

Rahmatan lil Alamin Islamic Value Education Model based on Muhammadiyah School Culture

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Abstract

This research is prompted by the prevalence of child delinquency cases, encompassing issues such as bullying, lack of manners, and early-age smoking. Concerns arise regarding the potential implications of these juvenile delinquencies on subsequent behaviors in adolescence. The primary objective of this study is to delve deeper into the Rahmatan Lil Alamin Islamic values education model based on Muhammadiyah school

culture at the Muhammadiyah Flagship Elementary School. The focus is on understanding the role of schools in instilling character values and exploring the benefits of the Rahmatan Lil Alamin Islamic values education model within the context of Muhammadiyah school culture, particularly in strengthening character values at the Lemahdadi Muhammadiyah Leading Primary School. This research employs a qualitative methodology with a descriptive analysis approach. Data collection, analysis, and description occur simultaneously to address the formulated problem. The research findings reveal that programs rooted in Muhammadiyah school culture, including strengthening students' daily worship, Hizbul Wathan training, sacred footprint training, leadership training, market day, Tahfidz Qur'an, and language strengthening in foreign and regional languages, effectively instill the Islamic values of Rahmatan Lil Alamin in students. Teachers play a crucial role in this process through integration into school culture and internalization in religious activities. The various models of Rahmatan Lil Alamin Islamic values education, grounded in Muhammadiyah school culture, significantly contribute to the transformation of students' character and behavioral values. The outcomes indicate a positive shift towards humanist, tolerant, friendly, and democratic attributes among students.

Keywords: education, islamic values of rahmatan lil alamin, muhammadiyah school culture

INTRODUCTION

This research is motivated by the problem of weakening character values in students in Indonesia, such as cases of bullying, lack of manners, and smoking at a young age, which have a negative impact on individual development and society in general (Wijaya, 2022). If this problem is left unaddressed in childhood, there is a concern that it may lead to delinquency in adolescence. Education plays a crucial role in shaping children's character, and the ideal condition is the establishment of an educational

environment capable of addressing these issues (Sutarman, Kurniawan, & Hidayat, 2022). Alternative models, such as the Rahmatan Lil Alamin Islamic values education model, are rooted in the Muhammadiyah school culture, offering alternative approaches to address various shifts in character values (Zainab, 2020).

The context of this research emphasizes the study and educational theory of "Rahmatan Lil Alamin" and its relevance in mitigating the issue of shifting character values. Consequently, this research incorporates references to previous studies, serving as a bridge to guide the research direction and contribute to its novelty. The first study, conducted by Tri Wibowo and Aziz Kurniawan, focused on strengthening wasathiyah Islamic values from an educational perspective in madrasah (Wibowo & Kurniawan, 2023). The second study, by Dian Iskandar Jaelani, explored the Rahmatan Lil Alamin-based educational approach (Jaelani, 2017). The third study, led by Hasse Jubba and colleagues, delved into the harmonization of relationships in a multicultural context (Jubba et al., 2022). The fourth study, undertaken by Hanwei Tang and Yang Wang, examined the implementation of the character education curriculum in primary and secondary schools in China (Tang & Wang, 2021). Drawing from insights garnered in previous research, this study acts as a conduit to explore how Rahmatan Lil Alamin values education in Muhammadiyah schools, rooted in school culture, can address various challenges encountered by juvenile delinquents with multicultural backgrounds. Thus, the novelty of this research lies in spotlighting the Rahmatan education

model Lil Alamin in Muhammadiyah schools, along with the diverse character-strengthening programs within them, to counteract the shift in values observed among students in Indonesia.

Rahmatan Lil Alamin Islamic values education model, grounded in Muhammadiyah school culture, focuses on the role of schools in instilling student character values and highlights the benefits of strengthening student character. This research aims to provide a clear concept of how this educational model can shape positive character and behavior in students (Arif, 2021).

The significance of this research is underscored by its contribution to addressing social problems among children. By comprehending and implementing the Rahmatan Lil Alamin education model, schools can actively participate in molding positive character and personality in the younger generation, subsequently fostering a positive impact on society at large (Mucharomah, 2017). The existence of character education based on Rahmatan Lil Alamin, as evident in Muhammadiyah Elementary School Lemahdadi, positions it as a preventive measure against juvenile delinquency in the future.

