

Management of Muhammadiyah Student's Character Education

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Abstract: The cadre system used at Aisyiah Bukit Kemuning Elementary School is described in this study, as is the implementation of Muhammadiyah cadre education at Aisyiah Bukit Kemuning Elementary School in building student's morale. Researchers prioritized appreciation in this study, taking a qualitative approach based on phenomenological philosophy. From the researcher's perspective, qualitative methods seek to understand and interpret the meaning of human behavior interaction events in specific situations. This study, which employs a phenomenological approach, focuses on the phenomena of Muhammadiyah educational institutions that carry out Muhammadiyah cadre activities. The implementation program in this case is carried out at Aisyiah Bukit Kemuning Elementary School. According to the study's findings, the implementation of Muhammadiyah cadre education management at Aisyiah Bukit Kemuning Elementary School contributed to students' moral formation. The development of Muhammadiyah cadres in schools based on management principles is more efficient and effective in character formation, resulting in changes in the personalities of students who have participated in cadre training.

Keywords: Elementary School, Management, Muhammadiyah, Student's Morale.

A. Introduction

According to Article I No. 20 of the National Education System Law of 2003, the task of education is to develop skills and form high-value national character and civilization alongside the formation of community life, in order to become citizens who are faithful and pious, characterized, knowledgeable, healthy, independent, creative, innovative, democratic, and responsible. Taking into account the national education system law, one of the tendencies of the education program carried out in Indonesia is to form the noble character of students, of course the application is to include moral education in learning according to the guidelines. curriculum of each educational provider or educational institution itself.

Education that leads to moral foundations and temperament virtues, traits that students must own and make into habits from infancy to growing up or becoming a teenager. Without a doubt, moral virtue, temperament, and character. There is the possibility of change for students through parental coaching that begins with

programs implemented in schools (Hidayat, 2015). To ensure the implementation and success of moral transformation into personal and social life, three major factors must be considered: education in the family, formal/school education, and education in social life, so that the values of moral education taught in schools can be applied in social and community settings (Ali, 2012).

Regardless of nationality or religion, educational institutions must implement effective management and ensure that students have the knowledge, attitudes, character, and values required to produce quality human resources. So that it can produce competent students in accordance with educational objectives.

All organizations, including educational institutions, require management because without it, all efforts are futile and achieving goals is more difficult. There are three main reasons for the need for management: first, to achieve goals; second, to maintain a balance between objectives so that they do not conflict; and third, to achieve efficiency and effectiveness (Handoko, 2003) and be considered a successful organization or institution (Hikmat, 2011).

Increasing the contribution of quality-oriented education management is one strategy that can determine the quality of human resource development (HR) in schools for the benefit of the nation in the future. Thus, management education is the application of management principles, concepts, and theories to educational activities in order to effectively and efficiently achieve educational goals (Arikunto and Yuliana, 2008).

Muhammadiyah is one of the institutions that promotes education, from kindergarten to higher education, which can be used as a charity for Muhammadiyah and benefits the larger community. Muhammadiyah's educational program has its own characteristics, from the curriculum to its management system in the Muhammadiyah education process, which reflects the vision, mission, and goals of Muhammadiyah education and Muhammadiyah education, which is a form of Muhammadiyah concern for the world of education, particularly education in Indonesia.

Muhammadiyah renewal activities are an enlightenment in the age of globalization, generating enthusiasm and competence for revitalization toward transformation that fosters charity and social charity for everyone, especially the poor and *mustadh'ifin*, and strengthens civil society in order to establish and create a truly Islamic society. To achieve this idealism, Muhammadiyah, of course, requires movement actors who are Muhammadiyah members, cadres, and organizational leaders who are connected to an ideology as a way of life, belief, and ideals within themselves (Tanfidz Mukhtar ke-48, 2022).

The future of Muhammadiyah as an Islamic organization cannot be separated from its cadre efforts and beliefs, as well as a strong will in life inherited by its founder, namely KH. Ahmad Dahlan, who serves as the driving force, visionary, implementer, and developer of the Muhammadiyah Charity Business (AUM). Since its inception, Muhammadiyah has attempted to establish itself as a Muhammadiyah Cadre System (SPM) with a rich tradition and Muhammadiyah organizational *sibghah*. This system

has been in place for over a century of Muhammadiyah existence, with anticipatory dynamics toward the times (Tanfidz Mukhtamar ke-48, 2022). Muhammadiyah cadre refers to the vision and mission, it is hoped that Muhammadiyah cadre will be able to realize its goal, namely "the formation of Muhammadiyah cadres who have a progressive Islamic spirit and have integrity and competence to play a role in the organization, the life of the people, the dynamics of the nation and the global context (Tanfidz Mukhtamar ke-48, 2022).

