

Ikatan Mahasiswa Muhammadiyah (IMM) Cadre Development Program Strategy in Forming a Responsible Attitude Towards Its Cadres

1stAlvin¹, 2ndUmmah Karimah², 3rdAyuhan³, 4thRusjdy S. Arifin

^{1,2,3,4}Universitas Muhammadiyah Jakarta, Indonesia

Corresponding Author:

Ummah Karimah

Universitas Muhammadiyah Jakarta, Indonesia (Jl. KH. Ahmad Dahlan Cirendeu South Tangerang
Indonesia)

e-mail: ummah.karimah@umj.ac.id

ARTICLE INFORMATION	ABSTRACT
Article History: Received, 25-08-2024 Accepted, 09-10-2024 Published, 07-12-2024	<i>An attitude of responsibility as the mental attitude and behavior of an individual or group that reflects an awareness of a moral or legal obligation to act ethically, responsibly, and consider the consequences of their actions or decisions. To form an attitude of responsibility, many things can be presented such as a cadre program. The main purpose of this program is to educate, train, and prepare qualified individuals to be able to take on certain leadership roles or responsibilities in the future. The purpose of this research is to find out about how the IMM cadre program strategy in shaping the attitude of responsibility to its cadres, the approach used in this research is descriptive qualitative with case study method. Sources of data were obtained through interviews with the IMM FAI UMJ Commissariat Leadership Board and IMM FAI UMJ Batch 2023 Cadres, Observations made related to the cadre program carried out, Documentation related to this research data. The results of this study indicate that the IMM cadre program strategy in shaping the attitude of responsibility to its cadres by analyzing the Commissariat Leadership as a cadre program strategy in shaping the attitude of responsibility of IMM cadres.</i>
Keywords: <i>IMM; Cadre; Responsibility</i>	

INTRODUCTION

The involvement of moral and ethical values is an indicator of the formation of social interactions, of course this is a personal readiness to face and adapt in the social environment. Independence, self-awareness, emotional management, and communication skills are the main components in carrying out social interactions and taking decisions and actions. Therefore, everything must be accounted for. Responsibility is certainly not only attached to individuals in the context of the social environment, it is also attached to all other elements of society, this can be said to be social responsibility which includes active involvement in a group or organization such as running work programs within the organization collectively, respecting existing rules and norms, and building a healthy work environment (Daniel Goelman, 1995).

Every soul will be held accountable before Allah for the knowledge it possesses. Either it will be saved or it will perish, except for the righteous, those whose deeds are recorded from the right side, they are the believers. They do not burden their souls with sin, they have saved

their souls with various good deeds. As Allah SWT says in the Qur'an, namely: Everyone is responsible for what he has done. (QS. Al-Muddatsir [74:38])

In higher education, an academic such as a student has become a common thing to deal with research and publications (John W. Creswell, 2014), of course in the research and publications carried out, a student must be able to take responsibility for the research and publication. Therefore, the ability to think such as analyzing, processing data, and describing something becomes the main point for making decisions and actions.

As a student, having wisdom in thinking to make decisions and actions is a crucial concept in the context of higher education, armed with wisdom in thinking a student will be able to critically evaluate the information received, consider all factors, make rational and responsible decisions (Dewanto Tjahjono, 2017).

Based on several studies on responsibility, in this context students also have individual and social responsibilities, where the concept of responsibility in students can be seen clearly. Generally, individual responsibilities include completing the education being pursued, and social responsibility for students is the implementation of the results of taking education and building harmonious relationships in society or campus organizations. The phenomenon that has occurred since the last few years until now is that students often close their eyes to evaluate their negligence, especially in carrying out their personal obligations or social obligations, finally many of the students are affected by their negligence. The impact that occurs can be said to be such as low grades or decreased Personal Branding on public trust (Ahmad Hadiwijono, 2009).

The view of some research results on organizations is that some students consciously leave their main obligation, namely studying. Indeed, an organizational institution on campus does not have regulations governing "the main priority of students is to organize", in essence the organization is a place to support students' interests and talents (Hong Yu Wang & Li Fang Zhang, 2020). of course this should have become common knowledge and basic for students who want to follow or are running it.

