

The Relationship Of The Neoliberal Paradigm To Value Orientation And Managerial Practices In Islamic Educational Institutions

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Abstract: This study examines the dynamics of correlation of the neoliberal paradigm in the management of Islamic educational institutions, particularly the relationship between the neoliberal paradigm, value orientation, and management practices. In contemporary educational management discourse, neoliberalism emphasizes the principles of efficiency, accountability, competition, and performance orientation, which have the potential to influence the governance of educational institutions, including Islamic boarding schools. This study aims to analyze the relationship between the neoliberal paradigm and value orientation and managerial practices at the Darul Falah Islamic Boarding School in West Bandung. The study used a quantitative approach with a survey method using a questionnaire compiled based on research variable indicators. The research sample consisted of 35 respondents selected using probability sampling techniques. Data analysis was performed using SPSS through the Shapiro-Wilk normality test and the Spearman Rank nonparametric correlation test. The results showed that the neoliberal paradigm has a positive and significant relationship with value orientation ($r = 0.401$; Sig = 0.017), but has a weak and insignificant positive relationship with management practices ($r = 0.308$; Sig = 0.072). In addition, value orientation has a strong and significant relationship with management practices ($r = 0.682$; Sig = 0.000). These findings indicate that the influence of neoliberalism is selective, where Islamic educational values remain a dominant factor in the management practices of Islamic educational institutions.

Keyword: Neoliberal, Managerialism, Philosophy, Islamic Education Management.

Abstrak: Penelitian ini mengkaji dinamika korelasi paradigma neoliberal dalam pengelolaan lembaga pendidikan Islam, khususnya hubungan antara paradigma neoliberal, orientasi nilai, dan praktik manajerial. Dalam wacana manajemen pendidikan kontemporer, neoliberalisme menekankan prinsip efisiensi, akuntabilitas, kompetisi, dan orientasi kinerja, yang berpotensi memengaruhi tata kelola lembaga pendidikan, termasuk pesantren. Penelitian ini bertujuan untuk menganalisis hubungan antara paradigma neoliberal dengan orientasi nilai dan praktik manajerial di Pondok Pesantren Darul Falah, Bandung Barat. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei melalui kuesioner yang disusun berdasarkan indikator variabel penelitian. Sampel penelitian terdiri dari 35 responden yang dipilih menggunakan teknik probability sampling. Analisis data dilakukan menggunakan SPSS melalui uji normalitas Shapiro-Wilk dan uji korelasi nonparametrik Spearman Rank. Hasil penelitian menunjukkan bahwa paradigma neoliberal memiliki hubungan positif dan signifikan dengan orientasi

nilai ($r = 0,401$; $Sig = 0,017$), namun memiliki hubungan positif yang lemah dan tidak signifikan dengan praktik manajerial ($r = 0,308$; $Sig = 0,072$). Selain itu, orientasi nilai memiliki hubungan yang kuat dan signifikan dengan praktik manajerial ($r = 0,682$; $Sig = 0,000$). Temuan ini menunjukkan bahwa pengaruh neoliberalisme bersifat selektif, di mana nilai-nilai pendidikan Islam tetap menjadi faktor dominan dalam praktik pengelolaan lembaga pendidikan Islam.

Kata kunci: Neoliberal, Manajerialisme, Filsafat, Manajemen Pendidikan Islam.

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Introduction

Neoliberalism has emerged as a paradigm in recent decades that has shaped how many public sectors, including education, are managed (Alexsandy, Sapdi, et al., 2025; Elyas & Picard, 2013). As a marker of organizational success, this paradigm emphasizes the concepts of market efficiency, competition, decentralization, and performance orientation. The management of educational institutions has changed as a result of the application of these principles, shifting from a focus on social services and human development to an approach that prioritizes organizational effectiveness, competitiveness, and performance-based management (Azizah et al., 2025; Hasan et al., 2025). The increasing use of quantitative measures such as accreditation, rankings, and international quality standards, as well as corporate-style management methods in educational institutions, are clear example of this trend. There is a close relationship between this shift in focus and the financing of education. One of the most important indicators of an educational institution's sustainability is effective and efficient financial management. Therefore, a competent, accountable, and transparent financial management system is a crucial component of contemporary school governance. According to Wahyuni, education finance management involves the efficient and transparent procurement, allocation, and use of funds to enhance public trust and maintain the quality of educational services (Wahyuni et al., 2021). The concepts of accountability, transparency, and auditing are also important tools for improving the performance of educational institutions in the context of corporate governance (Irawan, 2017).

