

Educational Management Objectives in the Liberal Market: A Case from Muhammadiyah Boarding School

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One of the goals of educational institutions is to provide quality education services. Muhammadiyah Boarding School (MBS) Yogyakarta is one of the educational institutions oriented towards quality education for students. The quality of this education is not only applied in general education but also in the education of Islamic boarding schools that it runs. Quality education is the main object to be achieved by all SBM human resources. Management of education according to the objectives of quality education has proved successful. In a relatively short period, SBM emerged as an educational institution that was accepted by the wider public, from Sabang to Merauke. The slot booking for the 2020 period has been fulfilled since 2019 or one year earlier, which is evidence of high public interest. The community itself does not care about the registration fees of tens of millions to pursue the quality of education. This research uses a qualitative approach to management science. By using Management by Objectives (MbO) theory, this study found that SBM is an Islamic educational institution that is managed with capitalistic principles. Quality education as an object of an institution, cannot avoid free competition in the education market. The interests of the community themselves in seeking quality education services become representative social conditions for the interests of educational capitalism in general and Islamic education in particular like this SBM.

Key words: *Islamic Education, Management by Objectives (MbO), Liberalism, Capitalism.*

Introduction

Kelly F. Butter and Tomas M. Koontz provide a suitable flow of analysis on how Management by Objectives (MBO) is translated from theory into strategic policy. By raising the policy case of the United States Department of Agriculture Forest Service, Butter and Koontz found that government performance is very effective in achieving its targeted policy objectives (Butter & Koontz, 2005). Agent managers assume that achieving various targets depends on collaborative work and integrative information (Kozhabergenova et al., 2018).

MBO is not only a theory that is connected with analysis related to the effectiveness and productivity of an institution to achieve its objectives. Moreover, MBO has been used to analyse the elements involved in an organisation's management and how each element interacts productively. Rodgers et al. (1991) found that in MBO there are at least three important elements: setting the goals of the institution (goals setting), the participation of all parties in determining the policy of the institution (participation in decision making), and revenue (feedback) from the institution's goals (Rodgers-a & Hunter-a, 1991).

Goal setting in the MBO program means involving the review, evaluation, and re-determination of the goals of the institution. Over time, the goals of the institution must continue to be evaluated, reviewed on their strengths and weaknesses, achievements and failures. Participative management means the organisation's efforts to provide the same understanding to all members of the organisation. One way is to explain the core objectives, core points of view, even various approaches to the same goals in the organisation. The feedback itself is a kind of rewards given by managers to employees for their performance achievements. These three processes will make the MBO run optimally (Rodgers-b & Hunter-b, 1992).

If an organisation has determined its targets properly and correctly, in which where all parties have been involved to the maximum, then they get the appropriate feedback, the MBO theory can be said to have been successfully applied. However, some researchers such as Freed A. Schuster and Alva F. Kindall found a slight gap in the leakage of the MBO concept. By raising the case of 500 American industries in 1974, they found this MBO left little room. Some industries in America this year had a feeling that they had failed to implement MBO (Hayton, Piperopoulos, & Welbourne, 2011).

Failure can come from the performance of the personnel in an organisation. For this reason, Mark L. McConkie listed 16 steps to avoid failing to use MBO, including in educational programs. The personnel must implement several therapies so that the MBO that is run can reach the maximum target (McConkie, 1975). This is closely related to the empowerment of

human resources, to increase their positive contribution to the institution in achieving its goals.

Bruce D. Jamieson is better at discussing the problems that often occur and hinder the performance of MBO. Some of the obstacles that Jamieson mentioned include management patterns, the ability to adapt to changes in the internal-external environment, the skills of each person who are connected, setting targets and goals, measuring during an evaluation, and quality control in MBO. These cannot be ignored but must be considered more critically (Jamieson, 1973).

Another more critical finding in testing the efficiency of the MBO theory was made by Jhon M. Ivancevich. By raising two instances of the institution, he found that the effects of the training and implementation of the MBO theory were short-lived. In a sense, there was no significant contribution that the MBO made, because after two months of training the MBO took place, the returned situation was not much different from the situation before the existence of external intervention. That is, MBO only has a short-term effect but not long-term (Ivancevich, 1972).

