THE HISTORY OF THE DEVELOPMENT OF SD MUHAMMADIYAH KAUMAN YOGYAKARTA FROM 1980 TO 2015

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Abstract

The purpose of the research is to reveal (1) the historical background of SD Muhammadiyah Kauman, (2) the development of SD Muhammadiyah Kauman from 1980 to 2015, and (3) the learning model which is applied at SD Muhammadiyah Kauman. This research used the historical research method focusing more on the development of the history SD Muhammadiyah Kauman Yogyakarta from 1980 to 2015. There were five steps in this study: choosing topics, heuristics, primary source, secondary sources and critical resources when collecting the data. The techniques of collecting data are interview, documentation, observation, books and literature study. The result of this research shows that SD Muhammadiyah Kauman after the collaboration with SD Muhammadiyah Sapen makes good progress in administration of school, an increase of the number of students, and infrastructure of the school which gets better than before. The development of quality and quantity of students from year to year. The other result is the model of learning which is applied at SD Muhammadiyah Kauman is accordance with the needs of IPTEK, model of learning through playing, observation, and discussion between the teacher and the students, and to find ideas of student himself through reading books in the school library.

Keywords: Education, the school of Muhammadiyah, curriculum

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Introduction

Indonesia has an interesting phenomenal history to discover.There are many historical figures who have played an important role in the development of world education. One of the figures who devoted himself to promote Islamic education and modern education, is called K.H. Ahmad Dahlan. He established organization of Islam. One of its motivation is sympathy to many Indoenesia citizens. One of the purpose of stand for Muhammadiyah is development of education by K.H. Ahmad Dahlan. He was born in the village of Kauman, Yogyakarta, in 1868 and his child name is Muhammad Darwis. His father is K.H. Abubakar who is a large mosque preacher of sultanate, his mother is called Siti Aminah, daughter of K.H.Ibrahim who is a prince of sultanate Yogyakarta. So Muhammad Darwis descend from his father as well as his mother descend from educated heredity (Musthafa & Darban, 2005).

Since childhood Muhammad Dervish has been pursued by the Islamic-based education. It is also based on the assumption in society at the time kauman, there was a general opnion that he who wants to go to government school is assumed unbeliever. Soat his age to start school, Muhammad Darwis was teached Al-Qur'an as well as the basics of religious by his father. Muhammad Darwis also studied the two sister-in-law alone who is called K.H. Muhammad Shaleh dan K.H. Muhsin (Musthafa & Darban, 2000). On progress, Muhammad Darwis known like K.H. Ahmad Dahlan has done many changed in world education, especially education of Islam at Yogyakarta. When free-time from the duty of Great Mosque Khatib, K.H. Ahmad Dahlan worked as profession of batik cloth merchant and he always visitedecclesiastic and talk over what is the cause of decline Muslims. Meanwhile, the Catholic mission and Christian Zending have built schools met de Bijbel at about 1892 (Musthafa & Darban, 2000).

Initially, K.H Ahmad Dahlan became the member of Budi Utomo and he was accepted by Dr. Wahidin Sudirohusodo. K.H. Ahmad Dahlan became spiritual spray filler member of Budi Utomo. With the permission of Dr. Wahidin Sudirohusodo, K.H. Ahmad Dahlanwas allowed for teaching religion of Islam to the students of public school Kweekschool at Jetis, Yogyakarta. Saturday afternoon with method of inductive, scientific, naqliah, and question and answer and also on every Saturday evening the students were accepted to deepen the understanding of Islam in his house. Then K.H Ahmad Dahlan want to have the own school at Kauman to teach general science and religion (Musthafa & Darban, 2000).

Before K.H Ahmad Dahlan owned school at Kauman, on November 18, 1912 *Persyarikatan Muhammadiyah* was established. *Muhammadiyah* as a pilot in the development of education in Indonesia which already developed from education of kindergarten to university.

Among *Muhammadiyah* schools, one of the famous school is *SD Muhammadiyah Kauman* in 1918. SD Muhammadiyah Yogyakarta Kauman is then explored in this study on the history and development.

Temporal limitation in this thesis is from 1980 to 2015, because in 1980 *SD Muhammadiyah Kauman* has become SD main for other of SD Muhammadiyah. In 1980, *SD Muhammadiyah Kauman*. *SD Kauman Muhammadiyah* has gained charter of public schools by decree of the Head of Education and Province Culture Yogyakarta,

No.2523/P&K/Pend/ 1980. Initially, this school name is *Pawiyatan Wanita* , because its performance is quite good. So government gave the award.

SD Kauman Muhammadiyah has gained accreditation "A" in 2011. This is not out of the existence of a system repair and management school which had started well ordered until today.By obtaining this accreditation,then the public's view of *SD Muhammadiyah Kauman* will be better as well as the interest of the community to send their children to *SD Kauman Muhammadiyah* will be many more.

This research has some definitions and theoretical support of this study. Among main opinions that discuss about the history to know first the understanding of history. Understanding history as presented by Sulasman (2013) state that history is called *sejarah* is defined as *"the development of everything in time"*. It is clear that the historical discussion concerning matters in the past. In dictionary of English language, explains that history is "*events in the past*" or events in the past.From the description, understanding the historical terminology glance from definition of English language means all events or events that occurred in the past.

