residents Support	Poor integration of academic outcomes; Data has not yet become the basis for managerial decisions
3	MAS Islamiyah Cintamulya	Leadership commitment, Good internal communication	Situational evaluation; documentation is not yet standard; Resource Limitations

Remarks: The table shows the internal factors that support and hinder the implementation of Results-Based Management in each madrasah.

Based on Table 3, it can be seen that MAS Al Fatah Natar has relatively strong supporting factors, particularly in terms of leadership commitment and the availability of academic data used in evaluation and follow-up. However, administrative burdens and the lack of uniformity in outcome indicators remain obstacles. MAS Hidayatul Mubtadiin Jati Agung is supported by a culture of participation and the strength of student programs. Still, the weak integration of academic data into managerial decision-making is the main obstacle. Meanwhile, MAS Islamiyah Cintamulya is supported by good internal communication, but faces obstacles in the form of situational evaluations, limited resources, and inconsistent documentation. These findings show that the success of RBM implementation is not only determined by leadership commitment, but also by evaluation systems, standardization of indicators, and adequate resource support.

Discussion

The Implementation of Results-Based Management in Madrasah Education Management

The results of the study indicate that the implementation of Results-Based Management (RBM) in the three madrassas studied occurs at varying levels of maturity. MAS Al Fatah Natar has implemented relatively clear outcome-based planning, particularly in the academic aspect, and followed it with consistent evaluation and follow-up. On the other hand, MAS Hidayatul Mubtadiin Jati Agung emphasizes non-academic results through student programs and character development, while MAS Islamiyah Cintamulya still implements RBM situationally and has not been institutionalized. This variation demonstrates that implementing RBM is not merely compiling a work program but requires clarity of outcome orientation and consistency of implementation (Alesani, 2023; Haddade et al., 2024). These findings confirm that RBM is a managerial process that

requires integration between sustainable planning, implementation, and measurement of results in the context of madrasah education management (Ahmar & Azzajjad, 2025; Fatihin et al., 2023; Haddade et al., 2024; Jauhari, 2025).

Theoretically, the findings align with the concept *of results-based management*, which emphasizes that educational organizations must begin management by determining the results to be achieved, then design programs as a means to these results (Voisin, 2020). From the perspective of education management, implementing RBM requires a shift in orientation from activities to measurable outcomes (Bush, 2020). The practice at MAS Al Fatah Natar shows conformity with this principle, as program planning is linked to learning outcome indicators and is followed up through routine evaluation. Meanwhile, the more partial implementation in the other two madrassas indicates that RBM is not yet fully understood as a complete management cycle, but is still seen as a complement to program-based management (Isah, 2022; Jauhari, 2025; Khaeroni & Sabri, 2022; Saugi et al., 2025).

When compared to previous research, these findings confirm the results of a study by (Hidayat & Machali (2012), which stated that the success of results-based education management is greatly influenced by the clarity of targets and the leadership of school principals. However, this study also shows a partial antithesis to the findings that the implementation of RBM can be effective only through strengthening program culture (Suharso, 2022). The data from this study show that a program culture without measurable outcome indicators tends to produce unsustainable outcomes. Thus, this study emphasizes that the implementation of RBM in madrasas requires a balance between program strengths and results-based management systems.

The Evaluation and Measurement Mechanism for Outcome

The results of the study show that the evaluation mechanism is the primary differentiator in the success rate of implementing RBM in each madrasah. MAS Al Fatah Natar implements regular and scheduled evaluations, using academic data as the basis for decision-making. MAS Hidayatul Mubtadiin Jati Agung actively conducts evaluations of various aspects of programs and activities; however, the integration of academic data into institutional evaluation remains limited. Meanwhile, MAS Islamiyah Cintamulya conducts an incidental evaluation when certain problems arise. These findings show that evaluation has not been fully understood as a mechanism for controlling outcomes, but is still practiced as an administrative or reactive response to certain conditions (Abdul-Rahaman et al., 2022; Dalimunthe et al., 2024; Domorenok et al., 2021; Lepori et al., 2022;

Zanti et al., 2022).