However, this evolution in management paradigms has also begun to impact Islamic educational institutions, such as contemporary Islamic schools and pesantren (Azizah et al., 2024; Rofiq et al., 2025). New dynamics in Islamic education management are evident in the emergence of day schools, pesantren, and integrated Islamic schools with first-class facilities (Arfah & Wantini, 2023; Arif et al., 2024). Through the creation of superior educational facilities, top-notch curricula, and marketing strategies, these schools aim to become more competitive (Abdillah &

Maskuri, 2022; Sintasari et al., 2026). In some cases, this phenomenon may encourage Islamic educational institutions to compete with one another to attract public attention, particularly from the middle class. According to research by Siti Nur Hidayah (2021), some pesantren (Islamic boarding schools) have begun to adopt more flexible management techniques in response to the expectations of the Muslim middle class in particular. To compete with other educational institutions, pesantren are now implementing more professional organizational strategies, educational services, and management practices in addition to functioning as traditional educational institutions (Hidayah, 2021). These findings indicate that the dynamics of neoliberalism are not entirely external to the Islamic education system but sometimes influence how Islamic educational institutions are operated (Alexsandy, Irawan, et al., 2025).

However, empirical studies examining the relationship between the neoliberal paradigm and value orientations as well as managerial practices in Islamic educational institutions remain relatively scarce, and most previous research has focused on how Islamic boarding schools adapt to the demands of the education market in general. Furthermore, few studies have employed quantitative and empirical methods to thoroughly explore this phenomenon within the context of specific Islamic boarding schools. Pesantren Darul Falah in West Bandung is one of the growing Islamic educational institutions in West Java. This pesantren is an educational institution that continues to evolve and must face more complex organizational management dynamics, such as demands for better quality of educational services, professional financial management, and increased institutional competitiveness in the face of a growing number of contemporary Islamic educational institutions. This situation raises a scholarly question regarding the relationship between the value orientation and management methods employed in Islamic educational institutions and contemporary managerial paradigms, which some literature links to the influence of neoliberalism.

From a normative perspective, Islamic education fundamentally places the values of knowledge, the mandate of leadership, and an orientation toward obedience as the primary foundations for the management of educational institutions. These values, which emphasize the importance of honesty, responsible leadership, and professionalism in fulfilling educational responsibilities, are reflected in various sources of Islamic teachings, including the Quran and the Hadith. Therefore, the dynamics of managing Islamic educational institutions within the context of the shifting paradigms of modern educational management constitute a critical issue requiring scholarly examination. Given this context, this study employs a case study at the Darul Falah Islamic Boarding School in West

Bandung to investigate the relationship between the neoliberal paradigm and value orientations as well as managerial practices within Islamic educational institutions.

The purpose of this study is to understand the dynamics of management in Islamic educational institutions within the context of the ever-evolving contemporary educational governance paradigm. Specifically, this study aims to answer several key questions, including: what are the characteristics of the value orientation and management techniques used at the Darul Falah Islamic Boarding School in West Bandung; is there a relationship between the neoliberal paradigm and value orientation in the administration of Islamic educational institutions; and is there a correlation between the neoliberal paradigm and the managerial techniques used in the administration of Islamic educational institutions. The development of contemporary educational management systems often introduces the principles of the neoliberal paradigm, such as efficiency, accountability, and performance orientation, into the management practices of educational institutions, including Islamic educational institutions, making these questions particularly important to investigate. In addition to offering a scientific contribution to enrich studies on the dynamics of Islamic educational management, particularly in the context of the interaction between Islamic educational values and contemporary educational management practices, this study aims to provide an empirical picture of how Islamic educational institutions react to the influence of the modern educational governance paradigm.

Method

Based on the selected sampling strategy, specifically a probability sample using random sampling techniques, the aim is to give every member of the population an equal chance of being included in the sample. This is consistent with the explanation by Silalahi and Ulber (2017:393) that random sampling involves selecting a sample such that every member of the population has an equal chance of being included in the sample. This study uses one independent variable and two dependent variables (Sugiyono, 2017). A variable that influences how a dependent variable changes or manifests is known as an independent variable. Conversely, a dependent variable is a variable influenced by the independent variable.