METHOD

The type of research employed was qualitative, serving as a valuable approach for examining the situations of specific social groups. Consequently, a qualitative descriptive method was utilized in this research to delve into the subject. The study did not involve hypothesis testing or

generalizations; rather, it focused on achieving an in-depth understanding and adhering to the research cycle process (Creswell, 2015). The primary objective of this research was to investigate the contribution and benefits of the Rahmatan Lil Alamin Islamic Values Education Model Based on Muhammadiyah School Culture in Muhammadiyah Primary Schools, specifically at Lemahdadi.

A narrative research approach, defined as an oral or written presentation explaining events or actions in chronological order, was employed. The research adopted a descriptive qualitative approach to explore and investigate the lives of individuals. The qualitative descriptive approach was chosen to understand the meaning of events and their relationship with Rahmatan Lil Alamin Islamic values and Muhammadiyah school culture in enhancing students' character education. This choice was informed by the recognition that individual behavior is influenced by educators' perspectives of themselves, the surrounding world, self-concept, self-esteem, and other factors related to awareness and self-actualization.

The selection of Muhammadiyah Primary School Lemahdadi, Bantul, Yogyakarta, as the research site was based on the consideration that the school is a quality Muhammadiyah educational institution, deemed successful in implementing the Islamic values of Rahmatan Lil Alamin based on the Muhammadiyah School culture.

Data Sources And Types

Primary data for this research were sourced from informants to ensure the validity of the data related to the Islamic values of Rahmatan Lil

Alamin based on the culture of Muhammadiyah School at Lemahdadi Superior Muhammadiyah Elementary School. Informants included (1) the school principal; (2) two Ismuba teachers; (3) head of administration. Purposeful sampling was employed in informant selection, aiming to allow researchers to collect data tailored to their needs by directly determining the target and level of data required in the field.

Data Collection Technique

In this research, various approaches were employed to collect data. The observations conducted encompassed both indirect and direct observation. During direct observation, the researcher witnessed the instillation of Islamic values of Rahmatan Lil Alamin based on Muhammadiyah culture by physically visiting Muhammadiyah Primary School Lemahdadi. Additionally, documentation played a vital role in this research as it served as supplementary data, complementing other sources and facilitating analysis. This included documenting school profiles, mobility records, and other relevant aspects, thereby enabling the acquisition of comprehensive teacher profiles and related information (Sugiyono, 2020).

The research interviews were conducted in-depth, proving to be effective in gathering data on the Rahmatan Islamic education model Lil Alamin based on Muhammadiyah school culture at Muhammadiyah Flagship Elementary School Lemahdadi. The interview methodology comprised both free interviews for general data collection and programmed interviews. Free interviews commenced as researchers entered the field and

were conducted with informants to obtain general data (Sugiyono, 2020). Triangulation was another method employed for data collection in this research. The chosen types of triangulation included source triangulation and technical triangulation. Source triangulation facilitated the comparison of interview results among informants and between informant interview data and document contents. This approach enhanced the objectivity of the data, considering its derivation from diverse sources (Pakpahan et al., 2022). Meanwhile, technique triangulation involved obtaining data from the same research subject using different techniques. This technique validated the data, contributing to robust and accountable research outcomes.

Data Analysis Technique

Data analysis in this research necessitated concurrent activities in processing data, particularly in qualitative analysis. The process involved simultaneous data collection, the formulation of viewpoints, and the presentation of reports. The analysis unfolded across three stages: reduction, presentation, and conclusion of data, which were seamlessly integrated, particularly concerning the phenomenon of Rahmatan values education Lil Alamin based on Muhammadiyah school culture at Muhammadiyah Flagship Elementary School Lemahdadi

Data reduction involved organizing and categorizing obtained data to simplify field notes. Researchers undertook this process by creating notes that facilitated drawing conclusions in the research. Subsequently, all conclusions derived from the data were continuously verified until optimal

results were achieved at the conclusion of the research. Repetition of data processing was essential, employing reduction and data presentation iteratively to refine and finalize conclusions perceived as incomplete (Creswell, 2015).

RESULT AND DISCUSSION

Education is a systematic and continuous process designed to mold individual character, knowledge, and skills. In accordance with the KBBI and National Education System Law No. 20 of 2003, education encompasses the alteration of attitudes, the cultivation of religious and moral values, and the development of personal potential (Pelawi et al., 2021). Additionally, education holds a crucial role in a country's development, serving as an investment in human resources that contributes to economic growth and enhances the quality of life for individuals and society. Thus, education has a very important role in the formation of individual character and competence, as well as in the development of a country (Sutarman et al., 2022).