There have been many tests on the theory and implementation of the MBO program, and one of them was conducted by Arthur Francis. He saw that the MBO was none other than the management of the practice of capitalism itself. The company's goals, managerial motivations, and behaviours that are broader than the company are none other than the management of capitalism. In other words, the law of capitalism applies, and MBO is a small part of smoothing capitalist goals (Francis, 1980).

Departing from the excellence and criticisms of the MBO, this study will see the Muhammadiyah Boarding School (MBS) as an object implementing the MBO. SBM is an educational institution. While Heaton stated that educational institutions can use MBO as an effort to efficiently achieve educational targets (Heaton, 1975). The extent to which the MBO program works and the extent of experience and difficulties encountered are the main points here. Because SBM is not purely a secular institution, but an Islamic institution with ideal values, and in touch with material-pragmatic goals (Saudabaeva et al., 2016).

This more empirical and realistic pragmatic value often influences the ideal value. Amani Jarrar proposed an interesting hypothesis about moral values in education, which was influenced by cultural differences, backgrounds, thoughts, gender, and family relations. When culture and environment become more and more materialistic, it is very possible that the world of education is also influenced to become more materialistic (Jarrar, 2013). A similar case occurred in the practice of Muhammadiyah Boarding School's educational institution management in Yogyakarta.



The problem lies in the matter of management influences an educational institution by the environment and culture of the community, no matter whether it is imperative or necessary, or whether the influence is optional. Ofojebe and Olibie see that as long as the manager of an organisation sets objective goals that are intentionally oriented to fit the external situation of the organisation, the influence is imperative. Therefore, for them, senior secondary education can be transformed according to the demands and needs of globalisation (Ofojebe & Olibie, 2014).

At a more technical level, achieving the goals of an organisation or educational institution must be directed at another aspect of management, namely consolidation between units. Overlapping organisational structures must be avoided to optimise the functioning of each unit, including high school education organisations (Stefenhagena & Bariss, 2018). In other words, culture and the external environment not only affect the choices and intentions of the manager of an organisation but must be supported by an effective and efficient organisational structure, not overlapping.

The process of streamlining the structure is not merely to function to facilitate the organisation to achieve its objective goals, but also for the satisfaction of its employees and workers. All employees can work in the path of their primary tasks without confusion, no matter whether caused by overlapping structural positions, or by the objective goals of the organisation. Employee satisfaction towards institutional goals, including educational institutions, stems from streamlining the structure and clarity of the main targets of their institutions (Islamic, Muloli, & Mustafa, 2018).

However, an organisation must continue to conduct evaluations, seek the compatibility between theory and practice, between targets and program realisation, between ideals and reality. The evaluation by examining the extent to which the institution's vision and mission can be realised along with the MBO model, contributes greatly to strengthening the epistemological basis of the MBO theory itself. There is a contingency between theory and practice; between MBO theory and MBO realisation, it is an important case in itself (Yoder, 2019). This study raises the practice of MBO theory in the practice of MBS Yogyakarta in order to examine the contingency of MBO theory and MBO practice.

In other words, the formal object of this study is the same as some of the previous research findings, namely objective-based management (MBO), and the material object is high school institutions, by raising the case of the Muhammadiyah Boarding School (SBM) in Yogyakarta. SBM is an educational institution under the auspices of the Muhammadiyah community organisation. Regarding the management of this Muhammadiyah educational institution, Septian Dwi Cahyo et al. examined the importance of English language teaching

materials based on Islam to help institutions achieve national education goals and at the same time the goals of the Islamic religion itself (Cahyo et al., 2019).

Cahyo et al. set a precedent for this research to see how the MBO theory in SBM practice is set up so that it leads to the achievement of the interests of national education and at the same time Islamic religion. The main problem is that, MBO theory is generally used as an approach to secular education institutions that aim at limited objective goals that are secular. Whereas the SBM itself is an Islamic religious education institution, where the management of Islamic education goes far beyond the interests of pragmatic-secularistic because the goal of the Islamic religion is for the hereafter.