The variables identified in this study are as follows:

- Independent variable (X): Neoliberal Paradigm
- Dependent variable (Y1): Value Orientation
- Dependent variable (Y2): Management Practices

The following is an explanation of the operational definitions in this study:

- a. The Neoliberal Paradigm

According to the neoliberal paradigm in education, educational institutions operate according to market logic, with economic productivity, efficiency, and competition serving as the primary management principles. From this perspective, education is now viewed as an investment in human capital focused on global competitiveness and as a comprehensive process of human development. Consequently, education policies typically promote the commercialization of educational services, privatization, and greater market influence over the availability and quality of education. The increasing involvement of the private sector, a focus on labor market competencies, and shifts in education policy prioritizing graduate productivity and competitiveness are clear indications of the neoliberal paradigm's influence in Indonesia. Nevertheless, several studies conclude that the dominance of this paradigm can lead to disparities in educational opportunities and diminish the role of education as a vehicle for advancing social ideals, democracy, and justice (Prasetyo, 2024).

b. Value Orientation

The direction and priorities of the values that underpin the learning process—such as moral, humanitarian, and character values acquired by students—are referred to as value orientation in education. This value orientation serves as a normative foundation that shapes learning strategies, educational goals, and the behavior of teachers and students in the classroom. As part of the development of 21st-century skills, value orientation in the context of contemporary education emphasizes the development of character, humanitarian attitudes, and social responsibility alongside cognitive performance. To produce students who are not only academically proficient but also possess strong integrity and social awareness, the education system must systematically incorporate these principles into the curriculum, teaching strategies, and school culture (Julia, 2025).

c. Management Practices

To successfully achieve educational goals, management practices in educational institutions reflect the practical application of management activities such as organizing, planning, implementing, and evaluating. The integration of innovation, reflective leadership, and decision-making based on the demands of the organization and the educational environment is emphasized in contemporary educational management practices, in addition to administrative factors. Effective educational management practices emerge when management theory is integrated with institutional contextual conditions, as demonstrated by a study by Kamila, Syandra, Fakhri, and Koderi (2025). This fosters innovation in the management of educational institutions and addresses the challenges of globalization and the digitalization of education. Consequently, science-based

adaptive management techniques are crucial for improving educational governance standards and ensuring the long-term sustainability of educational institutions (Syandra et al., 2025).

Instrument preparation is part of the instrument development process. The first step is to develop indicators and surveys, and to have experts conduct a feasibility test. The questionnaire was first pilot-tested on respondents not included in the sample before being administered to the IKSAN Board of the Darul Falah Islamic Boarding School in West Bandung, which served as the research sample. An analysis was conducted to ensure the validity and reliability of the instrument test results.

1. Creating indicators

Table 1. Independent Variable (X) Indicators: Neoliberal Paradigm

No	Indicator	Measurement Description
1	Organizational Efficiency	Emphasis on the effective and efficient use of resources in institutional management.
2	Institutional Accountability	Accountability for institutional performance to stakeholders, including transparency in reporting institutional outcomes.
3	Performance Orientation	Assessment of institutional success based on performance achievements and measurable outcomes.
4	Inter-institutional Competition	The existence of incentives and strategies to enhance the competitiveness of educational institutions in attracting students and resources.
5	Managerial Professionalism	Institutional management is conducted professionally using modern management standards and systematic procedures.
6	Standardization and Performance Evaluation	The existence of performance evaluation systems and standardized benchmarks in institutional management.
7	Focus on Educational Outcomes	Emphasis on educational results such as academic achievement, graduate quality, and institutional reputation.

Table 2. Dependent Variable Indicators (Y1): Value Orientation

No	Indicator	Measurement Description
1	Religious Values	Emphasis on Islamic values in educational management, including the integration of religious principles into planning, implementation, and evaluation of educational programs.
2	Moral and Ethical Values	Character and ethical development as the primary goals of education, reflected in policies and managerial decisions that promote honesty, discipline, and responsibility.
3	Collectivity and Brotherhood	Emphasis on togetherness, cooperation, and solidarity within the institutional environment, fostering harmonious relationships among stakeholders.
4	Value of Service	Orientation of education as a form of service to the community, emphasizing social responsibility and responsiveness to societal needs.