Within the framework of results-based management theory, evaluation should serve as an organizational learning tool, enabling institutions to make *continuous improvements (Kusek & Rist, 2004)* (Kusek & Rist, 2020). Outcome-based evaluation requires the availability of consistent indicators, accessible data, and a decision-making forum that utilizes the AS Al Fatah results. Natar reflects this principle. Evaluation is reflected in the evaluation at MAS Al Fatah Natarn, whereas the other evaluations still focus on the output or the activities themselves. This confirms that without a structured evaluation system, RBM will struggle to develop a culture of sustainable education management (Abdelgaffar, 2021; Guo, 2023; Jaricha & Dzimiri, 2022).

The findings of this study corroborate the results of research by (Prasojo & Yuliana (2021), which affirm the importance of data-based evaluation in improving the quality of education management. However, this study also criticizes the findings that qualitative evaluation is sufficient to measure educational success (Salafudin et al., 2020). Field data indicate that qualitative evaluations without the support of indicators and documentation tend to be difficult to use as a basis for strategic decision-making. Therefore, this study emphasizes that evaluation in RBM must be systematic, documented, and outcome-oriented to have a genuine impact on improving the quality of madrasah education management (Dhakwa, 2023; Oktavera et al., 2024).

Supporting and Inhibiting Factors and Their Implications for the RBM Model

The results of the study show that the main supporting factors for implementing RBM in madrassas include results-oriented leadership, a collaborative culture, and the availability of educational data. MAS Al Fatah Natar shows a relatively complete combination of supporting factors. At the same time, MAS Hidayatul Mubtadiin Jati Agung is strong in the aspect of participation culture, and MAS Islamiyah Cintamulya relies on leadership commitment and internal communication. The inhibiting factors found include limited resources, administrative burden, weak documentation, and a lack of uniform understanding of outcome indicators (Darlan et al., 2021; Hilmi et al., 2023; Wardi et al., 2023). These findings show that the success of RBM does not only depend on intention and commitment, but also on the readiness of the education management system as a whole (Fatihin et al., 2023; Lainjo, 2019; Mwendwa, 2020).

From the perspective of educational management theory, these supporting and inhibiting factors highlight the importance of *institutional capacity* in implementing managerial innovation (Fullan, 2020). RBM requires organizations to have the capacity to manage data, conduct routine

evaluations, and document follow-ups. When this capacity is weak, as observed in MAS Islamiyah Cintamulya, the implementation of RBM becomes unstable and relies heavily on leadership figures. Conversely, when institutional capacity is relatively strong, RBM can evolve into a sustainable system.

When juxtaposed with previous research, these findings confirm the results of a confirmatory study by Nurhayati (2021), which suggests that leadership and evaluation systems are the primary determinants of educational management success. Additionally, this study demonstrates that strengthening leadership alone is insufficient without the support of other indicators and documentation. Thus, the main implication of this study is the need for a madrasah RBM model that emphasizes three core components, namely simple and uniform outcome indicators (Frandani et al., 2024; Tauhid, 2025), data-based routine evaluation mechanisms, and documented follow-up that influences subsequent planning.

CONCLUSION

Based on the research and results discussion, it can be concluded that the Its-Based Management (RBM) has been implemented in the management of madrasah education, exhibiting varying levels of maturity at each madrasah. Al Fatah Natar exhibits a relatively systematic implementation of R, Bstano, and academic practices, achieving academic outcome indicators through data-driven routine evaluations and documented follow-up. MAS Hidayatul Mubtadiin Jati Agung aims to enhance academic achievement through non-academic outcomes by academicizing student programs; however, the integration of academic outcomes into managerial decision-making remains limited. Meanwhile, MAS Islamiyah Cintamulya is still implementing RBM situationally and has not been institutionalized consistently. These findings confirm that the clarity of outcome indicators largely determines the success of RBM, as well as the consistency of data-driven evaluation mechanisms and ongoing follow-up documentation, as concluded in the abstract of this study. This research has the strength of its depth of qualitative analysis and cross-site comparison, which allows for a contextual understanding of the variations in the application of RBM in madrasas. However, this study also has limitations, particularly in its limited research location and the absence of quantitative measurement of educational outcomes over time. Therefore, further research is recommended to develop studies with *a mixed approach (mixed methods)*, expand the number and types of madrasas, and test the RBM model formulated through more diverse and measurable

outcome indicators. Further research is also recommended to examine the long-term impact of implementing academic and non-academic sustainability manner.

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