

Response of Muhammadiyah to the World of Education: History and Recent Developments

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Received 8 July 2023; Received in revised form 3 September 2023; Accepted 14 September 2023

Abstrak

Penelitian ini bertujuan untuk mengetahui respon Muhammadiyah terhadap isu aktual yang berfokus pada perkembangan pendidikan dan kilas balik sejarahnya. Metode yang digunakan adalah kualitatif dengan pengumpulan data secara studi kepustakaan (studi pustaka). Temuan dalam penelitian ini berisi mengenai respon Muhammadiyah terhadap perkembangan pendidikan yaitu fokus pada inovasi, peningkatan kualitas lembaga, pengembangan sumber daya manusia serta awal mula atau sejarah pendidikan itu sendiri. Sebelum pendidikan di Muhammadiyah mengalami perkembangan yang luar biasa pada saat ini, dahulu pendidikan hanya dilaksanakan di surau-surau atau masjid masjid serta koloni Belanda yang tidak memperbolehkan rakyat biasa Indonesia menempuh pendidikan umum. Dilihat dari sejarahnya, pendidikan di Muhammadiyah terbagi menjadi beberapa periode yaitu periode perintisan, pengembangan dan transformasi. Saat ini, Muhammadiyah sudah berkembang dengan sangat baik. Terdapat peran-peran Muhammadiyah terhadap pendidikan itu sendiri yaitu diantaranya dengan membangun sekolah dan universitas Muhammadiyah seluas-luasnya serta memberikan berbagai macam beasiswa agar pendidikan semakin merata, meningkatkan kualitas guru yang tidak hanya mengajarkan keduniawian tetapi diimbangi ke Hablumminallah, bahkan Muhammadiyah memberikan hibah untuk riset kepada pengajar ataupun mahasiswa.

Kata kunci: sejarah pendidikan, perkembangan pendidikan, muhammadiyah.

Abstract

This research aimed to determine the response of Muhammadiyah to the actual issues that focused on educational development and historical flashbacks. The method used was qualitative by collecting the data by using library research. The findings in this research contained the response of Muhammadiyah to educational development which focused on innovation, the quality of institutions improvement, human resources development and the beginnings or history of education itself. Before education in Muhammadiyah experienced its current extraordinary development, the education in the past time was only carried out in the mosques. The Dutch colonies forbade indigenous Indonesian people to pursue general education. Based on its history, education at Muhammadiyah was divided into several periods, namely the pioneering, development and transformation periods. Nowadays, Muhammadiyah has developed very well. There are roles of Muhammadiyah in education itself, namely by building Muhammadiyah schools and universities as widely as possible and providing various kinds of scholarships so that education is more equitable, improving the quality of teachers who not only teach worldly things but are balanced towards Hablumminallah. Muhammadiyah even provides grants for research to lecturer or student.

Keywords: history of education, educational development, muhammadiyah.

INTRODUCTION

In the complex era of globalization, the development of science and education has become one of the main issues for the future of humanity. KH. Ahmad Dahlan

even built education first by establishing Madrasah Ibtidaiyah Diniyah Islamiyah rather than building the Muhammadiyah organization it self. As an Islamic organization and always based on the Al-

Qur'an and Al-Sunnah, Muhammadiyah believes that Islam and the development of science are closely related. Islam encourages Muslims to seek knowledge and develop knowledge in all aspects of life, including in the field of education. Islam itself really values knowledge and Allah will elevate the degrees of those who have knowledge as mentioned in Al-Qur'an Surah Al-Mujaddalah: 11.

Islam considers education as one of the main tasks of Muslims to achieve a meaningful life and get closer to Allah. Islam does not separate world knowledge and religion, but integrates them so that the knowledge and understanding gained can be applied in a spiritual and world context. Shafrianto (2019) explained in his journal about Hasan Al-Banna's thoughts in Islamic Education that there were three points of his thoughts. First, education is a human effort to improve them towards a better standard of living. Second: Islamic education is universal to adapt to the times. Third: the basis of education and learning methods must be based on Al-Qur'an and As-Sunnah. The concept of Islamic education is generally based on the teachings of the Islamic religion which leads to the self-maturation of both Muslims/Muslim women for their highest service, namely to Allah SWT or becoming caliphs on earth (Haris, 2015).

The main goal of education in Islam itself is to develop people who are religious, ethical, have integrity and are

beneficial to society. Education has a focus not only on the acquisition of knowledge, but also on the formation of good morals. Barni (2011) explained that the aim of education is for students to become human beings who always worship Allah, have courage and optimism, remain faithful, want to help Allah's religion and always develop spiritually. Syar'i (2020) also had a similar opinion in his book entitled "Philosophy of Islamic Education" that the ultimate goal of a person's education is to become a servant of Allah, become a virtuous human being, become Allah's caliph on this earth and a prosperous human being in this world and the hereafter.