No	Indicator	Measurement Description
5	Value of Sincerity in Education	Educational management is not solely profit-oriented, but guided by sincerity (ikhlas) and dedication to educational and spiritual missions.
6	Value of Balance between This World and the Hereafter	Education is directed toward achieving a balance between spiritual, moral, and intellectual development in both worldly and religious dimensions.

Table 3. Dependent Variable Indicators (Y2): Management Practices

No	Indicator	Measurement Description
1	Institutional Planning	Systematic development of educational program plans to ensure alignment with institutional goals and long-term educational objectives.
2	Institutional Organization	Clear division of tasks and establishment of an organizational structure that supports effective coordination and role distribution.
3	Implementation of Educational Programs	Execution of educational programs and institutional activities in accordance with predetermined plans and objectives.
4	Supervision and Evaluation	Monitoring and evaluation of program implementation to ensure effectiveness, accountability, and continuous improvement.
5	Human Resource Management	Development of competencies among educators and educational staff through training, supervision, and professional development programs.
6	Institutional Financial Management	Transparent and effective management of educational funds to support institutional sustainability and accountability.
7	Managerial Decision-Making	Decision-making processes in institutional management based on data, institutional needs, and organizational priorities.

2. Creating the Survey

Google Forms was used to develop the questionnaire for this study to organize and collect data, allowing respondents to complete it online and efficiently.

3. Validity Test

Sundayana (2020:65) states that using the IBM SPSS methodology with a significance level of $\alpha = 5\%$ (0.05), the steps to measure validity are as follows: Analysis \rightarrow Correlation \rightarrow Bivariate. The following steps were then used to analyze the correlation coefficients using the reference suggested by Arikunto (2011:89):

Table 4. Correlation coefficients for validity

No	Rentang Koefisien Korelasi (rxy)	Interpretasi
1	$0.80 < rxy < 1.00$	Very High Validity (Validitas Sangat Tinggi)
2	$0.60 < rxy < 0.80$	High Validity (Validitas Tinggi)
3	$0.40 < rxy < 0.60$	Moderate Validity (Validitas Sedang)
4	$0.20 < rxy < 0.40$	Low Validity (Validitas Rendah)
5	$0.00 < rxy < 0.20$	Very Low Validity (Validitas Sangat Rendah)

Based on validity calculations performed using IBM SPSS 26, the pilot test questions can be interpreted as follows:

Table 5. Summary of the Person Validity Test

No.	r (Calculated)	r (Table)	Sig.	Criteria	Interpretation
1	0.276*	0.254	0.021	Valid	Low Validity
2	0.480**	0.254	0.000	Valid	Moderate Validity
3	0.453**	0.254	0.000	Valid	Moderate Validity
4	0.246*	0.254	0.040	Valid	Low Validity
5	0.547**	0.254	0.000	Valid	Moderate Validity
6	0.513**	0.254	0.000	Valid	Moderate Validity
7	0.411**	0.254	0.000	Valid	Moderate Validity
8	0.510**	0.254	0.000	Valid	Moderate Validity
9	0.524**	0.254	0.000	Valid	Moderate Validity
10	0.665**	0.254	0.000	Valid	High Validity
11	0.437**	0.254	0.000	Valid	Moderate Validity
12	0.326**	0.254	0.006	Valid	Low Validity
13	0.590**	0.254	0.000	Valid	Moderate Validity
14	0.290*	0.254	0.015	Valid	Low Validity
15	0.410**	0.254	0.000	Valid	Moderate Validity
16	0.609**	0.254	0.000	Valid	High Validity
17	0.573**	0.254	0.000	Valid	Moderate Validity
18	0.616**	0.254	0.000	Valid	High Validity
19	0.539**	0.254	0.000	Valid	Moderate Validity
20	0.560**	0.254	0.000	Valid	Moderate Validity
21	0.243*	0.254	0.043	Valid	Low Validity
22	0.513**	0.254	0.000	Valid	Moderate Validity
23	0.659**	0.254	0.000	Valid	High Validity
24	0.386**	0.254	0.001	Valid	Low Validity
25	0.703**	0.254	0.000	Valid	High Validity

