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Strategies to Overcome Barriers and Strengthen Support for Cadre Education Management in Muhammadiyah Collage

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ABSTRACT

Background. Muhammadiyah universities have not been able to carry out good management in solving the problem of regeneration activities. This includes fostering the regeneration of ortoms and education personnel in Muhammadiyah universities in order to produce superior Muhammadiyah cadre candidates for the future.

Purpose. This research aims to analyse in depth the form of cadre activities and the management of the cadre education implementation process at the Muhammadiyah Center of Excellence in Banten Province as well as strategies to deal with inhibiting and supporting factors in cadre management.

Method. In this study, researchers used a qualitative approach based on phenomenological philosophy by prioritising appreciation(verstehen). Qualitative methods seek to understand and interpret the meaning of an event of human behaviour interaction in a particular situation according to the researcher's perspective.

Results. The form of cadre activities is carried out in 2 (two) forms including Primary Cadre through Baitul Arqom and Functional Cadre, namely through recitation, Governance / Upgrading Training, Ideopolitor Dialogue (Ideology, Politics and Organisation). Then the implementation of cadre education activities including through IPM (Muhammadiyah Student Association), HW (Hizbul Wathan) and TSPM (Tapak Suci Putera Muhammadiyah).

Conclusion. The research can provide input on how the effectiveness of the cadre education management system can be more effective in producing quality cadres and improving the efficiency of cadre education management by examining the potentials that can be optimised in cadre education management.

KEYWORDS

Cadre, Management, Muhammadiyah

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INTRODUCTION

Muhammadiyah University, as one of the leading Islamic educational institutions in Indonesia, has an important role in the construction and development of education in the community (Huda, 2022). In its efforts to achieve the goal of quality education, Muhammadiyah University relies on educational cadres who become the backbone in running various educational programmes and activities (Hernández-López dkk., 2016).



However, like any other organisation or educational institution, Muhammadiyah University also faces various obstacles and challenges in carrying out its mission. However, like any other organisation or educational institution, Muhammadiyah University also faces various obstacles and challenges in carrying out its mission (Hindarto, 2023). In this context, the barriers faced by education cadres and the support provided by education management are an important focus (Hernández-López dkk., 2016). This study aims to identify barriers faced by education cadres in Muhammadiyah Universities and develop effective strategies to overcome them and strengthen education management support for these cadres.

Muhammadiyah Universities have had a strong dedication to the provision of education based on Islamic values and social justice (Ekasari dkk., 2021). However, in its journey, this institution is not free from various obstacles which include internal and external factors (Rahman & Madhakomala, 2024). Internal factors such as limited human resources, lack of understanding of the vision and mission of education, and challenges in implementing education programmes in accordance with the times are often the main obstacles for education cadres. On the other hand, external factors such as changes in education policy, increasingly complex labour market demands and changing social dynamics also affect the performance and effectiveness of education cadres in carrying out their duties (Wardana dkk., 2023).

One aspect that is key to success in overcoming these obstacles is the support provided by education management. The support provided by education management is not only limited to material resources, but also includes aspects such as direction, supervision, professional development and recognition of the contributions made by education cadres (Wardana dkk., 2023). However, the reality on the ground often shows that the support provided by educational management is still not optimal, and in some cases there is a gap between expectations and the reality faced by educational cadres.

Muhammadiyah universities are intended to function as educational facilities as well as regeneration centres (Azhar dkk., 2016). As a regeneration centre, Muhammadiyah College must produce cadres who can support, and move to realise the ideals of the association in society (Widdah, 2022). However, the condition of the outcomes in the implementation in the field still has a lack of synchronisation in implementation as the ideal expectations programmed (Rafidiyah & Kailani, 2020). The existence of a community of education personnel, both teachers, employees, and even students who graduate from Muhammadiyah Universities does not form the results of the upbringing and education of progressive Islamic Education that has been followed while in Muhammadiyah Universities (Gunawan & Syamsudin, 2023).