The Islamic value of Rahmatan Lil Alamin

Rahmatan Lil Alamin Islamic value, rooted in the Qur'anic verse Surah Al-Anbiya verse 107, which reads, "And We did not send you (Muhammad), but to (be) a mercy to the universe" (Bachtiar, 2021). The coverage of these values includes aspects such as the recognition and complete surrender to Allah SWT as the Lord of the worlds (Hasanah et al., 2023),

encompassing belief in the oneness of Allah (Tawhid), prophethood and apostolate (Risala), as well as life after death (Afterlife) (Abidin, 2014).

Worship, a manifestation of recognition and submission to Allah, extends beyond ritualistic practices like prayer, fasting, zakat, and hajj to include all actions performed with sincere intentions for the sake of Allah, encompassing interactions with fellow humans and the environment (Musthofa, 2021). Furthermore, within the social aspect of muamalah, Rahmatan Lil Alamin Islamic values underscore civilized, fair, and empathetic behavior towards fellow humans and the environment. This involves ethical conduct in societal interactions, encompassing the maintenance of rights and obligations, the upholding of justice, and the practice of benevolence and sharing (Aziz, 2019). In the humanitarian aspect, Rahmatan Lil Alamin Islamic values uplift the dignity of human rights, asserting that every individual is equal and possesses rights that should be respected and treated with fairness. These rights encompass the right to life, freedom of religion, freedom of opinion, as well as social and economic rights (Putri & Arsika, 2022).

According to (Umar, 2020) Rahmatan Lil Alamin Islamic values encompass aspects of theology, worship, social interactions (muamalah), and humanity, which are interconnected and mutually influential in shaping individuals and a society characterized by nobility, justice, empathy, and care for others. This concept encourages Muslims to actively contribute to the construction of a just, harmonious, and compassionate society (Umar, 2020). According to the Directorate of KSKK Madrasah, within the

Directorate General of Islamic Education, Ministry of Religion of the Republic of Indonesia, Rahmatan Lil Alamin Islamic values, when applied in the realm of education, can be actualized through activity-based, problem-based learning, field learning, and collaborative learning among teachers. This involves identifying learning outcomes aligned with the dimensions, elements, sub-elements of the Pancasila Student Profile, and sub-values of the Rahmatan Student Profile Lil Alamin (Asrohah et al., 2022). The internalization of values from the Pancasila Student Profile in elementary schools is influenced by the school's culture. Achieving aspects of global diversity is facilitated through the ability to design education with a positive culture that aligns with the noble culture of the nation (Lubaba & Alfiansyah, 2022). Consequently, the design of school culture in elementary schools, guided by the Rahmatan concept Lil Alamin, should harmonize with the Rahmatan Student Profile Lil Alamin, ensuring compatibility with the noble culture of the nation and working towards the noble aspiration of cultivating a generation marked by global diversity.

Muhammadiyah School Culture

Muhammadiyah School Culture encompasses various aspects of education and is implemented in schools affiliated with Muhammadiyah (Nailasariy, 2020). This culture includes character-strengthening and superior programs (Andiarini, Arifin, & Nurabadi, 2018), aiming to shape students with noble character and exceptional competence (Wuryandani et al., 2014) (Nurjanah et al., 2020).

The Rahmatan Lil Alamin Islamic values education model is rooted in Muhammadiyah school culture, particularly at Muhammadiyah Flagship Elementary School.

Interviews with principals at Muhammadiyah Flagship Elementary Schools Lemahdadi Yogyakarta revealed that the Rahmatan Lil Alamin education model emphasizes character value strengthening through daily programs, including (1) obligatory and sunnah worship activities, such as the five midday prayers and Asr and sunnah prayers; (2) sunnah fasting on Monday and Thursday; (3) the activities of organizations such as Hizbul Wathan and Tapak Suci (Muallifin, 2023). Furthermore, there is also a leadership training program (Training Leadership) which aims to develop students' leadership skills, and a Market Day program which is held to train students in entrepreneurship and develop their creativity (Iqomatudin, 2023). Observations regarding obstacles in implementing culture-based character-strengthening programs at Muhammadiyah Schools identified challenges such as limited teacher salaries below regional minimum wage standards and a shortage of educational staff (Sutarman, 2023). To address these challenges, school leaders collaborate with Muhammadiyah Branch Leaders to enhance teacher welfare and augment educational staff (Muallifin, 2023).