If you look closely at the Association Cadre System and Tanfidz of the Muhammadiyah Student Association, it has an important role in shaping the attitude of responsibility of students, especially at the Faculty of Islamic Religion, Muhammadiyah University Jakarta. IMM itself moves and focuses on the fields of religion, student affairs and society in achieving the goals of Muhammadiyah. As an organization under Muhammadiyah, IMM is present as a place to develop potential in terms of academic, intellectual, and leadership. Of course, this includes integrity, honesty, simplicity, and concern for others as part of the moral responsibility carried by each cadre. IMM cadres have an obligation to high awareness of the importance of formal and non-formal education as the main foundation in self-development and preparation for entering the world of work or academic careers. IMM cadres have a responsibility in empowering other students, both in terms of academic and social activities. They take on the role of a coach in the process of education and self-development in accordance with Muhammadiyah values (Central Leadership Council of the Muhammadiyah Student Association, 2021).

METHOD

This research was conducted to find out the extent to which IMM has an impact on shaping the attitude of responsibility, after the research was carried out describing the research findings with a qualitative approach to reveal the data in the field, and connecting the causes and effects that occurred during the research with the aim of obtaining a picture of the reality of the attitude of

responsibility. Researchers made initial observations to ask about licensing and received a positive response.

The research method used in this research is descriptive research method with a qualitative approach. Descriptive research is also research conducted with the main objective of providing an objective picture or description of a situation (Dini Silvi Purnia, 2020)." This qualitative research was taken because researchers try to examine social phenomena in a situation that takes place naturally or naturally, and not a controlled situation.

There are several considerations when researchers choose this qualitative approach as their research approach. First, because the qualitative approach can explain and present complex circumstances. Second, with this approach, it is possible to gain a deeper understanding of students' experiences in learning Islam. Third, the focus of the research is to collect data that is closely related to the strategy of Islamic religious education teachers in providing prayer practice learning for blind students in the form of data as it is when the research is conducted.

The data of this research is interview information from the cadres of the Muhammadiyah Student Association of the Faculty of Islamic Religion, Muhammadiyah University of Jakarta, then using references from several books and journals. The source of the research data came from the cadres of the Muhammadiyah Student Association of the Faculty of Islamic Religion, Muhammadiyah University of Jakarta.

Primary data is data from direct interviews with Difa Darussalam Al-latief, Khairul Husni Khaliq, and Kevin Dilly Junior as the commissariat leadership body and Ibeth Fathurrahman as IMM cadre class of 2023. Secondary data are journals, e-books, printed books, magazines, interview results (STEI Inisonesia, 2017).

Field research, to obtain data and information, the author goes directly to the object of research, namely the institution under study, using the following data collection techniques: Interview, Observation and Documentation data.

RESULTS AND DISCUSSION

Based on the findings of researcher interviews conducted with Difa as Chairperson, Khairul Husni Khaliq as head of the organizational field, Kevin Dilly Junior as Head of Cadre, and cadres of the Muhammadiyah Student Association, Faculty of Islamic Religion, Muhammadiyah University Jakarta. That the issue of the cadre program strategy is influential in how cadres get learning through the cadre program that is presented to form an attitude of responsibility.

Researchers have question indicators in a question that has been formulated which includes the form of the cadre program strategy, cadre understanding of the assigned tasks, evaluation of the cadre program, modeling of responsibility attitudes in seniors and instructors about responsibility attitudes, and data or testimonials that show improvement in responsibility behavior. Researchers obtained data findings as follows:

a. Form of Cadre Program Strategy

The form of strategy is a basis for implementing the cadre program, Difa Darussalam as chairman of PK. IMM FAI UMJ stated that:

"As leaders of the commissariat, we have a strategy in every cadre program, one of the strategies we do in developing the attitude of responsibility of cadres is to give any role / task to cadres in every imm activity."

Likewise conveyed by Khoirul Husni Khaliq as Head of Organization as follows: "First there is the name Grand Design, which in the formation of this grand design we start from the problems that are present in the cadres, after studying the existing problems we will know

what treatment is good to use, maybe one of the ways we can use to shape the attitude of responsibility of cadres is to hold a village development committee agenda which will be held on July 20."

Likewise, what was conveyed by Kevin Dilly Junior as the Head of Cadre as follows:

"When designing a cadre strategy, we usually look at the needs of cadres, if a small example of a cadre strategy to form an attitude of responsibility, we usually organize activities such as studies, for example, where these cadres will be asked to become moderators, lighters, or even presenters, which is the responsibility we give them."

Likewise conveyed by Ibeth Fathurrahman as a cadre of IMM class 2023 as follows:

"Of course, the IMM FAI cadre program makes me responsible, because every program that is presented is not individual but collegial. For example, cadre studies, we are made in groups, each person has their own duties, some are looking for material for the contents of the study, some are moderators, etc. From such examples, we are required to be responsible."