4. Reliability Test

To conduct the reliability test, the researcher used SPSS version 26. According to Guilford (as cited in Sundayana, 2014:70) are as follows:

Table 6. Reliability Criteria

No	Koefisien Reliabilitas (r)	Interpretasi
1	$0,00 < r < 0,20$	Sangat Rendah
2	$0,20 < r < 0,40$	Rendah
3	$0,40 < r < 0,60$	Sedang

No	Koefisien Reliabilitas (r)	Interpretasi
4	0,60 < r < 0,80	Tinggi
5	0,80 < r < 1,00	Sangat Tinggi

Table 7. Reliability Statistics

Cronbach's Alpha	N of Items
,843	30

Table 7 shows that the reliability test conducted using the software yielded a result of 0.843, indicating a very high level of reliability.

Research Results

The following are the results of the descriptive analysis conducted using SPSS 26.

Table 8. Descriptive Analysis

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Neoliberal Paradigm	35	14	28	42	36,29	4,113
Value Orientation	35	16	30	46	38,03	4,148
Management Practices	35	22	27	49	38,23	5,418
Valid N (listwise)	35					

Interpretation:

From the table, the author can describe the mean value of variable X as 36.29, the standard deviation as 4.113, the minimum value as 28, and the maximum value as 42. The mean value of variable Y1 is 38.03, the standard deviation is 4.148, the minimum value is 30, and the maximum value is 46; the mean value of variable Y2 is 38.23, the standard deviation is 5.418, the minimum value is 27, and the maximum value is 49.

The following are the results of the normality test conducted using SPSS 26

Table 9. Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Neoliberal Paradigm	,176	35	,008	,924	35	,019
Value Orientation	,111	35	,200*	,972	35	,499
Management Practices	,142	35	,070	,967	35	,366

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Interpretation:

The Shapiro-Wilk significance (Sig) values for variable X are 0.019, for variable Y1 are 0.499, and for variable Y2 are 0.366, according to the decision criteria:

- If the significance value (Sig) > 0.05, then the data are normally distributed
- If the significance value (Sig) < 0.05, then the data is not normally distributed

Since the number of respondents in the sample is less than 50, the Shapiro-Wilk test was used to determine normality. The results of the study indicate that the variables of value orientation (Sig = 0.499) and management practices (Sig = 0.366) are normally distributed, but the neoliberal paradigm variable is not normally distributed (Sig = 0.019 < 0.05). Therefore, the non-parametric Spearman Rank correlation test was used to analyze the relationships between variables.

The following are the results of the Spearman's rank non-parametric correlation test conducted using SPSS 26.

Table 10. Spearman's rank non-parametric correlation test

			X	Y1	Y2
Spearman's rho	Neoliberal Paradigm	Correlation Coefficient	1,000	,401*	,308
		Sig. (2-tailed)	.	,017	,072
		N	35	35	35
	Value Orientation	Correlation Coefficient	,401*	1,000	,682**
		Sig. (2-tailed)	,017	.	,000
		N	35	35	35
	Management Practices	Correlation Coefficient	,308	,682**	1,000
		Sig. (2-tailed)	,072	,000	.
		N	35	35	35

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Interpretation:

The significance value (Sig) is 0.000, based on the decision criteria:

- If the significance value (Sig) is < 0.05, then the data are correlated.
- If the significance value (Sig) > 0.05, then the data are not correlated.

With a correlation coefficient of 0.401 and a significance value of 0.017 (<0.05), the results of the Spearman correlation test indicate a strong relationship between value orientation and the neoliberal paradigm. This indicates a fairly strong positive relationship. On the other hand, the correlation coefficient between the neoliberal paradigm and managerial practices is 0.308 with a significance value of 0.072 (>0.05), indicating a weak and insignificant relationship. Value orientation and managerial practices have a substantial positive relationship, with a correlation coefficient of 0.682 and a significance value of 0.000 (<0.05).

