

Analysis of educational innovation in the context of religious social organizations: Muhammadiyah and NU studies

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ABSTRACT

In recent years, global transformation and technological developments have had a significant impact on the education sector. Therefore, it is important to examine the extent to which the Islamic religion, whether Muhammadiyah or NU, has adapted to these changes through educational innovation. The aim of this research is to determine educational innovation in the context of religious social organizations: Islamic religious studies. The research method used in this research is the literature study method. The results of this research show that educational innovation is a need that arises as a response to the dynamics of development in various aspects of life. This involves a vision for education, adapting to population growth, integrating scientific developments in the curriculum, and meeting demands for an educational process that is relevant to the needs of society and the world of work. Educational innovation must be intelligent in accommodating technological, behavioral, organizational and social changes, in order to provide quality education in line with the demands of the times.

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Introduction

Islamic Religious Education is one of the subjects that play a significant role in building the values and spiritual quality of students in the modern era (Alhabsyi & Hasanah, 2021; Fauziah, 2021, K. Wijaya, 2023). As a subject that strongly supports the goals of the national education system, which is to produce students who are faithful and devout to God (Affandi, 2018; Nugraha, 2018; Wibowo, 2019; K. Wijaya, 2023), Islamic Religious Education holds a central role in achieving these national education goals.

Currently, it is important for Muslims to understand the role of educational innovation in the context of social religious organizations, especially the Islamic religion, which has a major influence in shaping the character and religious understanding of society in Indonesia. Education in religious social organizations has a strategic role in supporting the social and spiritual development of society.

In recent years, global transformation and technological developments have had a significant impact on the education sector. Therefore, it is important to examine the extent to which the Islamic religion, whether Muhammadiyah or NU, has adapted to these changes through educational innovation. Factors such as the use of information technology, creative teaching methods, and inclusive learning approaches can be the main focus in analyzing

educational innovation in these two organizations (Armi, et al, 2023).

Educational innovation is a crucial aspect in strengthening the quality of education and ensuring its relevance to contemporary developments. In the context of religious social organizations in Indonesia, Muhammadiyah and Nahdlatul Ulama (NU) are two entities that have a significant influence on shaping the character and religious understanding of society. Therefore, examining the educational innovations carried out by these two organizations is essential to understand how they adapt to global and technological changes and contribute significantly to national development (Alhabsyi & Hasanah, 2021).

Muhammadiyah and NU have a long history in the field of education in Indonesia. They focus not only on religious aspects but also on general education encompassing various disciplines. The schools, universities, and educational institutions managed by Muhammadiyah and NU have contributed significantly to producing educated and morally upright young generations. Through an extensive network of educational institutions spread throughout Indonesia, Muhammadiyah and NU provide more equitable access to education for the community, including in remote areas.

One notable innovation in Muhammadiyah and NU education is the use of information technology. Both organizations have begun to utilize information technology in the learning process. The use of e-learning platforms, educational applications, and social media as learning tools has become increasingly common. This technology not only facilitates access to information and learning for students but also enables distance learning, which is highly relevant in the digital era. By leveraging technology, both Muhammadiyah and NU can reach students in remote areas and ensure they receive the same quality of education as students in major cities (Alhabsyi & Hasanah, 2021).

Apart from that, understanding the challenges faced by Muslims (Muhammadiyah and NU) in implementing educational innovations will also be an integral part of the background of this research. Whether they relate to financial aspects, the availability of qualified human resources, or socio-cultural challenges, identifying these barriers can provide deep insight into the dynamics involving educational innovation efforts in socio-religious organizations.

In social change, in-depth philosophical study is needed to give birth to values that can bring more benefits to society. To realize the values contained in philosophy can be achieved in various ways, one of which is through education. With education, humans can communicate their culture and intellectual heritage to future generations, as well as provide inspiration and ideals for life (Muhammad Nur Hadi et al., 2022).

In Indonesia, educational innovation is something that is very basic and needs to be implemented, so that our world of education can meet the demands of society and national development in all fields. In this case, the meaning and objectives of educational innovation related to education, especially Islamic education, will be explained, the factors that influence it and how it is implemented in Indonesia.