To realise the principle of da'wah, Muhammadiyah made efforts by establishing schools as a means of education and producing cadres who were ready to continue the Muhammadiyah movement in preaching the truths of Islamic teachings that had been brought by the Prophet Muhammadiyah PBUH (Fitrianingsih & Janattaka, 2020). Muhammadiyah Autonomous Organisation (Ortom) has a structure similar to Muhammadiyah's structure (Wati, 2014). That is, starting from the central, regional, regional, branch and twig levels. The Muhammadiyah PP Guidelines on Dikdasmen in Chapter II Article 4 states that Muhammadiyah Primary and Secondary Education functions as a centre for education, regeneration, da'wah, and service in order to educate the life of mankind. Article 5 states the objectives of Muhammadiyah Primary and Secondary Education:

- 1) The development of students' potential to become human beings who are faithful and devoted to Allah swt, have noble character, are healthy, knowledgeable, capable, creative,

independent, progressive and superior, to become democratic and responsible citizens. (Baidarus, 2018)

In general, the development of students' potential will provide benefits for themselves, families, communities, nations and countries. Here are some examples of the benefits: Improving the quality of Indonesian human resources (HR); Increasing the competitiveness of the Indonesian nation in the global world; Accelerating national development; Creating a civilised and prosperous society. Therefore, it is important for all parties to support the development of students' potential (Susiyani, 2017).

1) Developing the potential of santri to become scholars, leaders / *zuama*, and educators in building civilisation. (Dikdasmen PP Muhammadiyah, 2018: 28)

The Cadre Crisis can be said to be the most frequently repeated discussion in the big family of the Muhammadiyah Association (Wardana dkk., 2023). Every level of deliberation almost always includes this issue. Be it complaints about the difficulty of finding successors or complaints about the decline in qualifications. Including in the Muhammadiyah Youth Force autonomous organisation, which is designed to nurture cadres (Jaharuddin dkk., 2019). Although it has been going on for a while, this phenomenon has never been fully answered.

The definition of Muhammadiyah cadre education management underlines the importance of a holistic cadre education and development process, based on Islamic values (Adiyono dkk., 2022), and quality to form individuals who are ready to serve the community and lead with integrity (Wardana dkk., 2023). History has proven the great role of Muhammadiyah in the process of renewal and development of the Indonesian nation, especially among the Muslim community, since 1912. Among the determining factors that Muhammadiyah can play such a role is because of its determination to maintain its organisational identity, flexibility in action, perseverance and persistence in fighting so as to produce real work in the development of society, nation and state, both in the field of renewal of Islamic thought and in the fields of education, economics, and social society.

RESEARCH METHODOLOGY

In this study, researchers used a qualitative approach (Lexy J. Moleong, 2005: 4) based on phenomenological philosophy by prioritising appreciation (*verstehen*). Qualitative methods seek to understand and interpret the meaning of an event of human behaviour interaction in a particular situation according to the researcher's perspective (Husnaini, 1996: 81).

Data obtained from literature sources were then analysed using qualitative analysis techniques. Qualitative analysis is carried out by identifying important related themes. The results of data analysis are presented systematically in the form of articles using language that is easy to understand and attractive to readers (Fuadi & Mirsal, 2023).

The collected data will be analysed to identify existing barriers and factors that influence management support for education cadres. Furthermore, based on the findings, strategies will be developed that can be effective in overcoming the barriers identified, as well as concrete steps to strengthen management support for education cadres in Muhammadiyah Universities. This study aims to identify barriers faced by education cadres in Muhammadiyah Universities and develop effective strategies to overcome them and strengthen education management support for these cadres.

RESULT AND DISCUSSION

Foundations of Cadre Education Management

Islam is very concerned about the importance of management, in Islam management is seen as a manifestation of good deeds that must start from good intentions. These good intentions will motivate activities to achieve good results for the common welfare. this is in accordance with the message of Caliph Ali ibn Talib ra, namely:

الحق بلا نظام قد يغلبه الباطل بنظام

"*al-haqqu bila nidzhaam yaghlibuhul baathil bin nidzhaam*" which means "truth that is not neatly organised will be defeated by falsehood that is neatly arranged or organised" (Ja'far, 2020). This means that the essence of management is to organise or manage to be better and more useful. Management is a very important process in the world of education. The word management comes from English, namely management which comes from the word *to manage*, synonyms *to hand* means to take care of, *to control* (check), *to guide* means to lead.