Based on the results of these interviews, it can be concluded that the use of cadre program strategies has a positive impact on the formation of cadres' responsible attitudes. In this context, it can be seen in how the cadre study activities in which each cadre has their respective responsibilities in completing their duties to conduct studies at a predetermined date and time.

b. Cadres' understanding of the tasks assigned

Understanding or philosophical framework about the attitude of responsibility in cadres becomes a foundation in strengthening character in each individual cadre, as conveyed by Difa Darussalam Al-Latief as Chairman of PK. IMM FAI UMJ as follows:

"By conducting research first, then formulating the objectives and designing methods that are integrated into imm ideology on how the designed program can be applied to the cadres."

Likewise, what was also conveyed by Khairul Husni Khaliq as Head of Organization as follows:

"We take an example from the RTL of new cadres, there is one of the RTL of new cadres, namely wearing an alma mater for three months, the alma mater is used when going to campus only, when they finish dad they form a joint commitment to remind each other, later if there are cadres who don't bring almet or don't wear almet they will remind each other, that is the implementation of the cadre program which also forms an attitude of responsibility in my opinion."

Likewise, what was conveyed by Kevin Dilly Junior as Head of Cadre as follows: "For the implementation of the cadre program itself, usually we as BPH give full mandate to the cadre without exceeding the limits of this cadre's ability."

This was also conveyed by Ibeth Fathurrahman as a cadre of imm Batch 2023 as follows:

"In my opinion, it is in the book reading activity with ties, at that time we were invited to the Bogor Botanical Garden, there we were invited to read books as well as discuss the books we read, from my point of view, by reading books as well as discussions it is our responsibility as students or educated people."

Based on the results of interviews that have been obtained from the interviewees, it can be concluded that the use of appropriate strategies is able to influence the mindset of cadres about the importance of an attitude of responsibility, as stated above that the cadre program emphasizes that the cadres are responsible for themselves by doing learning activities, because learning is one of the obligations both as Muslims or as students who are considered academics.

c. Evaluation in Cadre Activities

Evaluation is an important concept in seeing the developments that occur when the cadre program is implemented, in this context the researcher wants to know how the evaluation of activities in shaping the attitude of responsibility of its cadres during implementation and after participating in the IMM FAI UMJ Cadre Program, as conveyed by Difa Darussalam al latief as Chairperson of PK. IMM FAI UMJ as follows:

"Evaluation during implementation is usually done by asking about the progress of the activity and then correcting it if there is something wrong, while after the event is usually done by creating a forum and asking about divisional constraints, relationships between divisions, communication and coordination of each individual."

Likewise conveyed by Khoirul Husni Khaliq as Head of Organization as follows: "by directly reprimanding and giving assertiveness and there is an assessment in improving cadres in terms of their intellect and attitude."

Likewise, what was conveyed by Kevin Dilly Junior as the Head of Cadre as follows:

"For evaluations about cadres, we usually have the views of each BPH individual, from all of these views we present in the BPH internal meeting forum, about what the track record of this cadre is."

This was also conveyed by Ibeth Fathurrahman as a cadre of imm Batch 2023 as follows:

"Like the agenda that I am currently following, namely village development activities, I think as a student I have a responsibility to the community regarding education, because it is in accordance with my study program, namely PAI and I think this is my responsibility too."

Based on the results of the interview above, it shows that there is a structured approach in evaluating and developing cadres and student social responsibility. Evaluation of activities is carried out directly to monitor and correct immediately. Post- event evaluation is carried out through internal forums to overcome obstacles in divisions, relationships between divisions, and individual coordination. Evaluation of cadres includes intellectual and attitudinal aspects with direct reprimand and structured assessment. Views on cadres are conveyed in internal meetings for transparency. As PAI students, respondents feel responsible for community education through activities such as village development, reflecting a commitment to self-development and social service.

d. Modeling Responsibility Attitudes by Seniors on the Values of Responsibility.

In this context, researchers want to know how the role of seniors and instructors in providing examples in this Cadre Program in shaping attitudes of responsibility among new IMM FAI UMJ cadres, as conveyed by Difa Darussalam Al latief as Chairperson of PK. IMM FAI UMJ as follows:

"The role of seniors is to show exemplary behavior in attending lectures, doing assignments and sharing with cadres about being an IMM cadre."

Likewise conveyed by Khairul Husni Khaliq as Head of Organization as follows: "Because seniority doesn't apply in imm, we usually involve seniors and instructors in the agenda so that they can provide motivation to learn as well as a rule model."