Methodology

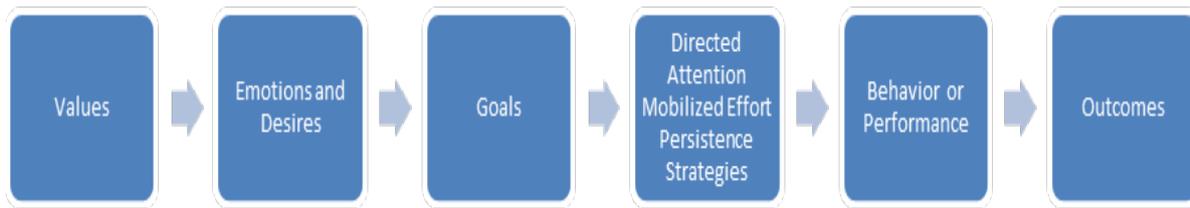
This research is a qualitative study with data sources in the form of interviews and literature studies. The material object is the governance pattern of the Muhammadiyah Boarding School (SBM) in determining the strategic objectives of the institution as a provider of quality and competitive Islamic education services in the free market era. To understand how the institution's goals are formulated and implemented, this study looks at Management by Objectives (MBO) theory as a representative analysis knife.

This MBO according to Locke da Latham rests on an analysis of the goals of an organisation or institution. The goals targeted by an institution have a great influence on the behaviour patterns of employee performance and organisational performance. Therefore, the analysis using MBO is directed to see the relationship between the institution's goals and performance that appears concretely to pursue these goals (Locke & Latham, 2002).

On another occasion, Latham distinguishes between goals that have been formulated in detail and goals that have not been detailed. Likewise, the challenges and obstacles that have been inventoried clearly and in detail differ in their impact on the work of the organisation compared to organisations that are unable to inventory the challenges and obstacles in detail. For Latham, detailed objectives, challenges, and obstacles will make it easier for organisations to solve their problems and reach their targets than organisations that are not able to formulate the details of their problems (Latham, 2003).

In other words, the MBO directs the analysis of the emotional-psychological values of each manager in managing his institution. Because these values are the main basis for forming goals that are expected and thought out and fought for to be implemented in the form of concrete works. Locke and Latham (Locke & Latham, 1990) provide a formula for how the MBO-based analysis performs as shown below:

Figure 1 – MBO-based analysis formula



The MBO used to analyse SBM in this study will map idealistic values, which shape the hopes and desires of MBS managers, so that more concrete forms of institutional policy are born. From there, the analysis continues on the efforts and performance of institutions to realise the goals and achieve targets. Finally, the achievements they produce can be analysed in the context of their compliance with the initial target.

However, the internal affairs of an institution still cannot be separated from the wider external context. For this reason, DuBrin said the importance of situations and conditions that support the goals and performance of an institution (DuBrin, 2012). A conducive external condition will greatly benefit the interests of the institution in achieving its strategic targets while Greenberg prefers to see that the specific target of an institution will be a powerful technique for overcoming external problems that will be faced (Greenberg, 2011).

Here the researchers see, MBO is a theory of analysis that opens the possibility to see the relationship between the internal goals of the institution and the external conditions that develop during people's lives. This remains consistent with MBO experts and is not contradictory. Because, any difficult external conditions may still be conquered with the record that an institution can define its goals and targets, obstacles and challenges, as well as their abilities and shortcomings. The more specific a goal, the stronger the institution to overcome its external challenges if it is not conducive (Locke & Latham, 2002).

However, managers still have to consider the principle of balance. The goals of the institution may be ideal and strenuous, but they must still be achieved. Bandura reminded that organisational goals that are too heavy and impossible to achieve in the eyes of employees will make it difficult for institutions to achieve maximum performance and performance (Bandura, 1997). Considering acceptance from members of the organisation is a precondition for the institution's target to be achieved. The greater the rejection of organisational members, the slower the organisation moves together towards organisational goals (Bandura, 1997).

To improve the ability of members of the organisation in dealing with conditions and situations that make them pessimistic, MBO theory emphasises the importance of increasing the capacity and capability of members through training and education. Button et al. stated that what they refer to as "learning goal orientation" is a technique for empowering and

developing human resources (Button, Mathieu, & Zajac, 1995). Employees at an institution, such as MBS Yogyakarta, need professional workers who can carry out the task of the institution's vision and mission in providing quality educational services.

