

STRATEGY FOR IMPLEMENTING PERFORMANCE-BASED MANAGEMENT IN THE MANAGEMENT OF ISLAMIC EDUCATIONAL INSTITUTIONS IN TANAH DATAR REGENCYFerdino Wedi Sanjaya¹, Ali Nahrudin Tanal², and Sitti Fatimah³¹ Mahmud Yunus State Islamic University Batusangkar, Batusangkar, Indonesia² State Islamic University of Palopo, Palopo, Indonesia³ State University of Jakarta, Jakarta, Indonesia**Corresponding Author:**

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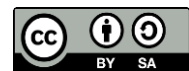
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Abstract

Many Islamic educational institutions face challenges in improving service quality due to weak performance-based management in Tanah Datar Regency. This study aims to analyze the implementation strategy of Performance-Based Management, identify supporting and inhibiting factors, and describe the results of its implementation. Using qualitative phenomenological methods, data were collected through interviews, observations, and documentation with heads of institutions, teachers, staff, and school committees in Tanah Datar Regency. The results of this study indicate that the success of Performance-Based Management depends not only on the formal structure, but also on the readiness of individual work cultures. This study also emphasizes the importance of integrating management and fostering work behaviors to improve the effectiveness of professional and accountable management of Islamic educational institutions.

Keywords: Islamic Educational Institutions, Management, Performance Based Management

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INTRODUCTION

Many Islamic educational institutions currently face serious challenges in improving the quality of their educational services due to weak performance-based management systems (Aziz dkk., 2024; Rahman & Akbar, 2021; Rumra dkk., 2025), one example being in Tanah Datar Regency. The performance of teachers, educational staff, and heads of institutions is often not systematically measured, resulting in subjective performance evaluations that are not based on standardized performance indicators. This situation results in slow institutional development, decreased work motivation among educational staff, and less than optimal institutional accountability to the public. Unclear performance assessments also impact low innovation in the learning process and educational services. In such a situation, an effective and targeted Performance-Based Management strategy is needed to optimize the management of Islamic educational institutions in a professional, accountable, and results-oriented manner. This effort is crucial to ensure that Islamic educational institutions can adapt to current demands and meet public expectations for superior educational quality.

Several previous studies have attempted to examine the management of Islamic educational institutions, but have not fully addressed the need for an effective performance-based management system (Shobri, 2024). Existing educational management theories, such as traditional educational administration theory and school effectiveness theory, focus primarily on structural and procedural aspects without integrating performance indicators as a basis for objective evaluation. Studies on Total Quality Management (TQM) in educational institutions also demonstrate limitations in addressing specific aspects of individual performance (Mahmudah dkk., 2025; Susanto dkk., 2024; Yasin, 2021). Consequently, there is a gap between the facts on the ground, which demonstrate weak performance-based management, and the theoretical concepts currently used. This gap emphasizes the need for research focused on developing strategies for implementing Performance-Based Management in Islamic educational institutions in Tanah Datar Regency, in order to provide more applicable solutions aligned with the characteristics of institutions based on Islamic values.

This study aims to analyze the strategies used in implementing Performance-Based Management in Islamic educational institutions in Tanah Datar Regency in depth and systematically. Furthermore, this study aims to identify factors that support and hinder the implementation of Performance-Based Management in educational institution management, including internal factors such as organizational culture and external factors such as policy support. Another objective is to describe the results of the implementation of Performance-Based Management on the effectiveness of Islamic educational institution management, particularly in terms of improving the quality of educational services, developing human resources, and enhancing public accountability. With this objective, it is hoped that this research will make a tangible contribution to strengthening the management systems of Islamic educational institutions in Tanah Datar Regency to face the challenges of globalization and the era of open competition in the education sector.