In this case, there is one aspect/field of the movement for progressive Islam in education. Progressive Islam requires a scientific movement that is able to fight ignorance and backwardness, which is manifested, among other things, in the development of educational institutions and technology (Pimpinan Pusat Muhammadiyah, 2022). This is in line with the concept of progressive Islam at the 46th Congress in 2010 in Yogyakarta, Muhammadiyah as an Islamic renewal movement that continues to contribute to the universal and organized progress of the lives of the nation and the world of humanity (Ahmad Fuad Fanani, 2015). Through the development of educational institutions and the application of technology,

Muhammadiyah is committed to encouraging the progress of Muslims and overcoming the challenges of the modern era.

METHODS

In this writing, qualitative method was used with data collection techniques by using library research (Anggito, A., & Setiawan, 2018). Literature study is a data collection technique through books, literary works, statistical reports and other documents that are related to the problem being studied (Nazir, 1988). Additionally, Sugiyono (2015) said that library studies were related to theoretical studies and other references to the values, culture and norms that develop in the social situation. This is because a research cannot be separated from scientific literature. Hence, this research was focused on analyzing data from relevant sources, namely journals, books and Muhammadiyah websites (Hidayat & Setiawan, 2023).

The stages taken in this research were as follows: First, collecting research materials by looking for keywords relevant to the research that supports the theme of this research. Second, reading library material. Third, making research notes. Fourth, processing research notes. By using this method, the various sources of information could be explored and a comprehensive picture of the research topic could be obtained as a theoretical

basis and strengthen the author's argument. However, selecting valid sources and evaluating the information was carried out carefully in order to produce high quality research.

RESULTS AND DISCUSSION

Islam is progressing in the field of education as one of the axes of Muhammadiyah which continues to experience significant development. However, initially, indigenous Muslim people only received Islamic education in their families, mosques, and Islamic boarding schools in each region. The indigenous Muslims did not receive education or general knowledge, which was a taboo thing to learn and was often considered infidel teachings at that time (Syaifuddin et al., 2019). On the other hand, the existence of the Dutch colony had many impacts, one of which was on the pattern of education in Indonesia, but during the colonial government, schools were established solely for the interests of the Dutch colonialists (Setiawan, 2023; Setiawan & Kumalasari, 2018). They forbid indigenous people to study in modern schools except some natives from the nobility and the children of Dutch government workers (Syaifuddin et al., 2019). Then, KH. Ahmad Dahlan founded Muhammadiyah as a forum for the movement and was followed by Ki Hadjar Dewantara, Mohammad Sjafei and other

educational figures who brought education forward.

It can be seen that Muhammadiyah has its own history or journey. There were three periodizations of Muhammadiyah history as well as education. The first period was pioneering (1900-1923), here the students from the Islamic boarding school stayed at the Islamic boarding school and rejected Western education, so that a dualism in the education system developed. The second was the development period (1923-1966), here Islamic educational institutions began to emerge which integrated secular sciences with religious sciences such as Muhammadiyah schools. The third period was institutionalization (1966-1998), where the direction of government education was centralized, with the dominance of state/government schools under the umbrella of development ideology. The last one was Transformation (1998-present), namely the direction of government education policy with a decentralized-populist style and the proliferation of new models of Islamic schools (Muhammadiyah, 2020).

Muhammadiyah continues to innovate in education, focusing on improving the quality of institutions, developing human resources and improving the curriculum. According to KH. Ahmad Dahlan, Islamic education must aim to educate a Muslim who is virtuous, religious, open-minded, understanding

worldly knowledge and willing to fight for the progress of society (Meinura, 2022; Wulandari et al., 2023). As an educational reformer, he modernized education from what was previously traditional and then renovated everything from the curriculum, methods, to facilities and infrastructure (Amirullah et al., 2020). In fact, Muhammadiyah was the first organization to include general subjects such as mathematics, geography, Dutch and so on in Islamic schools (Isbah, 2020). Educational renewal is carried out continuously, such as improving the quality of institutions, human resources and curriculum (Sormin et al., 2022). Reforms in the education sector continue to be carried out on an ongoing basis, including improving the quality of institutions, developing human resources, and improving the curriculum, as a real effort to realize a progressive Islam through education.

There are several examples related to this, the first is the journal from Muslih Atmojo et al. (2022) entitled "Change Management Framework: Development Curriculum of Islamic Education at School" stated that there was a program to develop the concept of change management in Islamic education curriculum in the form of 4C, namely Communication, Collaboration, Critical Thinking and Problem Solving and Creativity and Innovation. Second, namely from research by Alam & Rachmadhani

(2021) entitled “The Practice of Science and Religion Integration: Students’ Perspective on Muhammadiyah Islamic Boarding School”. They researched the implementation of the integration of Islamic and Western knowledge at the Shabran Islamic boarding school. The results of this research showed that students were able to integrate Islamic material into natural phenomena that occur around them and foster a new understanding of Islamic science which might become scientific evidence that can be reconciled with logical thinking.