Muhammadiyah is *historically* an Islamic movement, Da'wah Amar Makruf Nahi Munkar, with Islamic faith and sourced from the Qur'an and Sunnah, founded by KH. Ahmad Dahlan on 8 Dhulhijjah 1330 Hijriyah coinciding with 18 November 1912 Miladiyah in Kauman Yogyakarta (Mitsuo Nakamura, 2017: 5). The profile of Muhammadiyah cadres as a result of the regeneration process is a core member who is permanently organised and has the ability to carry out tasks and missions within the company, people and nation in order to achieve Muhammadiyah's goals. Therefore, the nature of Muhammadiyah cadres is singular, in the sense that there is only one profile of Muhammadiyah cadres. Meanwhile, the functions and duties of Muhammadiyah cadres are compound and have broad dimensions, both inward and outward, namely as cadres of the association, cadres of the people, and cadres of the nation. (MPK PP Muhammadiyah, 2007: 44-45). As a system, the elements contained in this SPM (Muhammadiyah Cadre System) are: vision, mission and goals of Muhammadiyah regeneration; the emphasis of regeneration; the development of regeneration materials; the types and forms of regeneration; the structure of regeneration support; and the organisation of regeneration. In this case, the cadre system owned by each autonomous organisation (general and special) is also part of the SPM. (MPK: 36-37)

Types and Forms of Muhammadiyah Cadre

Muhammadiyah regeneration includes all regeneration processes and activities carried out by the association as well as those held by the leadership auxiliary elements (assemblies and institutions), autonomous organisations, and Muhammadiyah business charities. All cadre activities carried out by the institutions mentioned above must be guided by the Muhammadiyah cadre system, without leaving the distinctiveness and special functions of each of these institutions. (MPK: 57)

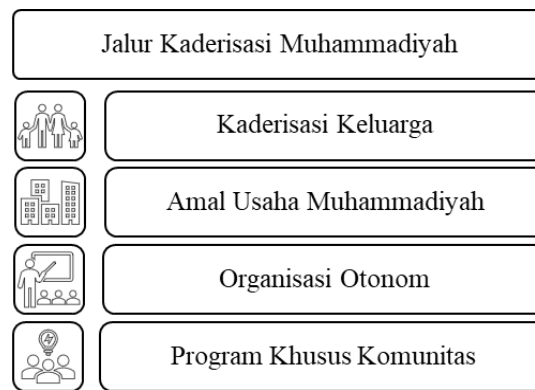


Figure 1.1

Muhammadiyah Cadre Pathway

Autonomous organisations (Ortom) in the Qa'idah of Muhammadiyah Autonomous Organisations (Decree of PP Muhammadiyah No. 92/KEP/I.O/B/2007) are stated in CHAPTER II Article 2 The position of Ortom is an organisational unit that is subordinate to the Association. Article 3 Category (1) Ortom is divided into two categories, namely General and Special. *General* Autonomous Organisations are those whose members are not all members of Muhammadiyah, namely Hizbul Wathan, Nasyyatul 'Aisyiyah, Muhammadiyah Youth, Muhammadiyah Student Association, Muhammadiyah Student Association, and Tapak Suci Putera Muhammadiyah.