Based on the facts outlined and the stated objectives, this research is grounded in the argument that the implementation of appropriate Performance-Based Management strategies is crucial for improving the management effectiveness of Islamic educational institutions. The basic hypothesis of this research is that Islamic educational institutions in Tanah Datar Regency that implement Performance-Based Management systematically and based on measurable performance indicators will demonstrate significant improvements in effectiveness, efficiency, and accountability. Based on the real needs of Islamic educational institutions to improve the quality of their services and the theoretical gaps in the literature, this research is urgently needed to provide relevant and applicable strategic solutions. Therefore, this research is crucial to enrich the body of knowledge on Islamic Educational Management and to offer a contextual and innovative performance-based management model.

Performance-Based Management is an approach to organizational management that focuses on achieving measurable results through clear and objective performance indicators (Ainullah & Muddin, 2025; Sangkala, 2020; Sianturi dkk., 2025). Conceptually, Performance-Based Management integrates the processes of planning, implementation, monitoring, and performance evaluation to ensure that all organizational activities directly contribute to the achievement of strategic goals (Rahmi dkk., 2025; Zaky dkk., 2025). In the context of educational institutions, Performance-Based Management means that every element within the institution, from teachers to the principal, must have specific, measurable, achievable, relevant, and time-bound performance targets (Asyari, 2020). This definition emphasizes that performance is not solely measured by output, but also by processes, commitment, and integrity in carrying out tasks. With a Performance-Based Management approach, educational institutions can be more systematic in increasing effectiveness and accountability, as individual and collective performance is directly linked to the institution's vision and mission.

The manifestation of Performance-Based Management in educational institutions can be seen through several implementation categories. First, the establishment of Key Performance Indicators for each work unit and individual, which direct actions in accordance with the institution's goals. Second, the implementation of a performance appraisal system based on evidence and quantitative data, thereby reducing subjectivity in evaluating work performance. Third, rewards and career development are based on performance results, not simply length of service or other personal factors. Fourth, the implementation of regular monitoring and evaluation of performance achievements in a transparent and accountable manner. Fifth, the use of performance evaluation results as a basis for program improvement, human resource capacity development, and strategic decision-making. This manifestation demonstrates that Performance-Based Management is not merely an evaluation tool, but rather a framework that builds a results-based organizational culture.

An Islamic educational institution can be defined as an institution that, formally or informally, conducts educational activities based on Islamic teachings, including its objectives, curriculum, processes, and institutional climate (Taofik, 2020; Zainuddin & Hasanah, 2022). Conceptually, this institution aims to shape individuals who are faithful, knowledgeable, and possess noble morals, and capable of practicing Islamic values in social life (Haningsih, 2022; Heri & Ruswandi, 2022; Sholihah & Maulida, 2020). This definition encompasses various forms of institutions, from madrasas (Islamic schools), Islamic boarding schools (pesantren), integrated Islamic schools, to Islamic universities. The essence of an Islamic educational institution lies not only in the transmission of knowledge, but also in the formation of Islamic character and the empowerment of students' potential in order to build a civilization based on the values of monotheism (tawhid) (Ibrahim dkk., 2025; Sehu dkk., 2024). Therefore, Islamic educational institutions have a dual responsibility: preparing students to face life in this world and the hereafter in a balanced manner.

The manifestations of Islamic educational institutions can be categorized into various forms and operational characteristics. First, based on educational level, these institutions encompass elementary, secondary, and tertiary levels, both formal, such as madrasas and universities, and non-formal, such as Islamic boarding schools (pesantren). Second, based on curriculum orientation, there are institutions that integrate religious and general curricula (integrated curriculum) and those that focus more on purely religious education. Third, in terms of ownership, Islamic educational institutions can be state-owned, private, or community-based. Fourth, in terms of management approach, some institutions implement modern management based on national and international quality standards, while others maintain traditional systems based on community trust. This variety of manifestations demonstrates the flexibility of Islamic educational institutions in responding to social dynamics and the demands of the times without neglecting Islamic values as their primary foundation.