Muhammadiyah has a strong concentration on improving the education sector. This organization is committed to providing access to quality, equitable and affordable education at all levels of Indonesian society. Muhammadiyah believes that through good education, individuals can develop their potential and overall quality of life. Therefore, Muhammadiyah have established and managed various types of educational institutions. Nowadays, Muhammadiyah has thousands of schools and universities ranging from kindergartens to universities. In fact, Muhammadiyah has MAC (Muhammadiyah Australia Collage) which is an elementary school level Muhammadiyah school in Australia which has officially been operating since the end of 2021 (Yusuf, 2022) specifically in Indonesia, in 2023 the total number of Muhammadiyah schools spread from

Sabang to Merauke will be 3,334 schools include 1094 elementary schools, 1128 junior high schools, 558 senior high schools and 554 Vocational High School (Dapodikmu, 2023).

Not only schools, Muhammadiyah also has quite a large presence in universities. In his speech at the inauguration ceremony of Dadang Hartanto SIK M.Si as professor/Professor of the Muhammadiyah University of North Sumatra, he explained that in the early 2023, Muhammadiyah had 173 Muhammadiyah and 'Aisyiyah universities and 1 Muhammadiyah college in Malaysia (Afandi, 2023). The first higher education institution founded by Muhammadiyah was the Yogyakarta Muhammadiyah Islamic College (STAI). STAI Muhammadiyah Yogyakarta was founded in 1919 under the name Awliah under the leadership of KH Ahmad Dahlan, founder of Muhammadiyah. This high school initially focused on Islamic religious education and the development of Islamic scholarship. In 1961, Awliah changed its name to Muhammadiyah Islamic High School (STAIM) Yogyakarta. After that, in 1982, STAIM Yogyakarta was transformed into Muhammadiyah University of Yogyakarta (UMY) which provided various study programs in various fields of science. With the increasing number of universities, Muhammadiyah continued to be committed to providing access to quality higher education for the world. Through

its educational institutions, Muhammadiyah has an active role in producing graduates who are qualified, have integrity and are ready to face global challenges (Boty et al., 2023).

Apart from being committed to improving the education sector, Muhammadiyah also focuses on equitable and affordable access to education through scholarship programs. There are many scholarships prepared by Muhammadiyah schools or colleges themselves, such as academic and non-academic achievement scholarships, Muhammadiyah cadre scholarships, Muhammadiyah Student Association (IPM) scholarships, *Lazismu*, Muhammadiyah Alumni Scholarships and so on depending on the provisions of each school/college itself. By providing scholarships, Muhammadiyah an important role in expanding access to education and fighting social inequality in the education sector. Through this initiative, Muhammadiyah continues to be committed to develop a generation to be more educated and be able to contribute to national development.

Regarding education, there is an important element that cannot be separated, namely teachers. Teachers have an important role in teaching, educating and directing students to good and right things so that students are able to grow and develop and become superior individuals. Teachers at Muhammadiyah

school are not merely educators who teach in class, but they are also role models for students in terms of religion, love of knowledge, and enthusiasm for contributing to society. Nasution (2018) said that Muhammadiyah teachers not only deliver material, but also master and understand Muhammadiyah teachings, have devotion to God and are able to be the role models for their students. With mastery of Muhammadiyah teachings, spiritual example and dedication in inspiring students, Muhammadiyah teachers have an important role in forming a generation of character, integrity and high competitiveness. In an effort to improve the quality of education, teachers at Muhammadiyah schools are irreplaceable pillars

In addition, Muhammadiyah supports research and development activities in the field of education. They encourage academics and teaching staff to carry out research and innovation in order to improve teaching methods, curriculum and better understanding of education. Muhammadiyah has a research grant program to support research and development activities in various fields. These programs are designed to encourage innovation, scientific discovery and the development of knowledge that can benefit society. In 2022, Muhammadiyah will open 5 research assistance schemes, namely basic research, applied research, development research, collaborative

research between universities, and publication of scientific articles (RisetMu, 2022). Thus, Muhammadiyah continues to be a force that plays a role in developing better education through research and development.

CONCLUSION

Muhammadiyah as an Islamic organization in Indonesia provides an important response to the development of science and education. The Islamic perspective on education in the Muhammadiyah context is based on the teachings of Al-Qur'an and As-Sunnah. The main goal of Islamic education is to develop religious, ethical and virtuous human resources. Muhammadiyah is actively involved in developing the field of Islamic education. They create innovation in education, improve the quality of educational institutions, develop human resources, and perfect the curriculum. The main goal of Islamic education from the Muhammadiyah perspective is to educate virtuous, religious and open-minded Muslim who also masters the worldly knowledge, and ready to fight for the progress of society. Muhammadiyah focuses on improving the education sector. They established and managed various types of educational institutions, from kindergartens to universities, with the aim of providing access to quality, equitable and affordable education for the Indonesian people. Apart from that,

Muhammadiyah also focuses to equitable and affordable access to education through scholarship programs. Thus, Muhammadiyah has a significant role in developing Islamic education that is quality, equitable and based on Islamic teachings. Through continuous efforts to improve the quality of institutions, develop human resources, and perfect the curriculum, Muhammadiyah is committed to realizing progressive Islam through education. With its commitment, Muhammadiyah plays an important role in the development of better education through assistance for research.

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