Special Autonomous Organisations are those whose members are all members of Muhammadiyah, and are given the authority to carry out business charities determined by the Muhammadiyah Leadership in coordination with the Helping Elements of the Leadership in charge in accordance with the applicable provisions regarding these business charities. The Special Organisation is 'Aisyiyah. (MPK and Diktilitbang PP, PTMA Cadre Guidelines: 12) Muhammadiyah regeneration is carried out using various types of directed, planned and sustainable regeneration activities. The types of regeneration activities that can be carried out in general consist of two categories (MPK: 57-64), namely Main Cadre and Functional Cadre. The form of cadre activities is carried out in 2 (two) forms including Main Cadre through Baitul Arqom and Functional Cadre, namely through recitation, Governance / Upgrading Training, Ideopolitor Dialogue (Ideology, Politics and Organisation). Then the implementation of cadre education activities includes IPM (Muhammadiyah Student Association), HW (Hizbul Wathan) and TSPM (Tapak Suci Putera Muhammadiyah). So important is the role and function of cadres in an institution, that the forward and backward of the association lies in the hands of its cadres (Sudarno, 2010).

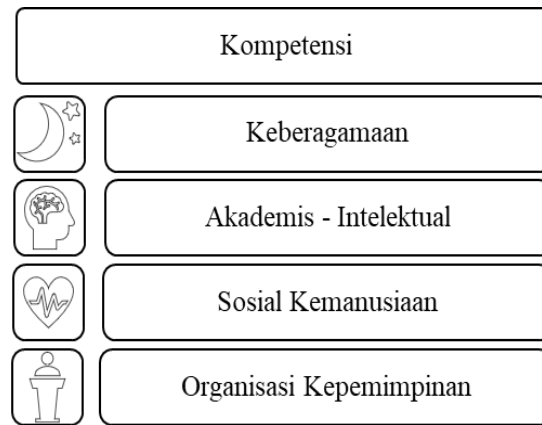


Figure 1.2

Four Competencies of Muhammadiyah Cadres

The four competencies include; 1) Religious competence, 2) Academic and intellectual competence, 3) Social humanitarian and pioneering competence and 4) Organisational and leadership competence (MPK, 2016: 70-72). Mukhlis Abror said that the nation's cadres born from the womb of Muhammadiyah have at least *nine* characters, namely: 1) noble character, 2) exemplary, 3) spirit of renewal, 4) courage and openness, 5) prioritise the interests of the community, 6) understand pluralism, 7) mature in responding to differences, 8) problem solver and 9) Ikhlas (Mukhlis, 2015: 157-159). The formation of leadership here is through a madrasa culture that requires a regular pattern and way of life for each student in order to achieve an attitude or character of strong and militant cadres. (Amin, et.all, 2021)

Support and Barriers to Cadre

The following are some factors that can be supporters and obstacles based on the description above. The supporting factors include:

- a. Principal leadership that has a clear vision and is effective in implementing cadre development policies can be a driving force. The strong commitment of principals and teachers is an important factor in the success of cadre education management and Muhammadiyah coaching. This commitment is manifested in the form of support for programmes and activities, provision of resources, and active participation in coaching.
- b. Cooperation with external parties with good collaboration with external parties, including support from the community and the board of administrators, can provide material and moral support. Good cooperation and coordination between schools, Muhammadiyah organisations, and parents are important factors in supporting the success of Muhammadiyah cadre education management and coaching. This is Muhammadiyah's moral responsibility (Baidarus, 2018).
- c. Adequate resources from the availability of human resources, finances, and adequate infrastructure can provide real support for the implementation of coaching programmes. The availability of adequate human and financial resources, such as competent teaching staff, complete facilities and infrastructure, and sufficient funds, can support the smooth running of Muhammadiyah cadre education and coaching programmes and activities.
- d. The utilisation of technology and the application of technology in cadre education management can increase the efficiency and effectiveness of coaching. The use of varied and effective coaching methods, such as lectures, discussions, mentoring, training, and hands-on practice, can increase the interest and participation of students in Muhammadiyah cadre education and coaching activities.

- e. Training and development Quality training and development programmes can improve the managerial competence and professionalism of cadres. A focus on improving the quality of education and learning can be a boost to cadre development.