The purpose of developing the field of cadre development, according to the 48th *Tanfidz Mukhtamar Muhammadiyah*, is to systematically develop the quality of cadres by prioritizing militancy, competence, and the strategic role of Muhammadiyah cadres as leading movement actors in the midst of dynamics strengthened by people's unity, nationalism, and global development. These regeneration programs and activities are critical to achieving Muhammadiyah objectives. As a result, various cadre types must work together to improve the quality and competence of Muhammadiyah cadres and members. Since its inception, attention to cadres and cadres has been an inseparable part of Muhammadiyah's organizational culture and dynamics (Tanfidz Mukhtamar ke-48, 2022).

Development of the Muhammadiyah program, which includes the following features: First, the Movement System (improving the Muhammadiyah movement's ideological understanding and vision). Intensively, integrally, and massively carrying out main cadres/*Darul Arqam* and functional cadres to make cadres an organizational culture, business charity, institutions within the Muhammadiyah Organization structure). Second, establish a network (strengthening the role and network of community, national, and universal humanity, strengthening and expanding the network of business charities, activities, and organizational instruments). Third, there are resources (implementing a regeneration and regeneration system within Muhammadiyah in a consistent and sustainable manner) (Tanfidz Mukhtamar ke-48, 2022).

Muhammadiyah's design orientation is improving in the field of education. Muhammadiyah's concern and seriousness for the development of Indonesian education can be seen in the many Muhammadiyah educational institutions that have sprung up across the archipelago.

Muhammadiyah has educational institutions at almost every level of education, including Kindergarten (TK), Elementary School (SD) equivalent, Junior High School (SMP) or equivalent, Senior High School (SMA) and Vocational High Schools (SMK) or other equivalents, and Higher Education, which includes Muhammadiyah Academies and Universities located throughout Indonesia and in foreign countries.

One of the Muhammadiyah educational institutions can be found in Bukit Kemuning, Bukit Kemuning District, North Lampung Regency, and, more specifically, Lampung Province. SD Aisyiah Bukit Kemuning, in particular, has a vision of developing a Muslim personality that is pious, noble in character, caring, excels in achievement, and has a global outlook. Along with the mission to design creative, innovative, and fun learning that incorporates various learning media (IT,

nature, and the surrounding environment) in order to motivate students to become lifelong learners, form a school education environment culture that can foster an independent, critical attitude, tolerance, creativity, and empathy. Then fostering a spirit of student achievement at school and outside of school, improving the quality of educators, school management, as well as school facilities and infrastructure, improving participatory management of internal and external school stakeholders in developing schools.

The vision and mission of SD Aisyiah Bukit Kemuning are consistent with the principles of Muhammadiyah's vision and mission, which has led to a slew of accomplishments at the local and national levels. This is closely related to the programs that each institution coordinates and implements.

B. Methods

The research paradigm is qualitative research, which is defined as research that aims to describe and analyse phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of individuals and groups (Sukmadinata, 2005). Qualitative research is defined as research that generates descriptive data, writing, and behavior from informants/research subjects (Furchan, 1992). This study will take place at Aisyiah Bukit Kemuning Elementary School in North Lampung Regency. This study will explain or describe certain phenomena related to this study, as well as provide criticism and evaluation of the phenomena that occur.

Researchers prioritized appreciation in this study, taking a qualitative approach based on phenomenological philosophy (*verstehen*) (Moleong, 2005). According to the researcher's perspective, qualitative methods seek to understand and interpret the meaning of an interaction event of human behavior in specific situations (Usman, 1996).

This study takes a phenomenological approach to the phenomenon of Muhammadiyah educational institutions carrying out Muhammadiyah cadre activities, specifically the cadre program implemented at SD Aisyiah Bukit Kemuning in North Lampung Regency. This study focuses on Aisyiah Bukit Kemuning Elementary School in North Lampung Regency. In the educational aspect, this educational institution operates the Muhammadiyah cadre system as a means of developing the Muhammadiyah program in Muhammadiyah Charity Business. This study's subjects were school principals, teachers, and students or school stakeholders involved in Muhammadiyah cadre activities at SD Aisyiah Bukit Kemuning, North Lampung Regency.