Thus, it is hoped that this research can provide a valuable contribution in exploring more deeply the role of educational innovation in responding to contemporary challenges and preparing Indonesia's young generation holistically under the auspices of Muhammadiyah and NU.

Theoretical Review

Innovation

The meaning of innovation. The origin of the word innovation is English, namely innovation which means anything new or renewed. In the Big Indonesian Dictionary it is interpreted as the introduction or introduction of new things, new discoveries that are different from those that already exist or have been previously known (ideas, methods or tools). According to Van de Van, as quoted by Mu'allim, Yamin and Maisah (2012:61), innovation is a new idea that can be applied with the hope of producing or improving a product, process or service. According to Rogers (2003:12) innovation is an idea, practice or object that is considered new by the individual or unit that adopts it. Furthermore, Rusdiana (2014:27) explains that innovation is an idea, action or item that is considered new by someone and its novelty is relative. Sa'ud (2015:3) explains that innovation is an idea, item, event, method that is perceived or observed as something new for a person or group of people (society), whether in the form of invention or discovery. In this case, innovation is carried out to achieve certain goals or to solve a certain problem.

(Muhammad Nur Hadi et al., 2022) explained that in the context of novelty, the word innovation is juxtaposed with the word renewal, although in essence innovation and renewal have slightly different meanings. Usually in innovation, changes occur only regarding certain aspects, in a narrow and limited sense. While in updates the changes usually occur regarding various aspects, it does not rule out the possibility of total or total changes occurring. So the scope of the update is basically wider.

Based on the explanation above, it can be understood that innovation is an idea, object, event, method that is perceived or observed as something new for a person or group of people (society) as a result of invention or discovery that is used to achieve certain goals or to solve problems. (Muhammad Nur Hadi et al., 2022) Innovation is often interpreted as renewal, discovery and some associate it with modernization. According to Nicholls, the use of the words change and innovation often overlap. Basically, innovation is an idea, product, event or method that is considered new to a person or group of people or another unit of adoption. Both the results of inventions and the results of discovery. Talking about innovation (renewal) reminds us of the terms invention and discovery. Invention is the discovery of something truly new, meaning the result of human work.

Educational Innovation

The goals of educational innovation consist of two of them:

Educational reform as a new response to educational problems. Current advances in technology and communication can have a positive influence on progress in other fields, including in the world of education. The main task of educational reform is to solve the problems encountered in the world of education, both in conventional and innovative ways. The starting point for educational reform is actual educational problems, which will be systematically solved in innovative ways.

Efforts to develop more effective and economic education. Humans are capable of creating something new that was previously unknown. Humans also always try and are able to do things in new ways, previously unknown and even more perfect. With creativity and unremitting efforts, humans find things in new ways that lead to a better life like today. Educational reform is carried out in an effort to solve problems faced by the world of education which is always dynamic and developing. The nature of the approach needed to solve complex and developing educational problems must be oriented towards things that are effective and cheap and sensitive to the emergence of new problems in education.

Method

The type of research used is library research. Mestika Zed stated that library research is research carried out by reading works related to the issue to be studied and noting important parts that are related to the topic of discussion. Moh. Nazir also explained that library research is a method used to examine books, journals and other references related to the theme being discussed, namely collecting data or documents relating to Islamic education policies during the Old Order era. aims at the object of research or data collection that is of a literary or analytical nature. The data used is secondary data collected through documentation methods (Fitriana et al., 2019).

Result and Discussion

1.1 Factors that Drive Educational Innovation

According to (Muhammad Nur Hadi et al., 2022) there are at least 4 (four) factors that play a significant role in influencing the need for educational innovation. These four factors are: vision of education, population growth factors, scientific developments, and demands for a relevant educational process. Here's the explanation:

1. Vision for education

Education is a basic issue for humans. Humans as creatures who can be educated and must be educated will grow into mature humans through the educational process they experience. Since birth, humans have had universal basic potential, in the form of:

- a. The ability to differentiate between good and bad (moral identity).
- b. The ability and freedom to develop oneself according to one's nature and ideals (individual identity).
- c. The ability to relate and collaborate with other people (social identity).
- d. There are special characteristics that can distinguish oneself from others (individual difference).

