

The Role of Muhammadiyah 2 Sumberrejo High School Educational Institutions in Responding to Global Challenges

Moch. Choirul Umam¹

ABSTRACT

This article examines the strategic role of SMA Muhammadiyah 2 Sumberrejo in responding to global challenges through educational innovation and strengthening Islamic values. Using a qualitative approach and case study methods, the study found that the school is integrating 21st century learning, such as Project-Based Learning and digital literacy, into its curriculum. In addition, strengthening Islamic character is carried out through routine programs such as tahfidz, cults, and social activities. The school also establishes international networks through virtual student exchange programs and global classroom collaborations. The findings show that the combination of innovation, Islamic values, and openness to the outside world makes SMA Muhammadiyah 2 Sumberrejo an adaptive institution that is ready to compete at the global level, without losing its identity and cultural roots.

Keywords: education, global challenges, Islamic character

1 Introduction

Education is a process that aims to improve a person's knowledge, including in terms of mastery of theory and the ability to make decisions related to various problems in an effort to achieve goals. Education plays an important role in shaping the future of society, by equipping individuals with the skills and knowledge needed to be able to adapt to the times (Syaiful Bahri Et Al.,2024).

Globalization has brought major changes in various aspects of life, including the world of education. Schools are required to adapt to the changing times, bring innovation, and equip students with 21st century skills(Bakhri, 2018).

As part of the national education system, Islamic education is currently facing new challenges that arise as a result of the dynamics of the times in the era of globalization(Siregar, 2021).

Muhammadiyah is one of the major Islamic organizations that has a significant contribution to the world of education. However, technological advances in the digital era present various new challenges that have never been faced before.

SMA Muhammadiyah 2 Sumberrejo as part of the Muhammadiyah education network has a great responsibility in answering this challenge, while maintaining the Islamic values that are the basis of Muhammadiyah education (Anshori, 2021).

This research aims to examine in depth the role of the educational institution of SMA Muhammadiyah 2 Sumberrejo in facing global challenges, as well as identify the strategy and implementation of the flagship programs carried out.

2 Literature Review

1. Muhammadiyah Education Muhammadiyah as a religious organization has a long history in the world of Indonesian education. Muhammadiyah education prioritizes the integration between

¹Universitas Muhammadiyah Malang

*Alamat korespondensi: choirulipmalikhwan@gmail.com

science and Islamic values.

2. Global Challenges in Education Global challenges include technological developments, global economic competition, socio-cultural changes, to issues such as the environment and diversity. Schools need to develop curricula that are relevant and responsive to these challenges.
3. 21st Century Education The characteristics of 21st century education include critical thinking skills, collaboration, communication, creativity, and digital literacy. Learning is no longer one-way, but student-centered.

3 Research Methods

This study uses a descriptive qualitative approach with a case study method. Data was obtained through in-depth interviews with school principals, teachers, students, as well as observation and documentation studies at SMA Muhammadiyah 2 Sumberrejo.

4 Results and Discussion

1. Vision and Mission of a School Responsive to Global Challenges

Relevance and responsiveness are important principles in curriculum development. The curriculum needs to be prepared to be in line with the demands of the times, present the latest materials, keep up with the development of science and technology, and adjust to the needs of society and the world of work (Halim Et Al., 2024).

The school's vision is "Excelling in Achievements, Based on Faith and Taqwa and Ready to Face Global Competition". This vision is implemented in various academic and non-academic programs.

2. Strengthening Islamic Character and Values

Through tahfidz programs, daily cults, as well as the habit of congregational prayers and social activities, schools form the character of students who have noble character and care for the surrounding environment.

3. Curriculum Innovation and Learning Methods

In order to maintain the relevance of Islamic education to the needs of modern society, adjustments to the times are needed. This challenge includes the integration of Islamic values and the advancement of science and technology, in order to open up opportunities for Muhammadiyah students to be able to compete at the national and global levels (Assegaf, 2019).

SMA Muhammadiyah 2 Sumberrejo has adopted Project-Based Learning, STEM development, and the use of digital platforms such as Google Classroom and Learning Management System.

4. Global Collaboration and Networking

The school collaborates with foreign agencies through virtual student exchange programs and international class collaborations. In addition, participation in international competitions and conferences is a tangible proof of global engagement.

The use of the internet in learning activities allows students to connect with experts in specific fields as well as broaden their horizons. Various applications have been used in the learning process, ranging from practice questions, providing documents, to supporting various other learning activities (Siti Nur Anissa Et Al., 2024).

5. Teacher Empowerment and Human Resources Strengthening

Continuous training for teachers is carried out regularly, both in mastering educational technology and innovative pedagogic approaches, in order to answer the needs of the times.

5 Conclusion

SMA Muhammadiyah 2 Sumberrejo shows a strong commitment in facing global challenges by integrating Islamic values, educational innovation, and international collaboration. The school responds to the dynamics of globalization by implementing a 21st-century needs-based curriculum, such as project-based learning, digital technology integration, and strengthening Islamic character. Programs such as tahfidz, worship habituation, as well as STEM-based collaborative learning and digital technology show the school's readiness to produce highly competitive graduates who still adhere to faith values. In addition, cooperation with foreign institutions and teacher training continuously affirms the school's proactive strategy in equipping students with global insights without losing local identity and Islam. With this approach, SMA Muhammadiyah 2 Sumberrejo not only plays a role as an educational institution, but also as an agent of adaptive and visionary social transformation.

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