

INTERNATIONALIZATION OF MUHAMMADIYAH: OPPORTUNITIES AND CHALLENGES

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Abstract

Muhammadiyah, one of the biggest Muslim Organizations in Indonesia has focused on feeding, educating and healing. To make it internationalized, Muhammadiyah must focus on education as a big asset. In one hand, Muhammadiyah has educational institutions from kindergarten until university levels. It has offered combining curriculum both western and Islamic system. Then, it has been trusted from Muslim and non-Muslim in Indonesia as educational organization. On the other hand, Muhammadiyah has problems especially in capacity of its lecturers and teachers. It must learn more from Gulen Movement as one of the biggest Muslim organizations that has hold educational institutions in the world. Moreover, Muhammadiyah should gather more funding to upgrade its system for internationalization.

Introduction

Kamal Mustofa and Ahmad Darban (2002: 120-126) said that Muhammadiyah was born because of internal and external factors. Internal one, Muhammadiyah was born as a manifesto for Muslim condition in Indonesia. At the time, they did not have a strong economic base and were uneducated people. As external factor, Muhammadiyah has been built to counter Cristian missionaries and affected by renewal movement of Middle East, notably Wahhabi movement.

These factors trigger Muhammadiyah to focus on three domains. First is feeding, it has been done by building orphanage for less fortunate and orphan. Basic concept of feeding is Surah Al-Maun which is telling everybody to give food for the poor. Second is schooling, education system in Muhammadiyah is unique because it combines Islamic and western curriculum. For Ahmad Dahlan, Muslim should not be only focus on getting heave but it also will become scientist. Third is healing, giving help for health problem. In the first era of Muhammadiyah, all hospitals were colonialist own and had basic Cristian value.

By seeing tree main focuses of Muhammadiyah, internationalization become big opportunities. As Explicit, this effort has been described in Muhammadiyah Congress Century in Yogyakarta (Abdul Mukti et al, 202016: ix):

“Progressive Islam has shown about the trueness, peaceful, justice, welfare, and The virtue of dynamic living for human in the world, Islam is honour high glory for human, both men and women without discrimination, Islam teach anti-war, terrorism, anti-violence, anti-oppression, anti-backwardness and anti for destruction in the world, like corruption, abuse of power, crimes against humanity, exploitation of natural resources, and all of crimes that destroy human life, Islam as positive religion to keep pluralism race, ethnics, tribe, and culture in the world.

Based on Muhammadiyah focus, education will be the biggest opportunity to internationalize. Mitsuo Nakamura (2012:85) has admitted that Muhammadiyah has a lot of contribution in Indonesia, particularly in education. It has given education for Muslim and non-Muslim by offering educational modern system. It means Muhammadiyah has capital to be internationalized through educational system. The book of “Internationalization of thought and Muhammadiyah movement” has shown that education can be the best modal for Muhammadiyah. Educational system in Muhammadiyah is more modern than its era (Ma’ruf Jamiun, 2015:7).

Education as an important Modal

Education that has been held by Muhammadiyah is as an important things for internalization. Based on statement from the head of central board of Muhammadiyah Hajriyanto Y Tohari, Muhammadiyah will make Gulen Movement as rival for Islamic education. Gulen has been known as an Islamic movement in Turkey which has school in more than 140 countries (Amin Abdullah, 2015: 2).

Data from website (muhammadiyah.or.id) has shown that Muhammadiyah has more than 4.623 kindergartens. Then it has more than 2.252 elementary schools, for Junior and Senior high schools, while boarding high school is more than 67, especially for university Muhammadiyah has 171. All of them has spread from Sumatra to Papua Island.

From these data, it can be explained some important things. First, Muhammadiyah is one and only Islamic movement in the world which has biggest educational institution in the world. This poin has shown that main concern of Muhammadiyah in education cannot be denied. Muhammadiyah has started with Kweek School until it has a lot of educational institutions.

Second, comparing to University quantity, Muhammadiyah has more universities than government has. However, it has been admitted that only three universities has gotten an accreditation from by the National Accreditation Board for Higher Education. It means Muhammadiyah still has problems to make its universities good in quality. Upgrading competency for teachers and lecturers must fix it, as an effort to catch up national and international standard.

Third, education system in Muhammadiyah has combined Islamic and western systems. In Ahmad Dahlan perspectives, there is no distinction and differentiation between Islamic and Western value in education. Islamic value is crucial for teaching because its standard value for

Muslim. Then, Western perspective in education is very important because they have intention to be a scientist and technology for helping human being.

Fourth, public trusting for educational system in Muhammadiyah that is important asset. Muhammadiyah has more than one century focus on education. Educational institution of Muhammadiyah opens for everyone, including non-Muslim. Moreover, some universities in Muhammadiyah have 70% non-Muslim students.

Muhammadiyah stakeholder competence

Studying internationalization education from Gulen movement is important thing for Muhammadiyah. Gulen did not only depend on society in Turkey but it was also supported by businessmen. Gulen believed that education needed real funding as a foundation for building school. So, all of education intuitiond from Gullen came from businessmen. Besides that, Gulen had open system, it was offered to everyone to build education institution like Gulen wanted to.

Based on that model, Muhammadiyah needs a real capital from businessmen. Muhammadiyah must gather persons who have sympathy for it. In the first era of Muhammadiyah, businessman had great contribution to build school or university. However, now Muhammadiyah has problem to guide businessmen join to Muhammadiyah. So, it has built new club for businessmen like “*Saudagar Muhammadiyah*”, but they don’t have enough contribution to Muhammadiyah.

Moreover, Muhammadiyah must prepare competency for teachers or lecturers. This is very important, it is quite difficult to realize internationalization without good competency. At least, Arabic and English languages competency become important. Then, they must have journal in international forum that has been indexed by Scopus or Thomson.

English competency is crucial things, in the fact there are a lot of lecturers and teachers who feel difficult to get it. This is not only in Muhammadiyah but it also in the other places, including in government schools or universities. Whereas, Ahmad Dahlan had good English although he was not English teacher. Furthermore, to improve lecturer’s qualities Muhammadiyah has taken over the possession of Asia E University in Malaysia. It became easier for Muhammadiyah to improve lecturer skill.

Another thing that needs to be prepared is education itself. As simple, Education in Muhammadiyah is based on Islamic and Western value, it is not enough to make Muhammadiyah has good things. Muhamamdiyah must has specific orientation from its

education. It means Muhammadiyah has more added value than Islamic and Western. Like Gulen Movement, it has orientation to focus on technology as a core of education.

Conclusion

Internationalization in Muhammadiyah focuses on feeding, schooling and healing. However, the most important and the biggest opportunity is education. This is based on Muhammadiyah achievement in education. Muhammadiyah has a lot of educational institutions, from kindergartens until universities.

Internationalization in education has challenges both of system and human resources. Competency from lecturers and teachers becomes main problem that must be solved by Muhammadiyah. However, competency makes Gulen has educational institutions in many countries. Moreover, education in Muhammadiyah must have characteristic and identity as added value from the other institutions. At least, Muhammadiyah has opportunity to internationalize its institution, but it needs improvement especially for system and human resources.

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