Likewise, what was conveyed by Kevin Dilly Junior as the Head of Cadre as follows:

"For issues regarding seniors and instructors, we usually give them a stage in the cadre, for example, there are study presenters where when the study forum takes place there must be questions about the material being studied, now from there the seniors and instructors must be able to answer questions asked by cadres, meaning that if seniors are able to answer these questions, it means that seniors and instructors are responsible for the material that has been provided, like a teacher."

Based on the results of the interviews above, this highlights the importance of the role of seniors and instructors in IMM as role models who provide examples in lecture activities, assignments, and sharing to cadres. In IMM, seniority does not apply; instead, seniors and instructors are involved in providing motivation and being role models for cadres. They are also given a platform to contribute to the cadre, such as being presenters in studies, where their ability to answer cadres' questions is an indication of their responsibility for the material taught, just like a teacher.

e.Data or Testimonials Showing Improvement in Responsibility Behavior.

In this context, the researcher wants to know about the description of the growth of the attitude of responsibility, so the researcher asks how the Commissariat Leader provides an example in the Cadre Program in the process of forming an attitude of responsibility in its cadres, Difa Darussalam Al latief as Chairperson of PK. IMM FAI UMJ stated as follows:

"By attending lectures well, doing assignments on time, time discipline in every activity and trying to be professional in the field that is mandated."

Likewise conveyed by Khairul Husni Khaliq as Head of Organization as follows: "Speak politely, be civilized, and look neat to reflect positive values to everyone, moreover, usually we as BPH open wide doors to become a forum for cadres who have problems or just want to discuss."

Likewise, what was conveyed by Kevin Dilly Junior as the Head of Cadre as follows:

"One of the examples we give to our own cadres is by attending lectures on time, performing the 5 daily prayers, etc. in a positive direction."

This was also conveyed by Ibeth Fathurrahman as a cadre of the Class of 2023 as follows:

"An example is with the cadre study program, because in the cadre study it is divided into several groups. why can it cause my sense of responsibility, because if I don't help my friends to find material indirectly I don't have a sense of responsibility, therefore I am always present to help my groupmates."

Based on the results of the interview above, it shows that the importance of discipline in lectures and daily life, as well as the values of courtesy and responsibility in inspiring IMM cadres. The cadre study program is a means to strengthen the sense of responsibility and collaboration between group members, encouraging active participation in self-development and community service.

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Based on the results of the study, the selection and adjustment of the cadre program as a form of Commissariat Leadership strategy in shaping the attitude of responsibility of IMM cadres. Before realizing the cadre program, the Commissariat Leaders have methods and approaches such as analyzing the needs, conditions and characters of the cadres first, in this context the cadre program will be adjusted based on the aspects that have been obtained by the commissariat leaders through their analysis of the cadres. Flexibility in the cadre program is the key to success in the cadre program that will be implemented.

This is reinforced through the opinion of James McMillan and Sally Schumacher in his book, *Research in Education: Evidence-Based Inquiry*. To determine a strategy and plan, many things can be done, one of which is the use of methods, evidence-based inquiry is the basis for developing a strategy.

This is relevant to the statement of Robert J. Mazarno and Debra J, Pickering in his book which states that basically the method has the advantage of consistent use with fixed results, this is fairly important in the context of scientific or management research where accuracy and consistency are important for the validity and success of a process.

This is reinforced by Stephen D. Brookfield in his book which states that in a life that continues to develop methods are often used in various contexts, such as research methods which include experiments, surveys, and case studies to obtain and analyze data systematically. In the context of teaching, teaching methods are used to facilitate students in learning and student skills. Methods have a very flexible nature, because methods can be used in various contexts.

Based on the explanation above, it can be concluded that flexibility in determining strategies through the right methods and approaches results in success, which in turn all activities that have been prepared based on the results of the analysis used can minimize failure, minimize refraction and have an overview of the results or expectations.

CONCLUSION

Based on the results of research that has been conducted by researchers regarding the Muhammadiyah Student Association (IMM) Cadre Development Program Strategy in Forming a Responsible Attitude Towards Its Cadres. Thus the researcher can take and put forward a conclusion to this research as follows:

The form of strategy used in the cadre program shows a high level of flexibility, this occurs through an application of methods and approaches taken by the leadership of the commissariat in analyzing its cadres in terms of their needs, conditions, and characters. In the end, the strategy used by the leadership of the commissariat results in a cadre program that can adjust the capacity of the cadres.

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