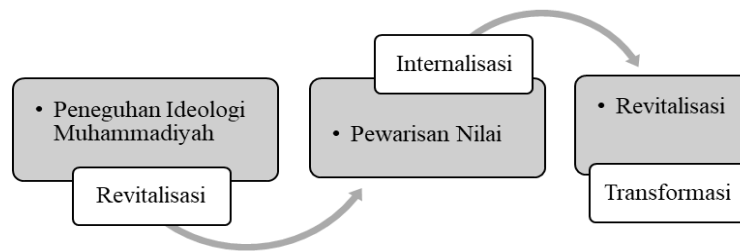
All four schools have a clear vision and mission in forming Muhammadiyah cadres and fostering teachers, employees, and students in accordance with Islamic and Muhammadiyah values. This vision and mission become the foundation for the preparation of Muhammadiyah cadre education and coaching programmes and activities. The foundation of a value approach that is consistent with Islamic and Muhammadiyah values can be a strong foundation for cadre development. The high level of participation and involvement of cadres in coaching activities can increase the effectiveness of the programme. Education is regeneration, but at the same time regeneration is education. (Rushd Dartim and Suryanto Joko, 2016)

As for the inhibiting factors, among others:

- a. Lack of school leadership that is ineffective or does not support coaching policies can be a major obstacle.
- b. Limited resources, limited funds, teaching staff, and facilities can be an obstacle to the implementation of the coaching programme. The busyness of teachers and employees in teaching subjects and other duties can be an obstacle in implementing programmes and activities for cadre education and Muhammadiyah coaching. Limited time and funds owned by schools can be an obstacle in implementing cadre education programmes and activities and coaching Muhammadiyah optimally.
- c. Technological challenges include the inability to adopt or utilise technology properly, which can slow down progress in cadre education management.
- d. Resistance to change from either internal or external parties to changes in cadre education management can be an obstacle. Low levels of cadre participation in coaching activities can hinder goal achievement. Lack of cadre understanding or awareness of the benefits of the coaching programme may hinder success and implementation.
- e. The social and economic conditions of the community where the Muhammadiyah college is located can affect the ability of cadres to actively participate. Negative stigma and stereotypes towards Muhammadiyah schools can affect the interest of teachers, employees, and students to participate in Muhammadiyah cadre education and coaching programmes and activities.

These are generalisations and may vary depending on the specific context and situation in each Muhammadiyah university. It is important to conduct in-depth evaluations and further studies to understand the dynamics of these factors in a more specific context.

The Tanfidz Decision of the 48th Muhammadiyah Congress, among its objectives and program priorities, includes reforming cadre regeneration and assimilating Muhammadiyah cadres into various structures and environments of the Association, the people, the nation, and the global level in carrying out the mission of da'wah and tajdid towards achieving the goals of Muhammadiyah. (Tanfidz Decision of the 48th Congress, 2023: 12)



Gambar 4.20

Strategi Penitikberatan Perkaderan Muhammadiyah

Muhammadiyah sangat menyadari bahwa perkaderan adalah salah satu hal terpenting bagi keberlanjutan persyarikatan, dan karenanya Muhammadiyah berupaya menciptakan perkaderan yang handal dan mampu menyelesaikan problem kebutuhan kader. Dalam penelitian ini dapat ditarik kesimpulan sebagai berikut :

