

Developing a Hope-Based Educational Management Model to Improve Students' Future Outlook in Madrasah Aliyah Boarding Schools

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Abstract. This study develops and validates a Hope-Based Educational Management Model to enhance students' hope and future outlook in Madrasah Aliyah boarding schools. Grounded in Positive Psychology and Psychological Capital theory, the model integrates hope components-agency and pathways-into educational planning, implementation, and evaluation. A quantitative survey was conducted involving 120 students, and data were analyzed using Structural Equation Modeling (SEM). The findings indicate that prior to implementation, students demonstrated moderate perceptions of Educational Management ($M = 3.25$) but low levels of hope ($M = 2.90$) and future outlook ($M = 2.75$). After implementation, all variables significantly increased, with hope acting as a mediating variable between Educational Management and future outlook. The SEM results confirmed a good model fit ($CFI = 0.96$; $RMSEA = 0.05$). The study concludes that embedding hope-oriented principles in Educational Management effectively strengthens students' motivation, resilience, and future orientation.

Keywords: Hope Theory, Educational Management, Future Outlook, Islamic Boarding School, Psychological Capital

1 Introduction

In recent years, educational institutions have increasingly adopted holistic approaches that prioritize personal development and future readiness alongside academic achievement [1]. In Islamic boarding schools (Madrasah Aliyah Boarding Schools), which integrate academic, moral, and residential education, cultivating hope and future outlook is crucial. Previous studies have highlighted strategic educational management practices in Islamic boarding schools that emphasize integrated academic and moral development [2]. This research develops a Hope-Based Educational Management Model that systematically embeds hope principles into educational management processes to enhance students' motivation and future orientation.

Educational Management encompasses planning, organizing, implementing, and evaluating educational activities [3]. Hope, according to Positive Psychology, represents a motivational state built on agency and pathways thinking [4-5]. Future outlook reflects students' perceptions

and expectations of their life trajectories. Preliminary observations in boarding schools show strong organizational systems but weak focus on nurturing hope and future orientation.

This study fills three key gaps: (1) phenomenon gap—well-managed systems but low student hope; (2) theory gap—limited integration of Hope Theory in management models; (3) research gap—scarcity of empirical studies applying hope-based models in boarding school contexts. This aligns with UNESCO's call for reimagining education to foster holistic development and future readiness among students [6].

2 Method

2.1 Research Design

This study employed a quantitative survey design to test the relationships among Educational Management, hope, and students' future outlook. The population consisted of Madrasah Aliyah boarding school students in North Sumatra, with a sample of 120 respondents. The questionnaire used Likert-scale items adapted from validated instruments. This study employed a quantitative survey design, consistent with established methodological frameworks in educational research [7].

2.2 Data Collection Procedure

After instrument development and pilot testing, questionnaires were distributed with informed consent. Data screening ensured reliability (Cronbach's $\alpha > 0.80$) and validity (Confirmatory Factor Analysis).

2.3 Data Analysis

Data analysis was conducted using several methods to test the hypothesized model:

- Descriptive statistics
- Correlation analysis
- Structural Equation Modeling (SEM)

The variables analyzed were:

- Independent Variable: Educational Management
- Mediator Variable: Hope, consisting of agency and pathway components
- Dependent Variable: Future Outlook

Model fit indices used to evaluate the SEM included:

- Comparative Fit Index (CFI)
- Root Mean Square Error of Approximation (RMSEA)
- Standardized Root Mean Square Residual (SRMR)

3 Results and Discussion

3.1 Pre-Implementation Findings

Before implementing the model, results indicated moderate Educational Management ($M = 3.25$) but low hope ($M = 2.90$) and future outlook ($M = 2.75$). Educational Management correlated modestly with hope ($r = 0.32$, $p < 0.05$) and future outlook ($r = 0.28$, $p < 0.05$), suggesting indirect effects.

Table 1. Description of research variables

Variable	Mean	SD	Interpretation
Educational Management	3.25	0.78	Moderate
Hope (Agency + Pathway)	2.90	0.85	Low-Moderate
Future Outlook	2.75	0.88	Low

3.2 Post-Implementation Findings

After implementing the Hope-Based Model, all variables improved significantly ($p < 0.01$).

Table 2. Description of research variables

Variable	Mean	SD	Change (%)	Interpretation
Educational Management	3.75	0.65	+15.4	Moderate-High
Hope (Agency + Pathway)	3.65	0.70	+25.9	High
Future Outlook	3.55	0.72	+29.1	High

The SEM analysis confirmed good model fit ($CFI = 0.96$, $RMSEA = 0.05$). Path coefficients indicated: Educational Management to Hope = 0.58 ($p < 0.01$) Hope to Future Outlook = 0.62 ($p < 0.01$) Indirect effect = 0.36 These results validate that Hope mediates the relationship between Management and Students' Future Orientation.

3.3 Discussion

The findings support Snyder's Hope Theory, which frames hope as a cognitive-motivational concept involving agency (goal-directed energy) and pathways (planning to achieve goals) [5]. This theory is widely recognized for positively influencing educational outcomes by enhancing students' motivation and resilience [5]. Including hope-building activities within educational management processes, such as goal-setting, mentorship programs, and reflective evaluation, creates an environment that nurtures students' psychological resources. This enhancement helps them overcome challenges and remain motivated [8-10]. These activities align with Positive Psychology's focus on strengths and well-being, reinforcing students' internal locus of control and future orientation [11]. Reflective learning has also been shown to enhance organizational performance in educational settings, matching the reflective evaluation aspect of the proposed model [12].

Moreover, Luthans et al. argue that management strategies that develop Psychological Capital, including hope, self-efficacy, optimism, and resilience, lead to better educational performance and well-being [4]. Psychological Capital serves as a vital mediator between organizational

practices and individual outcomes, indicating that Educational Management should actively promote these positive psychological states for maximizing students' growth.

This study extends this theoretical framework by applying it to the specific context of faith-based Madrasah Aliyah boarding schools, where academic, moral, and spiritual development is interconnected [6]. This extension supports a multi-level theoretical structure: Positive Psychology underlies the overall notion of well-being and motivation; Psychological Capital operates as a middle-range theory that implements hope and related constructs in organizational settings; and the Hope-Based Educational Management Model offers a practical framework for Educational Management. This layered approach not only confirms the relevance of Hope Theory across diverse educational contexts but also provides empirical evidence for including hope-based principles in management to enhance students' future outlook.

In summary, this study contributes to the growing literature supporting holistic Educational Management models that prioritize psychological empowerment alongside traditional academic goals. It stresses the necessity of systematically integrating hope-building interventions to foster resilience, motivation, and a positive future vision—key aspects that can enhance academic success and overall well-being in boarding school settings.

4 Conclusion

Students initially exhibited moderate Management Perceptions but low Hope and Future Outlook. Post-implementation, all variables improved significantly, confirming the model's effectiveness. Hope serves as a mediating variable linking Educational Management and Future Outlook. The Hope-Based Educational Management Model demonstrates strong statistical validity (CFI = 0.96, RMSEA = 0.05). Integrating Hope principles into Educational Management strengthens students' motivation, resilience, and vision for the future.

5 Recommendations

For Practitioners: Integrate Hope-Based strategies such as structured mentoring and reflective discussions.

For Policymakers: Include Hope-Based Management principles in leadership training programs.

For Researchers: Expand this model across diverse educational and cultural contexts using longitudinal methods.

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