



Dinas Dikpora DIY

Elementary School Class Teacher Strategy in Instruding Ideological Values Nahdlatul Ulama – Muhammadiyah

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Abstrak: This research is designed to evaluate and analyze: (1) How classroom teachers formulate strategies to instill NU-Muhammadiyah ideological values in primary schools, (2) How the implementation of classroom teacher strategies in instilling NU-Muhammadiyah values in primary schools, and (3) How the evaluation of classroom teacher strategies in instilling NU-Muhammadiyah ideological values in primary schools. A qualitative approach with a multi-case study design was used in this research, and the subjects of the study were classroom teachers in NU-Muhammadiyah-based primary schools, selected through purposive sampling. Data were collected through in-depth interviews, participatory observation, and document study. Data analysis was done using two models, single case analysis and cross-case analysis with spiral data analysis techniques, which include: (1) Data management, (2) Reading and coding, (3) Reduction, (4) Description, classification, and interpretation, and (5) Presentation and conclusion. The validity of the data was checked through credibility and confirmability tests. The results of this study show that: (1) The formulation of ideological strategies based on NU and Muhammadiyah values consists of three stages, namely external-internal analysis and ideological source analysis, setting vision-mission and strategic policies and philosophical-ideological values including Tauhid, Maslahat, Dakwah, Nationalism, Humanism, Modernism, Musyawarah, and Tawakkal. (2) The implementation of NU-Muhammadiyah ideology-based strategies involves the process of program development, budgeting, and leadership, (3) The evaluation of NU-Muhammadiyah ideology-based strategies involves the process of monitoring, clarification, performance measurement, and correction.

Keyword: Elementary Education, Ideology, Islam, Nahdlatul Ulama, Muhammadiyah.

Strategi Guru Kelas Sekolah Dasar dalam Menanamkan Nilai-Nilai Ideologi Nahdlatul Ulama - Muhammadiyah

Abstrak: Penelitian ini bertujuan untuk mengkaji dan menganalisis : (1) Formulasi strategi guru kelas dalam menanamkan nilai-nilai ideologi NU–Muhammadiyah di sekolah dasar (2) Implementasi strategi guru kelas dalam menanamkan nilai-nilai ideologi NU– Muhammadiyah di sekolah dasar (3) Evaluasi strategi guru kelas dalam menanamkan nilai-nilai ideologi NU– Muhammadiyah di sekolah dasar. Pendekatan digunakan adalah kualitatif dengan jenis studi kasus rancangan multi kasus, subjek penelitian ini adalah guru kelas di sekolah dasar berbasis NU-Muhammadiyah dengan teknik pemilihan sampel purposive sampling, teknik pengumpulan data yang digunakan adalah, indepth interview, partisipant observation, study document. Analisis data dalam penelitian ini dilakukan dengan dua model, yaitu analisis kasus tunggal dan lintas kasus dengan teknik analisis data spiral, yang terdiri dari: (1) Manajemen data (2) Membaca dan Koding (3) Reduksi (4) Deskripsi, Klasifikasi dan Penafsiran, dan (5) Menyajikan dan menyimpulkan. Pengecekan keabsahan data menggunakan uji kredibilitas dan confirmabilitas. Penelitian ini memberikan hasil: (1) formulasi strategi berbasis nilai-nilai ideologi NU dan Muhammadiyah terdiri dari tiga tahapan: yaitu Analisis eksternal-internal dan analisis sumber-sumber ideologi, Penetapan Visi-misi dan Kebijakan Strategi. Nilai-nilai filosofis-ideologi meliputi: a. Tauhid, b. Maslahat, c. Dakwah, d. Kebangsaan, e. Humanisme, f. Modernistas, g. Musyawarah dan Tawakkal. (2) Implementasi strategi berbasis nilai-nilai ideologi NU Muhammadiyah secara proses meliputi, penyusunan program, budgeting dan kepemimpinan, (3) Evaluasi strategi berbasis nilai-nilai ideologi NU— Muhammadiyah secara proses meliputi: pemantauan, klarifikasi, pengukuran kinerja dan koreksi.

Kata Kunci: Pendidikan dasar, Ideologi, Islam, Nahdlatul Ulama, Muhammadiyah.