1. The form of cadre activities is carried out in 2 (two) forms of cadre in Muhammadiyah universities including: The main regeneration that has been organised by Perguruan Muhammadiyah is Baitul Arqom. The Baitul Arqom that has been organised is aimed at school leaders, teachers and employees of Muhammadiyah business charities in the field of Dikdasmen either organised by the Majelis Dikdasmen of Muhammadiyah Regional or Branch Leaders.
 - a. Functional Cadre is organised in several categories, namely:
 - 1) Proses pelaksanaan kegiatan manajemen pendidikan kader di Perguruan Muhammadiyah terlaksana dengan memberikan pembinaan kepada ortom di perguruan Muhammadiyah, diantaranya :
 - 2) Perkaderan Ikatan Pelajar Muhammadiyah bertujuan membentuk pelajar muslim yang berilmu, berakhlak mulia, dan terampil dalam rangka menegakkan dan menjunjung tinggi nilai-nilai ajaran Islam sehingga terwujud masyarakat Islam yang sebenar-benarnya. (Mukhlis, 2022).
 - 3) Perkaderan Hizbul Wathan untuk menyiapkan dan membina anak, remaja, dan pemuda yang memiliki aqidah, mental dan fisik, berilmu dan berteknologi serta berakhlak karimah dengan tujuan terwujudnya pribadi muslim yang sebenar-benarnya dan siap menjadi kader persyarikatan, umat, dan bangsa.
2. The Tapak Suci Cadre aims to educate and foster the agility and skills of pencak sitat as an Indonesian martial art. Maintaining the purity of pencak sitat as an Indonesian martial art that is in accordance with and does not deviate from Islamic teachings as a noble and moral national culture.
 - a. Strategies to overcome obstacles and strategies to strengthen support in regeneration management include:
 - 1) Lack of school leadership that is not effective or supportive of the coaching policy is a major obstacle. It must be supported by the leadership of the principal who has a clear vision and is effective in implementing the cadre coaching policy can be a driving force. This is where the importance of the cadre planning strategy begins with the formulation of cadre goals in accordance with the vision of the educational institution (Cholis, 2021).
 - 2) Limited resources, limited funds, teaching staff, and facilities are obstacles to the implementation of the coaching program. It must be supported by adequate resources

from the availability of human resources, finance, and adequate infrastructure that can provide real support for the implementation of the cadre development program.

- 3) The social and economic conditions of the community where the Muhammadiyah college is located can affect the ability of cadres to actively participate. Should be supported by Training and development of quality training and development programs can improve managerial competence and professionalism of cadres. A focus on improving the quality of education and learning can be an impetus for cadre development.

Several aspects of building strategies to overcome obstacles and strengthen educational management support for cadres in Muhammadiyah Universities. First, the importance of coaching and developing educational cadres (Hernández-López dkk., 2016). Education management needs to implement coaching and training programs that aim to improve cadres' skills, knowledge and understanding of their duties and responsibilities. These programs can include leadership training, curriculum development, innovative teaching techniques, and improved digital literacy (Ayuningsih dkk., 2020). By fostering education cadres in a structured and sustainable manner, it is expected that they will be able to deal more effectively with the various obstacles and demands that exist in the world of education.

Furthermore, the importance of communication and active involvement between education management and education cadres (Stevenson dkk., 2020). Education management needs to open effective and open communication channels to listen to the aspirations, inputs and needs of education cadres (Hassan dkk., 2019). Through continuous dialog, education management can better understand the challenges faced by education cadres and provide appropriate and solutive responses (Agarwal dkk., 2022). In addition, by involving cadres in the decision-making process and planning of education programs (Afonso Lourenço dkk., 2023), It is expected that they will feel more motivated and have a sense of belonging to the educational institution.

Third, the importance of developing an effective monitoring and evaluation system. Education management needs to ensure adequate monitoring and evaluation mechanisms are in place to monitor the performance of education cadres and evaluate the effectiveness of implemented education programs (Huang dkk., 2007). By having a strong monitoring system, education management can detect early potential obstacles or problems that may arise in the implementation of education programs and take appropriate corrective action.

Finally, the importance of rewarding and recognizing the contributions made by education cadres. Education management needs to give appropriate appreciation to education cadres who have successfully overcome various obstacles and demonstrated good performance in carrying out educational tasks. This can be in the form of formal rewards such as certificates of appreciation or achievement awards, or informal rewards such as public recognition or increased opportunities for career development. By implementing these strategies appropriately, it is hoped that Muhammadiyah Universities can overcome the various obstacles faced by educational cadres and strengthen educational management support for them. This will have a positive impact on improving the quality of education organized by this institution and make a significant contribution to national education development.

CONCLUSION

The conclusion of this study is that by implementing the right strategy, it can overcome obstacles and strengthen the support of cadre education management in Muhammadiyah colleges. Increased collaboration between cadre education management in the college can build a strong

understanding to face emerging challenges. In this case, continuous training and career development can advance the role of career education management in Muhammadiyah universities. With the implementation of appropriate strategies and proper evaluation, the career education management system will be able to run well.

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AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

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