Discussion

The Spearman's rho correlation test in the administration of the Darul Falah Islamic Boarding School in West Bandung revealed a fairly strong positive relationship between the neoliberal paradigm and value orientation. This suggests that the likelihood of value orientation in the administration of Islamic educational institutions will increase in tandem with the strength of the neoliberal paradigm's influence on institutional governance. A correlation coefficient of 0.308 and a significance value of 0.072 (>0.05) indicate a positive yet weak and non-significant relationship between the neoliberal worldview and managerial practices. Value orientation and management practices, on the other hand, show a stronger correlation with a correlation coefficient of 0.682 and a significance value of 0.000 (<0.05), indicating a strong and significant positive relationship between these two variables in management practices at the Darul Falah Islamic Boarding School in West Bandung.

Its relevance as a critique of educational neoliberalism, given its view that treats education as a commodity rather than a social obligation.

وَلَا تَأْكُلُوا أَمْوَالَكُم بَيْنَكُم بِالْبَاطِلِ وَتُدْلُوا بِهَا إِلَى الْحُكَّامِ لِتَأْكُلُوا فَرِيقًا مِّنْ أَمْوَالِ النَّاسِ بِالْإِثْمِ وَأَنْتُمْ تَعْلَمُونَ

Meaning: Do not consume one another's wealth unjustly, and do not bring such matters before the judges with the intent of unlawfully taking a portion of others' wealth, even though you know it is wrong. Quran 2:188

Neoliberal concepts such as efficiency, organizational rationality, performance orientation, and results-based management are more easily internalized in the operational aspects of educational institutions than in the values or ideology of those institutions (Lenoir, 2018; Särkkä, 2020); according to a correlation test, there is a positive yet weak relationship (0.308) between the neoliberal paradigm and managerial practices. This indicates that although the neoliberal paradigm promotes the use of performance, accountability, and efficiency in educational governance, its application in managerial practices varies and does not always show a significant relationship (Gasser, 2024a).

This fundamental principle states that Islamic educational institutions must focus on the development of knowledge and moral character that bring blessings, rather than merely on commercial efficiency. As stated in the verse from Surah Al-Mujādilah [58]: 11

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Meaning: O you who believe, when you are told, "Make room in the assemblies," make room; surely Allah will make room for you. When you are told, "Stand up," stand up. Allah will surely raise those of you who believe and those who have been given knowledge several degrees. Allah is fully aware of what you do.

Conversely, the moderate correlation (0.401) between the neoliberal paradigm and value orientation indicates a fairly strong positive relationship and the influence of this paradigm, although its impact on the value system of Islamic educational institutions remains limited. The fundamental principles of Islamic boarding schools, which are rooted in Islamic customs and culture, serve as an ideological barrier preventing the neoliberal paradigm from fully permeating the normative elements of these institutions. These results are consistent with Suncaka's (2023) research, which states that Islamic educational institutions often undergo a process of selective adaptation to the neoliberal ideology, in which value orientations are maintained within the framework of Islamic educational traditions while modern management practices are adopted (Suncaka, 2023).

In managerial practice, the head of an institution or a teacher holds a moral and spiritual responsibility, not merely an administrative position. It is narrated in the hadith collections of Bukhari and Muslim that it states:

عَنْ عَبْدِ اللَّهِ بْنِ عُمَرَ رَضِيَ اللَّهُ عَنْهُمَا أَنَّ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ كُلُّكُمْ رَاعٍ وَكُلُّكُمْ مَسْئُولٌ عَنْ رَعِيَّتِهِ ... (مُتَّفَقٌ عَلَيْهِ)

Meaning: From Abdullah ibn Umar, may Allah be pleased with him, the Messenger of Allah, peace be upon him, said, "Each of you is a leader, and each of you will be held accountable for those under your care."

As quoted in the book "Mukhtar Hadith," which reads:

عَنْ عَائِشَةَ رَضِيَ اللَّهُ عَنْهَا قَالَتْ: قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: إِنَّ اللَّهَ تَعَالَى يُحِبُّ إِذَا عَمِلَ أَحَدُكُمْ عَمَلًا أَنْ يُتَّقِنَهُ (رواه الطبرني)

Meaning: From Aisha, may Allah be pleased with her, the Messenger of Allah, peace be upon him, said: "Indeed, Allah loves a person who, when working, does so professionally." (Narrated by Thabrani)

Gasser's (2024) findings, which emphasize that neoliberalism in global education primarily influences the governance structures and management practices of educational institutions, while the transformation of institutional values tends to occur more slowly due to its connection to institutional identity, can also be compared with the results of this study (Gasser, 2024b). With a correlation (0.682) between value orientation and management practices, this explains why there is a much stronger relationship between managerial practices and value orientation at Pesantren Darul Falah in West Bandung.