A similar spirit was conveyed by VandeWalle, who saw a positive correlation between the principle of "learning goal orientation" and employee performance. In other words, maximum resources make it easier for the institution to reach the target. Conversely, less than maximum resources will adversely affect the efforts and performance of the institution to achieve its goals. The institution's strategic steps will stall when facing with the problem of unsupportive human resources (VandeWalle, Cron, & Slocum, 2001).

However, it needs to be emphasised that MBO is not a theory that allows individual goals to be realised by a team or many people who are members of an organisation. Individual goals because of MBO theory must integrate with the group or team goals. Therefore, the goals of the manager do not conflict with the goals of the team/employee, so also the goals of the team/employee do not necessarily defeat the objectives of the manager. The MBO requires compatibility and collaboration between individual-manager and team-employee goals (Kristof-Brown & Stevens, 2001).

Understanding how the compatibility between the performance of MBS Yogyakarta employees and the vision and mission of the MBS institution itself is an important matter. How can teamwork run optimally, because SBM can prove itself to be a new challenger in the world of Islamic education in Indonesia? As a new institution with a myriad of achievements, it attracted many managers of other educational institutions, both those who came from the Muhammadiyah community itself, as well as non-Muhammadiyah Islamic mass organisations. In other words, SBM has become a role model in the management aspects of Islamic education institutions.

Findings and Discussion

Educational Market

Educational institutions as a market inhabited by capitalists are no longer a secret. The globalisation of the political economy, supported by the narrow interests of the government, coupled with the inclusion of industrial and business interests, has made the natural character of education change dramatically. Slaughter et al. have conducted research that calls developed countries like Australia, Canada, Britain, and America for changing the character of education into markets. This is what they call academic capitalism (Slaughter & Leslie, 1997).



In the beginning, capitalism only struggled in trade and industry matters. However, gradually, capitalism traded science, intellectual accomplishment, and academic expertise. Theorists call it the third wave of capitalism, namely cognitive capitalism (Peters & Bulut, 2011). One of cognitive capitalism is characterised by internet technology that can transform the pattern of production and character of workers.

For some education practitioners, the over-involvement of the education world in the world of markets controlled by capitalists is a big problem. For practitioners and theorists of this critical school of education, the world of education does not have to submit to capitalist interests but must create a world of meaningful resistance. They call their theories as "critical education" (Allman, 2010).

However, when these two schools of thought emerged, between the pros and the cons, some experts still saw optimism for marrying the world of education and market capitalism, such as Joseph L. Bast and Herbert J. Walberg. According to them, it is important to refer to aspects of history, psychology, sociology, political and economic policy, to combine the interests of the capitalist market and the world of education (Bast & Walberg, 2013).

Muhammadiyah Boarding School (MBS) realises that market life and the world of education are like two sides of coins, inseparable from each other, but very closely touching. The relationship between the market and the world of education is unbalanced because the world of education as an institution providing services and products is forced to compete in providing quality services as well as being demanded by the community.

Public demands that educational institutions provide the best service demand SBM to create a professional managerial atmosphere. Kiai Didik, one of the founders of MBS, realised how insufficient internal quality was, and because of that, the institution needed professional staff who were recruited openly from outside. SBM has never been reluctant to pour large funds to provide maximum training to students to achieve educational targets. One of the cases exemplified is the race moment at the district, city, provincial and national levels. Professionals are mobilised as much as possible to become students to win the title. The climax, successes to become champions become the main capital in creating images and images about the quality of SBM education in the eyes of the public, community, guardians of students and parents of students.

The management of SBM that aims to provide quality education services, in addition to being a consequence of meeting the demands of the education market, leads to the importance of education costs. Education quality is no longer merely idealism but has been transformed as a market mechanism. One of the laws of the market is the cost of production as the backbone of the system of capitalism. Large investors are always able to dominate the market, and small

investors are always out of the competition. SBM does not hesitate to set the price of the selection test registration of 700,000 Rupiahs, and the first entry fee is 11,000,000 Rupiahs for the first month. Every month, each student is required to pay 900,000 Rupiahs.