1. Introduction

To achieve success in the field of education, the importance of synergy among various educational elements such as teachers, parents, education managers, and the government cannot be overlooked (Epstein, 2018). Collaboration and integration among these elements ensure the formation of a quality educational ecosystem that will ultimately produce superior educational output, namely well-educated students. Without effective synergy, achieving educational goals can become an increasingly challenging over time. Therefore, there needs to be an improvement in the quality of each educational instrument as a priority in efforts to improve education.

Among all educational instruments, teachers play a crucial role due to their direct interaction with students (Hattie, 2009). The quality of education received by students is greatly influenced by the teacher's ability to perform their various roles, such as informer, organizer, motivator, and various other essential roles. Especially for classroom teachers at the basic education level, their role becomes more vital because at this stage students begin to shape their mindset and character (Erikson, 1968). Things instilled at an early age tend to have a long-term impact on the formation of individual character and behavior.

To ensure the effectiveness of the learning process and achieve educational goals, appropriate strategies and management are very much needed. Each individual has different personalities, ways of thinking, and learning methods, so a tailored approach is needed to achieve educational goals in an effective and efficient way (Freire, 1970). One method that can be used is through the instilling of ideology. The purpose of instilling ideology in education is to instill deep certain values, both from intellectual, spiritual, and behavioral aspects, to shape the positive character of students.

In Indonesia, Nahdlatul Ulama (NU) and Muhammadiyah are two large organizations active in instilling ideology through various sectors, including education. Initially, NU was known for its traditional educational approach, while Muhammadiyah was more modern. However, both organizations have now developed diverse educational approaches.

Research on ideology-specific education like NU-Muhammadiyah in primary schools is still a knowledge gap that needs to be explored further. Although there are some previous studies focusing on religion-based education, knowledge about how classroom teachers formulate, implement, and evaluate strategies to instill these

ideological values is still limited (Citra et al., 2020).

The existing solutions usually focus on a general approach to ideological education, and pay less attention to the NU-Muhammadiyah context and how these values can be translated into curriculum and teaching in the classroom (Rahman et al., 2019). There have not been solutions that specifically target and evaluate the implementation of NU-Muhammadiyah values in primary schools.

The innovation proposed in this research is the development and evaluation of educational strategies focusing on NU-Muhammadiyah values, from formulation, implementation, to evaluation. This research will use qualitative methods and a multi-case study design to gain a deep understanding of how these strategies are formulated and implemented by classroom teachers in NU-Muhammadiyah-based primary schools.

The purpose of this research is to fill the knowledge gap on how NU-Muhammadiyah ideological values can be translated into classroom education and how these strategies can be evaluated. It is hoped that this research can answer the previously unanswered questions about how ideology-based education can be implemented in primary schools.

2. Research Method

This research was conducted with a descriptive qualitative approach, where in-depth analysis is the main foundation. Processes and meanings are prioritized, with theory as a guide to ensure that the research focus aligns with the reality on the ground. This approach aims to describe and interpret the strategic processes carried out by classroom teachers in instilling ideological values, including the formulation, implementation, and evaluation of strategies. The type of research used is a multi-case study, which allows the researcher to compare and consider multiple cases (Yin, 2018).

Data sources were taken from 2 primary schools representing NU-Muhammadiyah with one school each, data was taken into two.

Data sources were taken from SD Muhammadiyah Ambulu Jember and SDNU Kencong Jember, these schools representing NU-Muhammadiyah with one school each, data was taken in two categories: human and non-human. In the human category, the key informants are the principal and classroom teachers from grades one to six. For the non-human category, data was obtained from documents, activities, and research locations. Involving these various parties is expected to provide a broader and more in-

depth view of the research topic (Creswell & Poth, 2018).

In terms of data collection, this research adopts the methods developed by Bogdan and Biklen (2007), which include three main techniques: in-depth interviews, participatory observation, and document study. In-depth interviews allow the researcher to dig information and insights directly from the participants. Participatory observation gives the researcher the opportunity to see and feel the actual situation and conditions on the ground, enabling them to collect more realistic and authentic data. Meanwhile, document study provides additional historical and contextual data that are important for understanding and analyzing the phenomena being studied. These three techniques, when used in combination, give the researcher a holistic and in-depth view of the research material.

To analyze the collected data, this research uses two analysis models: single case and cross-case, as explained by Stake (1995). The single case analysis model focuses on an in-depth understanding of a specific case, while the cross-case analysis model compares and contrasts multiple cases to find patterns, similarities, and differences. Each model has its own analysis steps designed to ensure a deep and accurate understanding of the data.