Management, in a managerial context, is defined as the process of planning, organizing, directing, and controlling resources to achieve organizational goals effectively and efficiently (Daud, 2023; Handini dkk., 2024). This definition positions management as a vital function in organizing various elements within an organization, including human, financial, material, and information, so that they all operate synergistically. In education, management encompasses all activities related to curriculum planning, human resource development, facility and infrastructure management, and educational quality assurance. This management concept also requires leadership skills, coordination between work units, and regular evaluations to ensure that the institution's goals are achieved in accordance with its established vision and mission. Therefore, an understanding of the concept of management is key to improving the performance of Islamic educational institutions.

The manifestation of management within educational institutions can be seen from various aspects. First, in strategic planning, the institution develops a vision, mission, objectives, and annual work program based on an analysis of needs and actual conditions. Second, in organizational management, the institution establishes an organizational structure, job descriptions, and clear working relationships between departments. Third, in terms of direction, the institution's leadership mobilizes all components of the institution through motivation, guidance, and effective leadership. Fourth, in terms of control, the institution monitors and evaluates program implementation and takes corrective action when necessary. Fifth, in terms of resource development, the institution provides training and competency development for educators and staff. These manifestations demonstrate that management is not merely a series of administrative activities, but rather a strategic effort to achieve educational goals optimally and sustainably.

RESEARCH METHOD

This research focuses on the challenges faced by Islamic educational institutions in Tanah Datar Regency in improving the quality of educational services due to a weak performance-based management system. The performance of teachers, educational staff, and heads of institutions has not been systematically measured, resulting in subjective performance evaluations that are not based on clear performance indicators. This phenomenon has slowed institutional development, decreased work motivation, and suboptimal accountability to the public. This situation indicates an urgent need for the implementation of an effective Performance-Based Management strategy to encourage the optimization of professional and accountable management of Islamic educational institutions. By examining this phenomenon, this research seeks to deeply understand the realities faced by Islamic educational institutions in their efforts to improve their performance and management through a results-based approach.

The type of research used in this study is qualitative research with a phenomenological approach. This approach was chosen because it aims to uncover and understand the meaning of individual or group experiences related to the implementation of Performance-Based Management in the management of Islamic educational institutions. Primary data was obtained through in-depth interviews with relevant informants, exploring their experiences regarding the challenges in improving the quality of educational services, the weaknesses in performance-based management, and the strategies implemented. In addition, secondary data was collected from relevant literature, including books, scientific journals, previous research findings, and official documents related to the concepts of Performance-Based Management, Islamic Educational Institutions, and Management. This combination of primary and secondary data aims to enrich the understanding of the phenomenon studied in a holistic and comprehensive manner.

Participants in this study were individuals directly involved in the management of Islamic educational institutions in Tanah Datar Regency. These included heads of Islamic educational institutions such as madrasahs, Islamic boarding schools, and integrated Islamic schools, who play a role in strategic decision-making. Furthermore, teachers and education personnel involved in the implementation of daily educational activities also served as important sources of information. Institutional management and administrative staff were also involved to gather information regarding the administrative and technical management of the institution. Equally important, school or madrasah committees, as well as representatives of parents, were selected as informants to gain an external perspective on the effectiveness of performance-based management. Participants were selected purposively, considering their direct experience related to the research topic.

This research process involved a series of systematic data collection stages and techniques. The data collection techniques used included in-depth interviews with participants to explore their experiences, perceptions, and practices related to Performance-Based Management in Islamic educational institutions in Tanah Datar Regency. In addition to interviews, participant observation was conducted by directly observing management activities at the educational institutions being studied to understand the real-world context. Documentation was also used by collecting data from archives, annual reports, policy documents, and institutional administrative records. This triangulation technique was used to enrich the data, increase validity, and strengthen the interpretation of the research results. All data obtained was systematically collected and recorded for further analysis in the next stage.