All money contributed by these students becomes the main capital in the interest of providing quality services. Interestingly, SBM, as an Islamic educational institution does not stop stagnating in its role as an educational institution but rather more creatively manages other potential financial resources. One of them is a laundry service (laundry) whose quantity reaches 9 tons of dirty clothes per day, bakery products, and welding services for building construction. These aspects of capital are integrated into one SBM system, and therefore the financial turnover in the institution's internal becomes stronger. Educational institutions have wings of capital sources that are integrative and at the same time, sustain the economic independence of the institution.

Quality Service Competition

The concept of competition in providing quality education services has become a consequence and is understandable. In America, the state politically supports so that the world of education plunges into the world of global competition, as President Barack Obama's policy. The state subsidises educational institutions so that their ability to compete increases and the state benefits from it (McGuinn, 2012). This kind of competition has been culturally accepted, including by Muslims themselves, so that in the case of European society, they will send their children to secular education institutions as well as religious schools. The goal is that their children can compete (Daun & Arjmand, 2005).

In the context of management, educational institutions are indeed directed to compete. One strategic step taken is to improve the quality of human resources (Newman & Couturie, 2001). Competition among educational institutions, on the other hand, has been recognised by researchers, will have an impact on the diversity of service quality. Every institution must be different from other institutions. The difference in service quality is highly recommended so that the competition as eternal (Horta, Huisman, & Heito, 2008).

SBM, in its relatively young age, can appear empowered in front of other educational institutions, and this is inseparable from the ability to imagine themselves as quality institutions. Imaging or building a positive image is an important aspect of SBM management, one of which is evidenced by a professional, progressive, and creative promotion system. Teachers are not merely grappling with activities within the institution, but rather the task of teachers is widened as well as promotion staff. Therefore, the understanding of SBM teachers can be categorised into, at least, two kinds: first, teachers

who are in direct contact with teaching and learning tasks in the classroom, and second, teachers who travel outside the city, even across islands.

Teachers who are struggling with the teaching-learning process in the classroom are recruited from masters and doctoral graduates abroad, some of them are Middle Eastern graduates, who have the task of teaching Arabic and the Yellow Book of Pesantren. The professionalism of these teachers proved to be successful with the ability of Muhammadiyah students in Arabic and reading the yellow books, which had been assumed to be the areas of expertise of students from non-Muhammadiyah Islamic boarding schools, say like Nahdlatul Ulama boarding schools and others. When the national yellow book reading competition was held, SBM students also participated, in which their participation was a surprise to the committee who did not believe that the Muhammadiyah institution was able to delegate students who were capable of Arabic and read the yellow book. In the future, these achievements will be an advantage or plus points for SBM when doing promotions to the public, both in Java and outside Java.

While SBM teachers who get the task of promotion out of town or to the wider community, have other abilities, such as mastery of the institution's managerial system. Based on his experience, Kiai Didik said that the community faced was not only Muhammadiyah's internal institutions but also included educational institutions under the auspices of the Nahdlatul Ulama ideology and others. Mastery of public speaking, understanding of managerial systems, lobbying capacity of an intellectual, is an absolute prerequisite that must be mastered by SBM teachers who have the mandate to promote outside to capture the interests of the community and attract the attention of prospective students. Therefore, competition in providing educational services in the spirit of a free market, and SBM feels that it must be able to compete in these large markets.

One of the strategies carried out, in addition to the ability to promote and present, is to hold selection tests outside the city, depending on the points that can attract prospective new students. Sumatra, Kalimantan, Sulawesi, and the Southeastern Archipelago are islands outside Java that have held SBM entrance selection tests. The implementation of the selection test aims to facilitate prospective students rather than having to come to Yogyakarta. The assumption is that it will certainly spend more money and provide a mental-psychological burden on parents/community. Avoiding the psychological burden of the guardians of students/guardians of students is considered as one of the effective SBM managerial strategies to provide the best service from an early age. Also, from the perspective of economic calculations, holding selection tests outside the island will be cheaper because the prospective students and students did not get a guarantee of graduation even though they came directly to Yogyakarta.

Professionalism in recruitment, in which not every registrant must be accepted into, is part of management itself. SBM is based on the principle of maintaining quality from an early age, starting with strict selection. Selection becomes a determining factor in mapping the potential of prospective students. Mapping the potential of students in the future becomes the main input and consideration in determining educational services, in the calculation of funds needed to increase the potential and skills of students, as well as the entrance to recruit professional staff suitable for the development of skills and intellectuality of students.