Muhammadiyah's leading elementary school Lemahdadi Yogyakarta features a superior program supporting the cultivation of Rahmatan Lil Alamin values, incorporating tahfidzul Qur'an, and strengthening Arabic, English, and Javanese. The tahfidzul Qur'an program aims to deepen

students' memorization and understanding of the Qur'an, while language strengthening programs improve communication skills in Arabic, English, and Javanese for everyday life (Iqomatudin, 2023).

The Muhammadiyah School culture proves beneficial, fostering students with strong character, nobility, and outstanding competence. Through character-strengthening and superior programs, students are trained in worship practices, leadership development, entrepreneurship, and language proficiency in Arabic, English, and Javanese.

The Muhammadiyah School culture-based Character Strengthening Program at Muhammadiyah Leading Elementary Schools Lemahdadi Yogyakarta aligns with the theory that Muhammadiyah School culture is a holistic educational approach, not solely focused on academics but also emphasizing character development and the enhancement of student competencies (Widodo, 2018). Consequently, this culture plays a pivotal role in shaping a young generation characterized by integrity, competitiveness, and positive contributions to society.

Rahmatan Lil Alamin Islamic values with Muhammadiyah School culture

Rahmatan Lil Alamin Islamic values constitute a conceptual framework encompassing Islamic principles that prioritize mercy for all of nature (Hefni, 2017). Muhammadiyah School Culture, on the other hand, represents the practical implementation of Rahmatan Lil Alamin Islamic values within the educational context of schools affiliated with Muhammadiyah (Sutarman, Tjahjono, & Tasman, 2017).

This culture seamlessly integrates the Islamic values of *Rahmatan Lil Alamin* into daily activities at the school (Sutarman, Tjahjono, Masduki, & Santosa, 2020). One notable aspect of Muhammadiyah School Culture related to *Rahmatan Lil Alamin* Islamic values is the character-strengthening program. This program includes mandatory daily worship activities, such as the five daily prayers and Monday sunnah fasting on Thursday, with the goal of cultivating students' spiritual and moral awareness. Additionally, the participation in organizations like Hizbul Wathan and Tapak Suci is integral to this program, fostering student leadership and discipline. According to (Mufti & Widodo, 2021) and (Baedhowi et al., 2017), the implementation of educational programs at Muhammadiyah, including the school culture that combines the Curriculum of the Ministry of Education and Culture, the Ministry of Religion, and the PP Muhammadiyah Education and Basic Education Council, emphasizes the integration of *Rahmatan Lil Alamin* Islamic values.

Furthermore, Muhammadiyah School Culture features superior programs that align with the Islamic values of *Rahmatan Lil Alamin*. The *tahfidzul Qur'an* program and the strengthening of Arabic, English, and Javanese are the focal points of these programs. The *tahfidzul Qur'an* program seeks to instill a profound memorization and understanding of the Qur'an, while language strengthening aims to enhance students' communication skills and understanding of these languages.

The integration of *Rahmatan Lil Alamin* Islamic values into Muhammadiyah School Culture aspires to nurture students into individuals

characterized by noble virtues, integrity, and positive contributions to society. This comprehensive approach includes aspects of spirituality, morality, leadership, and language, collectively shaping students' character and developing their competencies. In this study, Rahmatan Lil Alamin Islamic values serve as the foundational principles guiding the culture of Muhammadiyah School, combining religious teachings, character development, and competency enhancement in education to create an environment oriented toward grace, justice, and excellence.

Rahmatan lil Alamin Islamic Value Education Model based on Muhammadiyah School Culture

The implementation of Rahmatan Lil Alamin Islamic values in Muhammadiyah School culture yields significant results, effectively addressing the research problem. This article successfully elucidates how the Islamic concept of Rahmatan Lil Alamin serves as the foundational principle for shaping the culture in Muhammadiyah-affiliated schools. The analysis underscores that the application of these values extends beyond theological aspects, encompassing character-strengthening and superior programs. This holistic approach to education incorporates spiritual, moral, leadership, and linguistic dimensions, aligning with the Islamic principles of Rahmatan Lil Alamin.