Educational efforts and goals are based on the life views of parents, educational institutions, society and the nation. Indonesian people, citizens and citizens who are complete and complete must be prepared from an early age through educational efforts.

The goals of education are dedicated to individual happiness, community safety, and the interests of the State. The nation's outlook on life becomes the norm for overall national education. As is known, life is always changing, the goals of national development are shifting and increasing and changing according to time, circumstances and conditions. Thus, parents' views and expectations regarding education now may be different from previous views. These differences in views are closely related to what we call philosophies regarding humans and humanity in their respective eras.

2. Population Increase

Rapid population growth is a very determining factor and has a big influence on the implementation of education, so it demands reforms in the education sector. The consequences of very rapid population growth are difficult to imagine, for example how to provide school buildings. At certain times, school buildings must undergo additions as the number of school-age children continues to increase. Likewise, related matters such as teachers, books and other facilities also receive attention. Population growth also means an increase in the workforce of working age. Education in this context is more demanding on the ability to develop a skills

education system that is relevant to the needs of the workforce. This responsibility is actually not only for education, but education can discharge one of its duties to prepare students for life in society independently and responsibly. To answer the current reality, vocational schools and model schools have been developed in which skills are provided that lead to the development of professionalism.

The rapid population increase has had far-reaching consequences for various aspects of life, especially education. Many educational problems are closely related to the explosion in the number of school-age children. Some problems directly related to education are as follows:

- a. Lack of learning opportunities. The problem of lack of learning opportunities is a problem that has first and foremost priority and needs to be addressed immediately. The way to do this is by creating an education system that can accommodate as many school age children as possible.
- b. Education quality issues. Lack of funds, teachers, educational facilities will affect the quality of education, therefore, in overcoming this problem the government has tried to improve teacher abilities through training, adding facilities, increasing education funds, looking for an appropriate learning system and a good evaluation system so that it can improve quality of education gradually.
- c. Relevance matters. In current conditions, there is a great need for educational output that meets the demands of society, especially in relation to work readiness. This is made clearer by the introduction of the link and match concept, one of the aims of which is to address the issue of the relevance of education and the world of work.
- d. Efficiency and effectiveness issues. Education is sought to obtain good results with little cost and time. This means that an efficient and effective education and teaching system must be sought in accordance with the basic principles of education.

3. Development of science

The progress of the current era is actually marked by the progress of the development of science and technology. The development of science takes place accumulatively and increasingly rapidly. The usual response in education to developments in science is to incorporate new discoveries and theories into the curriculum. This causes a curriculum that is very full of new problems. This rapid development of science does not have to be accompanied by additions to the school curriculum beyond capabilities, although the condition of students needs to be taken into account. It is impossible for students to follow and master all new discoveries in the world of science.

4. Demand for a relevant educational process

One of the demands for innovation in education is the relevance of the world of education to the needs of society or the world of work. In this regard, education can be obtained from school or outside school. Quite a lot of very meaningful education cannot be obtained at school, especially that which is professional and skill development, such as career development, certain professions and so on.

Dalin (1978) explained that the basic factors that drive educational innovation have dimensions which include: technological change, behavioral change, organizational change, social change, centrality, complexity, nature and amount of change, goal fit, goal stability.

- a. Technological change (technological change).

The rate and intensity of technological change is critical to the innovation process. The use of technology impacts changes in methods, learning tools and systems in educational institutions. However, financing and technical support factors are a concern in adopting technological change.