The data analysis technique in this study uses the Miles and Huberman model, which includes three stages: data reduction, data presentation, and drawing and verifying conclusions. Data reduction is carried out by sorting out important information relevant to the research focus. Data presentation is done in the form of descriptive narratives to facilitate understanding of emerging patterns. Then, conclusions are drawn based on relationships between data and verified to maintain accuracy. To ensure data validity, this study uses techniques of credibility, dependability, transferability, and confirmability. During data collection, editing and phenomenological analysis were simultaneously carried out to uncover the deeper meanings contained in the informants' experiences. This approach is expected to provide an authentic picture of the reality of the implementation of Performance-Based Management in Islamic educational institutions.

RESULTS AND DISCUSSION

Based on interviews, observations, and documentation, the implementation of Performance-Based Management at Islamic educational institutions in Tanah Datar Regency demonstrates systematic improvement efforts. Institution heads stated that the implementation of Performance-Based Management began with the development of individual performance indicators, although the consistency of implementation across units varied. Teachers reported a lack of clarity in performance assessments, with a greater focus on student academic achievement rather than teacher self-development. Administrative staff complained about the additional workload of preparing performance reports without adequate technical training. School committees perceived the implementation of Performance-Based Management as having led to improvements in educational services, although they highlighted the lack of transparency in the teacher performance appraisal system. Observations revealed that the institution's organizational structure had been updated, and performance indicators were posted in the teachers' lounge, but data updates and evaluation follow-up were infrequent. Documentation supported these findings: the institution's vision and mission were revised to integrate Performance-Based Management, the Strategic Plan included performance indicators,

and annual reports demonstrated increased innovation, although achievements across units remained variable.

Explanation of these data indicates that although the foundation for Performance-Based Management has been laid, its implementation still faces various challenges. The lack of clarity in the performance assessment mechanism reflects the suboptimal socialization and training of all relevant parties. The updated organizational structure and the provision of performance indicators in the teachers' lounge are positive steps, but they are not accompanied by consistent data updates and periodic evaluations. Performance reports demonstrate a spirit of innovation among teachers, although this is not yet evenly distributed. Employee performance evaluation forms have adopted a competency-based approach, but their implementation has not been uniformly procedural. Overall, this data demonstrates a gap between the design of the Performance-Based Management system and its implementation in practice.

The relationship between the description and explanation above and the reality of the research problem indicates that the implementation of Performance-Based Management in Islamic educational institutions is indeed not fully optimal. Although there have been significant initial efforts, such as revising the vision and mission, establishing performance indicators, and encouraging teacher innovation, weaknesses in implementation consistency, a lack of clarity in the evaluation system, and minimal follow-up on evaluation results indicate that the challenges of performance-based management remain significant. This underscores the need for a more mature strategy and disciplined implementation for Performance-Based Management to truly improve the quality of educational services and the overall accountability of the institution.

Regarding Islamic Educational Institutions in Tanah Datar Regency, the research findings indicate that most institutions have implemented structural and administrative reforms to support the implementation of Performance-Based Management. Interviews revealed that heads of institutions and management staff have attempted to develop new, more performance-based strategic plans. Observations indicate a change in organizational structure, with each unit having specific work targets. Documentation supports this observation, with the Strategic Plan (Renstra) and annual performance reports demonstrating a trend toward increased innovation in institutional programs. However, observations also indicate that the implementation of work programs in some units is uneven, and follow-up to monthly evaluation results remains inconsistent across all sections of the institution.

The findings demonstrate that Islamic educational institutions in Tanah Datar Regency have undergone a paradigm shift from traditional management to results-based management. The initiative to revise the institution's vision and mission and establish key performance indicators demonstrates a commitment to change. However, the lack of uniform implementation of performance standards across all units and delays in following up on evaluation results indicate that this transition is not yet fully mature. Factors such as human resource capacity, limited training, and a still-adaptive organizational culture pose obstacles to the implementation of these managerial changes.