The authors used three data collection techniques in this study, which are as follows (Sirozi, 2004): 1) observation (Sukardi, 2006), which is the observation and recording of an object with the systematic phenomena investigated (Sukandarrumidi, 2006). In this case, the researcher will directly observe how the Muhammadiyah cadre process is carried out at SDIT Aisyiah Bukit Kemuning, North Lampung Regency, and will collect data and facts about cadre activities. 2) Interviews, according to Soehartono (1999), interviews are data collection methods in which the interviewer

asks questions directly to the respondent, and the respondents' responses are recorded. The researcher conducted structured interviews with questions related to the research that were pre-prepared. Researchers are expected to obtain the necessary information by using this method. In this case, the researcher interviewed school principals or school leaders to learn about the Muhammadiyah cadre model implemented at Aisyiah Bukit Kemuning Elementary School, North Lampung Regency, as well as staff and students to assess the effectiveness of the Muhammadiyah cadre system implemented at Aisyiah Bukit Kemuning Elementary School, North Lampung Regency (Sukandarrumidi, 2016). Documents can take the form of writing, photographs, or monumental work created by someone (Moleong, 2005). Arikunto (2002) contends that the term documentation is derived from the word document, which means written items. Researchers investigate written objects such as books, magazines, documents, regulations, meeting minutes, diaries, and so on when using the documentation method. This method is used to collect data in the form of basic documents pertaining to Muhammadiyah cadres carried out at SD Aisyiah Bukit Kemuning, North Lampung Regency. This method is used to collect data in the form of basic documents pertaining to Muhammadiyah cadres carried out at SD Aisyiah Bukit Kemuning, North Lampung Regency.

In this study, the data analysis technique employs an inductive thinking framework, which is the process of compiling data so that it can be interpreted, written in words, or spoken. Before the author presents data collected from various sources in the field, the analysis process will be carried out so that the data can later be truly accounted for.

C. Results and Discussion

Muhammadiyah cadre education at Aisyiah Bukit Kemuning Elementary School in North Lampung is based on what the principal and related staff did to develop a cadre implementation plan at SDIT Aisyiah Bukit Kemuning in North Lampung Regency that focuses on the objectives of relevant cadre education training.

The principal as a manager of the organization that was implemented at Aisyiah Bukit Kemuning Elementary School, North Lampung Regency, has appointed people who have high competence in their fields to carry out a series of Muhammadiyah leadership development at Aisyiah Bukit Kemuning Elementary School, North Lampung Regency.

Following the organization or division of cadre development work, the principal builds the activeness and creativity of teachers to carry out the planned cadre program in the next management stage, implementation. Cadres are put into action in various activities based on cadre education guidelines and plans that have been developed. This is what North Lampung Regency's SDIT Head Aisyiah Bukit Kemuning did.

The principal, as the supervisor of all activity programs in the school and the person in charge of school activities, provides continuous input and evaluation as part of ongoing cadre formation with the goal of minimizing non-optimal cadre development that is carried out and delivered. The principal is the sole manager, but

school teachers also supervise to ensure the quality of the management staff. School principals at Muhammadiyah educational institutions, specifically Aisyiah Bukit Kemuning Elementary School in North Lampung Regency, implemented this.

According to the description above, SD Aisyiah Bukit Kemuning, North Lampung Regency, has implemented management in accordance with management principles. Drucker stated that the principles of goal-based school management place the school principal in charge of leading the school developer in designing the vision, mission, goals, and school budget that will be implemented in the school.

The principal, deputy principal, committee, students, parents, community, and the School Development Team met at Aisyiah Bukit Kemuning Elementary School to discuss the school's strategic plan by developing seven target management methods, which are 1) Determine the end result that the school hopes to achieve; 2) Examine the final results in relation to the school's goals; 3) Deliberations establish the necessary goals; 4) Choosing the best program to achieve the goal; 5) Plan steps to ease the stages of achieving goals; 6) Determine the scope of work and the type of direction that superiors will provide; 7) Supervise coaching cadres and compile reports on their performance.

D. Conclusion

Implementation of management of Muhammadiyah cadre development, which is implemented at Aisyiah Bukit Kemuning Elementary School, North Lampung Regency to shape the character of students. The development of Muhammadiyah cadres is implemented in school management principles, ensuring more efficiency and effectiveness in building the character of students, which changes the personality of students after participating in cadre training, especially changing morbidity.

Students at SD Aisyiah Bukit Kemuning North Lampung Regency are pious, have noble character, care, excel in achievement, and have a global outlook, allowing them to compete in the era of modernization while remaining disciplined in fulfilling their obligations to Allah. SWT possesses a leadership spirit that can be relied on to encourage students' consistency in the practice and development of Islam in the current global era.

Cadre formation development implemented at Aisyiah Bukit Kemuning Elementary School, North Lampung Regency. One of them is creating a younger generation who are confident in their competence in communicating both in the academic, religious and social sciences. This is also supported by taklim which is held once a month to increase their understanding of religion outside class hours so that they are more communicative in disseminating religious knowledge.

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