- b. Behavioral change (change in behavior).
Changes in the field of education coincide with changes in the behavior of teachers, students, administrators, parents and also other groups involved. Change efforts are characterized by changes in behavior, it is increasingly important to involve users in all aspects of educational implementation starting from the process of initial identification of needs to the process of implementing education.
- c. Organizational change (organizational change).
Organizational change can be interpreted as changes in structure, decision making, the role of human interaction and organizational functions and technology. Changes that occur within organizations are strategic changes for educational change, in other words, educational change needs to involve the entire organization and a more complex change strategy related to processes and results.
- d. Social change (social change).
Social change is defined as the redistribution of power, resources, and opportunities within a system. It is possible to facilitate social change in the education sector by the internal redistribution of resources and opportunities within the system. Social change in a more global perspective, using the education sector as a means of equalizing life opportunities in society at large. The higher the level of social change, the more important are the links (relationships) with the environment, and especially support from political and social forces that will assist change efforts.

Based on the explanation above, it can be concluded that Educational innovation is influenced by four key factors, namely the vision of education, population growth, the development of science, and the demand for a relevant educational process. First, the vision of education includes the life views of parents, educational institutions, society and the nation. The aim of education is directed at creating complete and complete Indonesian humans from an early age. Second, rapid population growth poses a major challenge in the provision of education, requiring updates in educational infrastructure and the development of skills systems that are relevant to workforce needs. Third, the rapid development of science demands the inclusion of new concepts in the curriculum, although it must pay attention to students' limited time and abilities. Finally, the demand for a relevant educational process underlines the importance of the relationship between the world of education and the needs of society and the world of work. Overall, educational innovation must respond to these dynamics by considering basic factors such as technological, behavioral, organizational and social changes, in order to achieve quality and relevant education.

1.2 Educational Innovation in the Context of Religious Social Organizations

The character of Muhammadiyah education is holistic, which has integration with schools, families and communities that support each other. This is the basis of culture that builds human growth as a whole, which is ultimately able to create a culture of noble civilization. The concept of holistic education is important for Muhammadiyah, because the current course of education tends to be partial and pragmatic. This is due to the loss of orientation of institutions operating in the field of education which should develop human reason.

However, because of the demands of the times, which gave birth to modernity, at each stage of modernity gave birth to determining forces that made humans only focus on certain

aspects. The second character of Muhammadiyah education is the character of modern Islamic education, namely Islamic education that integrates faith and progress. Faith as something transcendent/sacred is born from the dimension of human faith and its basic source is monotheism, which can be used as the most powerful source of spiritual strength.

But at the same time, Muslims must also be aware of their times, so that according to Kuntowijoyo, progress is a world value that uses reason, where progress itself is something that is profane in nature. The two are then integrated to give birth to Muslim humans who have strong personalities with noble morals, and at the same time are able to answer the challenges of the times.

This is what KH Ahmad Dahlan has been practicing since the beginning, for example his concept of enlightenment of the mind. The highest knowledge is knowledge about the unity of life which can be achieved with a critical and open attitude, using common sense, *istiqomah* and based on a pure heart.

Muhammadiyah education has a holistic character that combines harmony between school, family and society, creating an educational environment that supports overall human growth. This holistic education concept is crucial considering that current education tends to be partial and pragmatic, losing its orientation towards developing the potential of the human mind.

In addition, Muhammadiyah emphasizes the modern character of Islamic education, which integrates faith and progress. Faith as a transcendent aspect that originates from *aqidah* and monotheism becomes a spiritual strength, but at the same time Muslims must be aware of their times. This concept, as practiced by KH Ahmad Dahlan, teaches that the progress of the intelligent world is a profane thing that can be integrated with spiritual values. In this way, Muhammadiyah produces graduates who have noble character, have strong personalities, and are able to respond to the challenges of the times with a critical, open attitude and based on a pure heart.

Conlusion

Based on the discussion above, it can be concluded that educational innovation is a need that arises as a response to the dynamics of development in various aspects of life, especially in the vision of education, population growth, scientific developments, and demands for relevant educational processes. The vision for education emphasizes the importance of creating complete and complete Indonesian people from an early age. Rapid population growth is a challenge in providing education, requiring renewal of educational infrastructure and skills development in accordance with workforce needs. The rapid development of science demands the inclusion of new concepts in the curriculum, while the demand for relevant educational processes emphasizes the importance of the relationship between the world of education, society and the world of work. Educational innovation must take into account basic factors such as technological, behavioral, organizational and social changes, in order to provide quality education that meets the needs of the times.

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