Cost is a Measure of Quality

Mark Olssen and Michael A. Peters said that from the 1980s to the 1990s, the world of western education had lost its traditional spirit. From the school level to the tertiary level, education has given a new definition to themselves, where free academic debate and free intellectual research as an academic culture have been lost. Substitutes are emphasised on institutional performance, measurable outputs, strategic plans, performance indicators, quality assurance, and academic audits (Olssen & Peters, 2005).

However, when the cost of education is fully surrendered to the private sector, the cost and price of education will increase. Only people with high financial ability can access quality education services. Since 1996, experts began to think about the importance of education subsidies from the state, as a form of guarantee to improve the quality of education services (Trostel, 1996). However, the idea of education subsidies is not fully accepted by the public. Some other experts support the privatisation of education, one of them like Friedman. He said, one of the efforts to improve the quality of education is to give freedom to individuals to find an educational institution they like so that individuals are not monetised by subsidised education. This is called private schooling (Carnoy, 1998).

The development of skills and intellectuality of students, including potential empowerment activities by professional educators, is inevitable as a prerequisite for quality. Unfortunately, SBM is concrete evidence that quality cannot be separated from the large capital of its financing. Operating an educational machine to achieve the ideal educational target requires no small funding. The law of industrial capitalism is gradually infecting the spirit of the administration of education in general and Islamic education in particular. Called industrial capitalism because the greater the incoming funds as operational capital coupled with conducive management, the quality of education is achieved.

The various trophies that can be grabbed in various competitions by SBM students are proportional to the number of costs that must be incurred by the guardians of students and guardians of students. Meanwhile, the substantial costs incurred by student guardians and student guardians are comparable to the satisfaction they get from SBM. Kiai Didik said that

a democratic, transparent and professional event occurred when some of the students' guardians and student guardians came to SBM to collect their rights. At that time, the MBS felt challenged to provide a rational and argumentative explanation about what was the obligation of the institution as a service provider. One of the events was the arrival of three santri guardians from a different mass organisation background, one of whom was from the State Intelligence Agency (BIN). They demanded the SBM with the indictment not to guarantee a good moral education for their sons, resulting in juvenile delinquency in the SBM boarding school. The students' parents came to a professional lawyer, and the case was about to be resolved through legal channels.

Moral education is one of the SBM service products as an educational institution, and when their santris guardians their children do not get optimal moral education, one of which occurs quarrels and physical violence, the guardians of santri feel entitled to sue the institution through legal channels. Institutions that are accused of not being serious in handling moral education are seen as institutions that fail to provide their services as in the initial contract. This good moral education has been included in the mathematical-economic considerations of the guardians of students in boarding their children in SBM. With the amount of capital or entrance fee for SBM, while the children still do not reflect the morale of the santri, the trustees of these students and guardians of students think they have the right to make a claim.

Meanwhile, in the assessment of the institution, students who commit physical violence in the pesantren environment have violated the agreed rules. The law they received was expulsion and expulsion of the students from the hut. According to Kiai Didik, the events of the guardians of students demanded that the institution is a familiar and common sight. This is different from Islamic boarding schools managed by the Nahdlatul Ulama community, for example, where the guardian of a santri will never have the courage to demand a boarding school. This is because in NU Islamic boarding schools, a measure of the education quality is a blessing, not just a professional education system and a large education fee. On the other hand, the success of NU education institutions can be measured when students get blessings, which is a spiritual value that cannot be measured positively-materialistically. So that the impact is also felt on the managerial system of traditional huts like that, one of them is the cost of education which is still cheap.

Shifting Community Paradigms

Initially, community involvement in the world of education was very positive, because it could help school institutions to achieve their goals, especially in shaping the character of students. Community involvement is important to help the realisation of the institution's program (London, 1987).

However, when the community paradigm shifts to a formalistic nature, the school institution becomes involved. One form of educational institutions being dragged into the changing paradigm of society is the demand for certainty, both from educational planning, program evaluation, and achieving more definite targets, as discussed earlier in Mark Olssen's perspective (Olssen & Peters, 2005).