The relationship between the description and explanation of Islamic educational institutions in Tanah Datar Regency and the reality of the research problem demonstrates that managerial transformation efforts are facing internal obstacles. Although institutional structures and documents have been designed to support Performance-Based Management, implementation on the ground still requires strengthening for greater effectiveness. Data indicate that the changes have not fully impacted the daily practices of all elements of the institution, so Islamic educational institutions still require further strategic intervention to achieve comprehensive performance-based management with real impact.

In terms of management, interviews indicate that heads of institutions have begun implementing the principles of target-based management and performance evaluation. Teachers are being directed to develop lesson plans based on the achievement of performance indicators, although this implementation is not yet consistent. Administrative staff are beginning to be tasked with performance reporting, but technical and administrative readiness remains a challenge. Field observations reveal a spirit of change, with teachers becoming more innovative in their teaching, while also maintaining some routine work patterns. Documentation such as annual performance reports and competency-based evaluation forms demonstrates administrative efforts to integrate performance-based management principles at the institutional level.

Explanations of this management data indicate that the adaptation process to the new system is gradual and not yet fully solidified. Developing individual work targets and producing performance reports have been important initial steps, but gaps remain in technical understanding and commitment to implementation on the ground. Uneven performance data updates and a lack of consistency in follow-up on evaluation results highlight the need to strengthen management capacity, both in terms of human resources and administrative support systems. Data- and performance-based management is only beginning to be implemented gradually, and it still requires time and strong commitment to achieve full effectiveness.

The relationship between the description and explanation of management and the reality of the research problem indicates that Islamic educational institutions have begun the transition to performance-based management, but still face issues of technical implementation and operational consistency. The data obtained supports positive initial changes, but also highlights internal challenges such as resource readiness, leadership, and organizational culture. Thus, the results of this study reinforce the urgency of developing a more systematic and sustainable implementation strategy to optimize the management of Islamic educational institutions in a professional and accountable manner. Below, the researchers present the research findings in a systematic table based on participant interviews, direct field observations, and documentation studies:

Table 1. Research Findings

No.	Research Purposes	Research Findings
1	Analyzing the strategies used in implementing Performance Based Management in Islamic educational institutions in Tanah Datar district	The strategy for implementing Performance-Based Management includes developing individual performance indicators, revising the institution's vision and mission to be performance-based, strengthening the organizational structure with measurable work targets, installing a performance indicator board, and developing a Strategic Plan with Key Performance Indicators. However, implementation remains inconsistent, particularly in updating performance data and following up on evaluation results.
2	Identifying factors that support and hinder the implementation of Performance Based Management in institutional management	Supporting factors include some teachers' motivation to innovate, school committee support for performance transparency, and the availability of official documents such as the Strategic Plan and competency-based evaluation forms. Inhibiting factors include a lack of technical training, unclear performance evaluation systems, delays in evaluation meetings, and additional administrative burdens not matched by increased human resource capacity.
3	Describe the results of the implementation	The implementation of Performance-Based Management has encouraged an increase in innovative teacher programs

of Performance Based Management on the effectiveness of the management of Islamic educational institutions in Tanah Datar district.	and clarified some unit work targets. However, management effectiveness varies across units, with some educators remaining routine-oriented and not yet fully embracing a performance-based work culture. Accountability to the community has improved, but transparency and consistency in evaluations still need to be strengthened.
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The research findings indicate that the implementation of Performance-Based Management in Islamic educational institutions in Tanah Datar Regency began with a revision of the vision and mission, the development of performance indicators, and changes to the organizational structure. However, implementation at the operational level shows unevenness, with issues such as unclear assessment systems, additional administrative burdens without training, and inconsistent evaluation follow-up. Although there are indications of increased innovation from some teachers, the implementation of Performance-Based Management has not been fully integrated into the institution's work culture. This situation demonstrates a gap between the design of the Performance-Based Management system and actual practice, indicating that structural changes alone are insufficient without being balanced by strengthening human resource capacity and a sustainable evaluation system.