These empirical findings indicate that the influence of the neoliberal paradigm on Islamic educational institutions is not uniform but varies depending on management practices and value dimensions. Administrative and governance procedures at the Darul Falah Islamic Boarding School in West Bandung

demonstrate a focus on organizational efficiency, management professionalization, and performance orientation rather than changes to the school's educational values.

Accountable and visionary management grounded in piety is essential to the concept of "Islamic managerial practices," ensuring that efficiency and accountability do not lose their spiritual value. As cited in the textual evidence from Surah Al-Hasyr [59]: 18

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَلْتَنْظُرْ نَفْسٌ مَّا قَدَّمَتْ لِإِعَادٍ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ خَبِيرٌ بِمَا تَعْمَلُونَ

Meaning: O you who believe, fear Allah, and let each person consider what they have done for the Hereafter. Fear Allah. Indeed, Allah is fully aware of what you do.

Based on these findings, the management of the educational institution strives to balance management modernization with upholding the ideals of Islamic education. The primary objective of Islamic boarding schools, which focuses on character development and Islamic principles, must not be overshadowed by the modernization of institutional administration, even though such modernization can enhance organizational performance and accountability.

The balance between worldly affairs (economics) and matters of worship/spiritual values serves as the ethical foundation that Islamic educational management must balance professionalism (efficiency) with spiritual values. Textual evidence: Quran 62:10

فَإِذَا قُضِيَتِ الصَّلَاةُ فَانْتَشِرُوا فِي الْأَرْضِ وَابْتَغُوا مِن فَضْلِ اللَّهِ وَاذْكُرُوا اللَّهَ كَثِيرًا لَّعَلَّكُمْ تُفْلِحُونَ

Meaning: When the (Friday) prayer has been performed, go out into the land, seek Allah's bounty, and remember Allah as much as possible so that you may prosper.

Thus, this study demonstrates that although value orientations continue to negotiate with established Islamic educational traditions, the neoliberal paradigm in Islamic education does not simply replace traditional value systems, but rather often operates through the transformation of management practices in educational institutions.

Conclusion

The main conclusion of this study indicates that not all institutional characteristics are equally influenced by the neoliberal paradigm in the management of Islamic educational institutions. The results of the Spearman correlation test indicate that the neoliberal paradigm has a weak and insignificant relationship with management practices ($r = 0.308$; $\text{Sig} = 0.072$), but a strong and significant relationship with value orientation ($r = 0.401$; $\text{Sig} = 0.017$). Theoretically, neoliberalism is often associated with significant transformations in organizational management practices; however, in the context of the Darul Falah Islamic Boarding School in West Bandung, this influence is actually not significant regarding

managerial practices, making this finding quite intriguing. However, there is a strong correlation ($r = 0.682$; Sig = 0.000) between value orientation and management practices, indicating that the institution's internal value system exerts a greater influence on management practices than external management paradigms.

In terms of scholarly contribution, this study offers an empirical perspective on the dynamic interaction between Islamic educational management and the neoliberal paradigm. The findings indicate that the influence of the neoliberal paradigm does not always dominate the managerial practices of these institutions, although this supports previous findings that Islamic educational institutions selectively adopt modern management techniques. By demonstrating that the modernization of educational institution governance can occur without completely altering the orientation of Islamic educational values, these findings advance the study of Islamic educational management and enhance knowledge regarding the relationship between religious values and contemporary management techniques in Islamic educational institutions.

Several limitations to this study should be noted. First, the generalizability of the findings is limited by the sample size, which consisted of only 35 respondents from the IKSAN Executive Board at the Darul Falah Islamic Boarding School in West Bandung. Second, since this study examined only one Islamic school, it cannot accurately reflect a variety of institutional conditions. Third, since this study employs a correlational methodology and a quantitative approach, it cannot comprehensively examine the social, cultural, and ideological factors influencing the relationship between Islamic educational management practices and the neoliberal paradigm. Therefore, to gain a deeper understanding of the transformation of Islamic educational institution management within the context of the shifting paradigm of contemporary educational governance, further research is needed that employs a mixed-methods approach, a larger sample size, and a more diverse range of research locations.

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