The community paradigm in seeing the orientation of education, which was originally still full of spiritual nuances to become more material, is the background of SBM management which offers a systematic approach rather than a cultural approach. The background of the guardians of students and those whose children are SBM students is dominated by a shifting perspective. Within the SBM environment, the Kiai figures are not prominent. Instead, the prominent aspect is the system and management of the institution itself. The position of a professional managerial system replaces the figure of figures in running the wheels of education. This has become a challenge for SBM institutions to provide a professional education system, whose orientation meets public needs.

An established managerial system, not a figurehead, acts as the spearhead of SBM when talking about education services and competes in the free market in selling their education services. This shifting community paradigm seems to be very symptomatic, not only in the environment of the guardians of students and those who are members of Muhammadiyah mass organisations but the general public. Especially when some of the students and guardians of students come from Nahdlatul Ulama mass organisations, who participate in enlivening SBM education by sending their children to participate in enjoying quality education services from SBM. The presence of students and students with non-Muhammadiyah backgrounds shows that the professional-managerial system of education is increasingly in favour. In other words, the search for the achievement of targets that are arranged more professionally is quite interesting. It replaces the search for spiritual values that have so far been the hallmarks of traditional boarding schools.

The professionalism of the managerial system of SBM education institutions is one proof of this paradigm shift in society. Meanwhile, the paradigm of society that began materialistic, professional and positive is not to blame because it cannot be separated from the more secular national and state life situation. We will easily see an intensive relationship between government policies in making policies in the form of education liberalisation and the changing paradigm of society. Government policy to liberalise education management is a macro factor for the formation of public awareness about changes in the spirit of educational institutions on the one hand and broader market reasoning on the other. The liberalisation of education by the government, the liberal management of education by educational institutions, plus the paradigm of society that continues to shift, is an intact combination and at the same time as a rational reason for the management of education to the liberal market.

Education Liberalisation Policy

Educational liberalisation is a common discourse. Educational liberalisation cannot be separated from the politics of globalisation (Verger, 2009). This can also be seen in the relation between the world of education being released and the General Agreement on Trade in Services (GATS), which makes the world of education under its management authority. The international world seems to agree that education is part of their joint business (Knight, 2002).

Because liberalisation is a global-international project, all countries including Asian countries are forced to submit. One way is to force their educational institutions to compete and compete globally. Asian countries such as Hong Kong, Singapore, and Malaysia adopted pro-competitive policy instruments and progressively looked at markets and the private sector in running their education. It is not surprising that in these Asian countries, the private sector is one of the drivers of revolutionary change towards global competition (Mok, 2008).

Kiai Didik, the founder of MBS, shared his experience that at the beginning of the establishment of SBM, many banks refused their loan applications, even though they intended to fund education development. However, a few months later, Ahmad Dahlan University, Yogyakarta, gave him a loan of 150,000,000 Rupiahs, with a maturity of six (6) months. This shows that the state has indeed succeeded in creating an atmosphere conducive to the practice of education liberalisation, and weak people are forced to rise by their efforts. Thus, when SBM has succeeded in building an independent education system, and implementing capitalistic management, it is not a strange case, because it has flowed with the spirit of the times.

Conclusion

SBM is an Islamic educational institution striving to achieve its educational ideals, which have become its characteristics. To manage the world of education, SBM is very effective, in which it is proven by setting specific goals, maximum evaluation, recruitment of professional employees, and sufficient rewards for teaching staff. On the other hand, the practice of MBO in MBS is a symbol that the theories in MBO are still applicable and relevant in the context of SBM.

However, MBO theory cannot fully capture SBM phenomena because MBO does not specifically address other perspectives that users can relatively choose from. In this study, the theory of educational liberalism becomes another theory added to the concept of MBO. Therefore, this study finds that MBO used in SBM institutions leads to educational capitalism. This spirit of educational capitalism has not only become the spirit of the age,



which is agreed upon by the international world but also occurred in the body of the SBM management system.

As a result, the MBO run by MBS leads to a type of capitalistic MBO. This capitalistic MBO model has become symptomatic in many countries, such as in European, American and Asian countries such as Hong Kong, Singapore, and Malaysia. Yogyakarta SBM is only one sample part of the practice of capitalistic education in the international world.



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