To ensure the validity and reliability of the data, this research uses four criteria described by Lincoln and Guba (1985), namely credibility, transferability, dependability, and confirmability. Credibility refers to the reliability and validity of the data; transferability refers to the ability of the research results to be applied in other contexts; dependability refers to the consistency of the research results if the research is conducted again under the same conditions; and confirmability refers to the level of confidence that can be given to the research results.

It is hoped that through the application of meticulous and precise research methods, the results obtained can provide a deep and comprehensive picture of the strategic processes carried out by classroom teachers in instilling ideological values in these two educational institutions. In addition, the results of this research are also expected to make a significant contribution to the improvement of the quality of education and the instilling of ideological values in Indonesia.

3. Result and Discussion

Based on the research that has been conducted at the research location, the research results can be explained as follows:

Based on the research carried out, several key points were identified in the development of ideological strategy in two fundamental educational institutions grounded in Nahdlatul Ulama (NU) and Muhammadiyah ideologies. Initially, the formulation of this strategy commences with an analysis of external-internal factors and a study of the ideology's source. For NU primary schools, the analysis revealed a strong influence from the traditional pesantren environment and the NU community.

As expressed in an interview with the NU School Principal: "We are heavily influenced by the pesantren tradition and NU teachings in implementing educational strategies in this school. Traditional values such as obedience to *kyai* and respect for ancestral heritage are very important to us."

In contrast, the analysis at Muhammadiyah primary schools demonstrated the significant impact of modern education and the Muhammadiyah community. Both institutions recognize the substantial role their external environment plays in shaping their educational methodologies and strategies. This is confirmed by an interview with the Muhammadiyah School Principal: "We strive to adopt modern educational methods and integrate them with Muhammadiyah values that emphasize renewal and progress."

Subsequently, when defining the vision, mission, and strategic policies, both NU and Muhammadiyah primary schools highlight an education system that merges academic and spiritual values, grounded in each ideology. They trust that this strategy can assist in accomplishing comprehensive educational goals, concentrating not solely on academic elements but also on the cultivation of student character and spirituality.

In addition, several philosophical and ideological values are central to the education provided by both institutions. These values include *Tauhid*, the concept of divinity that underpins their teachings; *Maslahat*, the application of education for communal benefit; *Dakwah*, the spread of teachings via education; Nationalism, the love for one's country; Humanism, an educational approach that values humanity above all; Modernism, an acceptance and incorporation of educational advancements and innovations; *Musyawaharah*, decision-making based on collective discussion; and *Tawakkal*, the act of surrendering to fate after exerting effort. These values lay the groundwork for the educational process and influence the manner in which these institutions educate their students. As expressed in an interview with an NU teacher:

"We always emphasize values such as Tauhid, Maslahat, and Dakwah when teaching students. This helps them understand the ultimate goal of education, which is for the good of oneself and society."

A Muhammadiyah teacher also added: "We emphasize values such as Modernism and Humanism in our approach. We want our students to be open to progress and value humanity above all."

The Implementation of the ideological strategy in the two fundamental educational institutions, based on NU and Muhammadiyah, demonstrates a profound amalgamation of ideological principles and modern educational approaches. This procedure encompasses several interrelated steps that contribute to the fulfillment of their educational goals.

The initial step in this process is program development. The educational programs at both institutions are fashioned around the established ideological values. These values are embedded into the school curriculum, ensuring that each element of their educational program, from the subjects taught to the teaching methods used, reflects and promotes these values. Both institutions are of the belief that the integration of ideological values into the curriculum is pivotal in molding students' character and mindset in line with the ideology they subscribe to. As expressed in an interview with an NU teacher: "We always ensure that NU values such as obedience, respect for tradition, and attachment to scholars are ingrained in our curriculum. This helps shape the character of students according to NU teachings."

The following step is budgeting. Both institutions meticulously allocate funds to ensure the smooth execution of the educational program in alignment with the devised strategy. They comprehend that the proper and efficient allocation of funds is vital to achieve their educational goals. Hence, they endeavor to utilize their funds in the most effective manner, ensuring that every rupiah invested in education garners maximum returns. As confirmed in an interview with the Muhammadiyah School Treasurer: "We are very careful in allocating our budget. We ensure that funds are used to support programs that align with Muhammadiyah values, such as modernization and renewal."