Apart from that, the results of this research also have significant theoretical and practical benefits. The theoretical contributions of this article are noteworthy, advancing our understanding of how education can serve as a vehicle for promoting the Islamic values of Rahmatan Lil Alamin,

a concept emphasizing mercy for all of nature. It offers insights into how Islamic education can play a pivotal role in molding students' character and enhancing their competencies within the framework of school culture. Practically, the research results provide valuable guidance for educational institutions, especially those affiliated with Muhammadiyah, in crafting educational programs that seamlessly integrate the Islamic values of Rahmatan Lil Alamin. Consequently, these findings hold the potential to enhance the quality of Islamic education, fostering an orientation toward mercy, justice, and excellence.

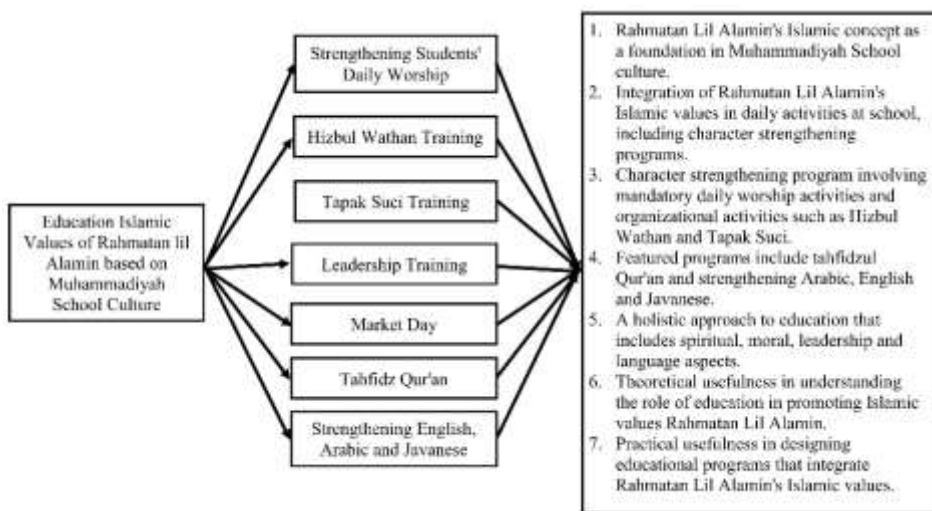


Figure 1. Research findings:

Figure 1 visually summarizes the main findings unveiled in the research article, encapsulating key aspects such as the cultural foundation of Muhammadiyah Schools rooted in the Islamic concept of Rahmatan Lil Alamin, the integration of these values in daily school activities, the implementation of character-strengthening and superior programs, the

holistic nature of educational approaches, as well as the theoretical and practical benefits derived from the research.

CONCLUSION

In conclusion, the Rahmatan Lil Alamin Islamic values education model, implemented within the Muhammadiyah school culture at the Muhammadiyah Flagship Elementary School, has yielded positive outcomes by enhancing students' understanding and awareness of humanist, tolerant, and friendly Islamic values. The effective instillation of these values has been achieved through the teacher's exemplary role, seamless integration into school culture, and participation in religious activities.

This research underscores the significance of adopting a holistic educational approach that extends beyond mere academic pursuits, emphasizing the shaping of students' character with the principles of goodness and friendship inherent in Islam. The study reinforces the pivotal role of educational institutions in fostering rahmatan lil nature values, contributing to the creation of an inclusive and harmonious environment.

The educational approach based on Rahmatan Lil Alamin Islamic values holds promise in strengthening the understanding of tolerance and simplicity within Islam, addressing the challenges posed by an increasingly complex society. Within the realm of Islamic education, this research offers valuable insights into how teaching can be centered on the concept of rahmatan lil nature, fostering an environment that embraces the diversity of cultures and perspectives in society. In conclusion, Rahmatan Lil Alamin

Islamic values emerge as a vital component of education, playing a pivotal role in shaping students' character and promoting peace and harmony within society.

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AUTHOR CONTRIBUTIONS STATEMENT

P.: Administration. S.: Research framework designer, data collector, and reference. M.R.K.: Administrative assistant. S.: Research supervisor. K.H.: Editorial team.

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