When compared with previous research, these findings demonstrate a distinct advantage. Other research, such as that conducted by Azizah (2022), indicates that the implementation of Performance-Based Management in educational institutions is often hampered by resistance to change. However, this study adds that a lack of clarity in evaluation design and limited technical training are also significant obstacles. Conversely, research by Hidayat (2021) emphasizes the importance of revising the vision and mission as a first step, while this study reveals that revision alone is insufficient without consistent implementation. Thus, this research complements and enriches the scholarly discourse on MBK by presenting a more detailed, practical dimension to the implementation gap.

Reflection on the results of this study indicates that the strategy for implementing Performance-Based Management (PMM) is not simply a matter of document development or organizational restructuring, but rather how to internalize performance principles into the institution's behavior and work culture. This suggests that the primary benefit of this research lies in emphasizing the importance of addressing individual and collective behavioral changes within educational institutions. Without individual awareness and readiness to support the new system, structural and administrative efforts will only result in cosmetic changes and will not significantly impact the effectiveness of institutional management.

The implications of this research are crucial for developing management practices in Islamic educational institutions in Tanah Datar Regency. The data demonstrates that efforts to improve management effectiveness must include ongoing training, strengthening monitoring and evaluation systems, and establishing a performance-based organizational culture. These findings are useful for institutional managers in designing organizational transformation strategies that focus not only on structure but also on people as the primary agents of change. Furthermore, these findings can serve as a reference for Islamic education policymakers in developing more applicable and realistic guidelines for implementing Performance-Based Management. The reasons why the research results indicate these conditions can be traced to internal and external factors in the institution. Internally, limited human resource capacity in understanding and implementing the new system is a key factor. The lack of effective socialization and the absence of systematic technical training exacerbate resistance to change. Externally, the lack of uniform implementation standards for Performance-Based Management at the regulatory level leads institutions to freely interpret the concept of Performance-Based

Management. Both factors contribute to the weak consistency of implementation and the ineffectiveness of Performance-Based Management principles within the institution.

Based on the results of this study, strategic actions that need to be taken include strengthening training programs and technical assistance for all elements of the institution, establishing an integrated monitoring and evaluation system, and creating a reward mechanism for superior performance. Furthermore, a dedicated team responsible for managing change needs to be established to ensure that the implementation of Performance-Based Management is not merely an administrative document but is truly internalized within the institution's work culture. These steps are crucial to ensuring that the Performance-Based Management strategy can make a real contribution to the sustainable improvement of the management effectiveness of Islamic educational institutions.

CONCLUSION

This study surprisingly found that although Islamic educational institutions in Tanah Datar Regency have formally adopted Performance-Based Management (PBM) through revised visions and missions, the development of performance indicators, and changes to their organizational structures, its implementation remains far from expectations. Limited technical training, unclear evaluation systems, and inconsistent follow-up on evaluation results have prevented the implementation of PBM from establishing a comprehensive performance-based work culture. The fact that structural changes without accompanying reinforcement of individual behaviors fail to produce significant transformation is a crucial finding, providing new insights into the complexities of change management in Islamic educational institutions.

The value of this study lies in its contribution to enriching the body of knowledge on Islamic educational management, both theoretically and practically. Theoretically, this research confirms that the success of PBM depends not only on administrative structures but also on the dynamics of human behavior within the organization. Practically, this research provides a concrete roadmap for Islamic educational institutions in implementing PBM, namely through strengthening training, implementing objective evaluation systems, and creating a work culture that supports performance. Thus, this research not only broadens academic understanding but also provides practical contributions that can be directly applied by education practitioners.

However, this study is limited by its focus on the experiences of a specific Islamic educational institution, so generalizing the findings to all Islamic educational contexts requires caution. However, this limitation opens up opportunities for further research that could broaden the scope of the study to various types of educational institutions with varying geographic backgrounds, cultures, and management capacities. Future research could also delve deeper into the influence of external factors, such as government policy or community support, on the successful implementation of Performance-Based Management in Islamic educational institutions in Tanah Datar Regency.

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