The final step is leadership. Leaders at both institutions play a pivotal role in ensuring the effective implementation of the ideological strategy. They are tasked with communicating the institution's vision and mission to the teaching staff and students, and ensuring that all school activities are in sync with the ideological values.

Leaders are also entrusted with making crucial decisions that can influence the educational trajectory, and they consistently strive to base these decisions on the ideological principles they adhere to. As expressed by the NU School Principal: "As a leader, I am responsible for ensuring that all school activities reflect NU values. I must also guide teachers and students to remain faithful to NU teachings in the educational process."

In conclusion, the implementation of the ideological strategy in these two educational institutions exemplifies how ideological values can be woven into contemporary education. This process reaffirms that education is not merely about the dissemination of knowledge, but also about shaping students' character and identity according to the ideological values upheld by the educational institution.

The evaluation of the NU-Muhammadiyah ideology-based strategy in both foundational educational institutions is an intricate and crucial process. This evaluation comprises several interlinked stages that permit both institutions to perpetually monitor and enhance their strategies.

The first stage involves monitoring. Both institutions regularly review their strategies to ensure they are being executed as planned. This monitoring encompasses several aspects, from curriculum implementation and educational programs to resource allocation and usage. This routine review aids them in identifying any issues or gaps in their strategy execution, providing them with the necessary data to make improvements and modifications. As expressed in an interview with the Muhammadiyah School Principal: "We periodically conduct evaluations to ensure our strategy is running well. We observe curriculum implementation, teacher performance, and student responses to identify areas that need improvement."

The second stage is clarification. During this stage, both institutions identify any potential hurdles or challenges they might encounter in executing their strategies and seek ways to overcome them. This process helps them gain a better understanding of what is working and what isn't, and how they can enhance their strategy implementation.

The third stage is performance measurement. Both institutions employ specific indicators to assess the effectiveness of their strategy implementation. These indicators can range from students' academic outcomes and parental satisfaction to resource utilization efficiency. Through this performance measurement, they can gauge their success in

achieving their objectives and identify areas that may need improvement. As confirmed in an interview with the NU Vice Principal: "We have several indicators to evaluate the success of our strategy, such as student test scores, parent feedback, and teacher attendance rates. This helps us identify areas that need improvement."

The final stage is correction. Based on the evaluation results, both institutions implement improvements to enhance the effectiveness of their strategies. These improvements can involve changes in the curriculum, teaching methods, fund allocation, or other strategy components. This process ensures that they continue to adapt and evolve in response to changing needs and challenges. As expressed by a Muhammadiyah teacher: "Based on the evaluation, we have made changes to our teaching methods to focus more on active and collaborative learning, which is more in line with Muhammadiyah values."

In conclusion, the evaluation process of the NU-Muhammadiyah ideology-based strategy enables these two educational institutions to consistently monitor, enhance, and solidify their strategies. This ensures they can continue to offer high-quality education that aligns with their ideological values.

The study conducted in two educational institutions has yielded significant insights, which we will delve into in this section. Initially, both institutions, in formulating their ideological strategies, carried out an examination of both external and internal elements as well as a review of the ideological sources that underpin them. The findings indicate that the first educational institution is heavily influenced by the traditional pesantren environment and the Nahdlatul Ulama (NU) community. In contrast, the second educational institution is swayed by modern education and the Muhammadiyah community. Both institutions strategically focus their vision, mission, and policies on an education system that seamlessly blends academic and spiritual values, reflecting their individual ideologies.

Furthermore, the application of NU-Muhammadiyah ideology-based strategies in both institutions showcases the fusion of ideological values and modern educational methods. This process encompasses program development, budgeting, and leadership, ensuring the effective implementation of the ideological strategy.

Lastly, the evaluation of NU-Muhammadiyah ideology-based strategies includes consistent monitoring, elucidation, performance evaluation, and modifications based on the evaluation results. These results offer a

comprehensive understanding of how NU-Muhammadiyah ideological values are converted into educational strategies and their practical implementation.

Table 1. Comparison between NU-Muhammadiyah school

Aspect	Nahdlatul Ulama (NU)	Muhammadiyah
Background	Influenced by traditional pesantren environment	Influenced by modern education
Ideology	Emphasizes traditional Islamic values	Emphasizes Islamic renewal and modernization
Educational Vision, Mission, and Policies	Combines academic and spiritual values according to NU ideology	Combines academic and spiritual values according to Muhammadiyah ideology
Implementation Strategy of Ideology	Integrates NU ideological values with modern educational methods	Integrates Muhammadiyah ideological values with modern educational methods
Strategy Implementation	Includes program development, budgeting, and leadership	Includes program development, budgeting, and leadership
Strategy Evaluation	Consistent monitoring, clarification, performance evaluation, and adjustments based on evaluation results	Consistent monitoring, clarification, performance evaluation, and adjustments based on evaluation results

This research reinforces and expands previous literature on the assimilation of ideological values in education. Smith and Anderson (2016) proposed that ideology significantly affects educational approaches and methods. Our findings coincide with this research, demonstrating how two NU-Muhammadiyah-based educational institutions utilize external and internal analyses and

examine ideological sources to formulate their strategies.

An evident trend from this research is the escalating integration of ideological values with contemporary educational methods. This mirrors the current educational trend that prioritizes not just academic knowledge but also character and identity development in students through the inculcation of ideological values.

Reflecting on this research's results, there are potential future developments. Firstly, this integrative approach might gain broader acceptance in other educational institutions. Secondly, it could spark further research into how ideological values can be incorporated into modern education.

Compared to similar research, this study provides more detailed insights into how ideological values are translated into educational strategies and their practical application. Johnson and Lee (2018) also emphasized the importance of integrating ideological values in education, but our research provides a more thorough and specific overview of this process within the context of NU-Muhammadiyah-based educational institutions.

Our research findings present several noteworthy similarities and differences compared to previous research. As suggested by Johnson and Lee (2018), our study also identifies that the integration of ideological values in education is vital. However, our study broadens this understanding by demonstrating how two NU-Muhammadiyah-based educational institutions devise and execute their educational strategies based on these ideological values.

In terms of broader implications, our findings show that effective education requires a more comprehensive approach. This includes not only academic knowledge but also character and identity development in students. This implies the necessity for a more inclusive, value-oriented educational approach.

In terms of wider applications of our findings, we believe this integrative approach could be recommended as a best practice in education. Integrating ideological values into educational strategies and approaches ensures that institutions provide not only academic knowledge but also contribute to shaping students' character and identity.

From this research, a series of intriguing new questions emerge, such as how this integrative approach could be applied in other educational institutions' context and how its effectiveness could be measured and evaluated. We conclude that integrating ideological values in education is

significant and can effectively shape students' character and identity.

Like every research, this study has its strengths and weaknesses. The primary limitation is that the research was conducted only in two NU-Muhammadiyah-based educational institutions, which may not fully represent all Indonesian educational institutions. However, the strength of this study lies in our ability to provide a comprehensive understanding of how ideological values are translated into educational strategies and their practical implementation.

The main takeaway from this research is the importance and effectiveness of integrating ideological values in education for shaping students' character and identity. The implication is that effective education necessitates a more comprehensive, inclusive approach that is value-oriented.

This research contributes to deepening our understanding of how ideological values can be integrated into modern education. Our findings suggest that this is not merely a theoretical concept but can also be implemented practically, positively impacting the formation of students' character and identity.

4. Conclusion

This study's findings suggest that the two investigated educational institutions have effectively incorporated ideological principles into their educational strategies. A comprehensive analysis of both external and internal factors uncovers the substantial impact of the environment and community surrounding each institution.

In the creation of their vision, mission, and strategic policies, both institutions place a high emphasis on an education system that merges academic and spiritual values, reflecting their distinct ideologies. Several philosophical-ideological values, including the concepts of tauhid, maslahat, dakwah, nationalism, humanism, modernity, consultation, and tawakkal, are at the core of the educational approach in both institutions.

The execution of this ideology-based strategy exemplifies the combination of ideological values and modern educational methods. The process includes the design of programs, budget planning, and leadership. The strategy's evaluation consists of regular monitoring, clarification, performance evaluation, and necessary adjustments based on the outcomes of the evaluation.

This research has several limitations. Our findings are limited to two educational

institutions and may not fully represent all educational institutions. Therefore, further research is needed to understand how ideological values are integrated into education in other institutions and in various contexts. For future research, we recommend further investigation into how this integrative approach can be applied in the context of other educational institutions and how its effectiveness can be measured and evaluated. Additionally, further research could explore how this approach can be adapted to meet the specific needs and challenges of other educational institutions.

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