Pranoto (2010) explains that history also studied the history of uniqueness because of time and space always distinguished and makes human social activity to be unique. It show historical events which are memorable in unique event because it covers events and past events at the particular time and place that distinctive or unique different with other events. The most obvious example is *SD Muhammadiyah Kauman* is established by K.H Ahmad Dahlan at 1923. It is most clear is the

establishment of the incident still occurred in 1923 could not possibly happen again.

Another explanation presented by R.M.Ali in Aman's book(2011)explains that history implies that refers to things: changes, events and events in the reality around us; 2) the story of changes, incidents and events that reality; 3) science in charge of investigating the changes, events and events that are the reality.

> History discuss about the community in term of time, so history is the science about the time. What does it discuss about the time? In the time happen 4 things the four issues, namely (1) the development, (2) sustainability, (3) the repetition, and (4) changes.

The first of thing in quotation above, the development means changing from simple condition to standard that is more modern. The development happens when successively moving society from a shape to other shape.Generally people will develop from simple to more complex forms.

From idea of Kuntowijoyo, historical development of the most obvious at SD Muhammadiyah Kauman is first example ofdevelopment SD Muhammadiyah Kauman. Intitally, SD Muhammadiyah Kauman buildinga as facilities, infrastructure isn't enough completed. For example at first benches, tables and blackboards can be used. At this time each class has installed projector, white board, medicines, fan, one table two chairs for two children, class data boards, cabinets school books in every class. Second example is since the establishment of SD Muhammadiyah Yogyakarta Kauman has developed quite rapidly, so in the academic year 1979/1980 it was awarded the first parent SD at Province of Yogyakarta.

Therefore it can be clearly seen that the SD Muhammadiyah Kauman has developed both physically and in terms of school management. Extra teaching staff, support facilities, facilities and infrastructure that must be added, all of which aim to promote the quality of schools.

Second, continuity happens when the certain number of people only make adoption of old institution. For example at this time education system in Indonesia imitated as school of Muhammadiyah that at general schools were put into religious lesson and established Islam schools that was given general lesson. Because the system was already applied by K.H. Ahmad Dahlan in *Muhammadiyah's* school at that time.

Third, the repetition occurs when the events that have occurred in the past happen again. For example, parade welcoming the holy month of Ramadan at*SD Muhammadiyah Kauman.* SD Muhammadiyah Kauman tries to invite to welcome the holy month full of grace, hold a march around the neighborhood around the school, using attributes Muslims, bring a themed writing Songsong Ramadan and invitation to worship in the month of Ramadan. The idea came originally when each upcoming month of Ramadan, children's school holidays. So the school took starting to invite all students to march under Ramadan songs in 1990. Until now, Ramadan parade activitieshas the same essence because be held in every years. Certainly march organized today is more festive because many innovations that development. This phenomenon becomes one example of history repeating itself do at *SD Muhammadiyah Kauman* to hold a march welcoming the holy month of Ramadan in every years (Sumber informasi wawancara dengan pak Dayat : wakasek).

Fourth, changing happens when people experience the same shift with the development. But the argument is a large-scale development and in a relatively short time.The most obvious example changing ideas of K.H. Ahmad Dahlan concerning with System education of Indonesia. His idea is religious sciences and general teaching of sciences included in curriculum of *Muhammadiyah* so that students shouldhave a balanced good knowledge based on knowledge-based religion or science-based knowledge.

If we want to know about the theory of history, we must pay attention on understanding the theory of history described by Kuntowijoyo (2003, p. Xvii) as follows:

> Theory of history are the basics of the science of history (critical philosophy of history), what kind of History, how can the past know, how forms of knowledge that, if it could be people writing history objectively, whether the explanation of the history of it, whether causality in history, and whether there is or historical determinism was open.

From the description, it can be understood that in learning about the history researcher must pay attention to the criteria that are important related to how it is possible the past or the event known. In this case the need to search the actual about the incident. Furthermore, the objectivity of the writing of history is important to note in the sense that history has no partiality. Hereafter, it is relate to explanations of the historical events complete and fortunate. Causality history is also important in the theory of history related tocause and effect of causal events. Latest theory of history should pay attention

whether it has a history of determination or particular importance or the event presented openly.

This study discusses the historical development of SD Muhammadiyah kauman from 1980 to 2015. In addition to knowing the explanation concerning about the definitions and theoretical, the later history needs to know, the explanation of Kemuhammadiyahan as a base ideology is used by *SD Muhammadiyah Kauman.*

The word "*Muhammadiyah*" literally means "*pengikut Nabi Muhammad*" (Nashir, 2010).*Muhammadiyah* is one of the major Islamic organizations that influence of Indonesia. Therefore, *Muhammadiyah* is an organization that would be familiar sound by all the people in Indonesia.

Muhammadiyah is derived from the Arabic word "Muhammad" that the last *Nabi* and *RasulAllah*. Then get 'ya' nisbiyah" that means sort. Therefore, Muhammadiyah means people "Muhammad S.A.W" or "pengikut Muhammad S.A.W", that all Muslims who recognize and believes to Nabi Muhammad S.A.W, is slave and last *pesuruh Allah.* Therefore, anyone consider themselves Muslims then indeed they are *Muhammadiyah* people without having seen and limited by their organizational differences, class, race, geography, ethnicity and so forth.

That means that real people who were in Jam'iyah Nahdlatul Ulama, Persis, PUI, al-Irsyad, alkhairaat, Jamiatul Washliyah, even all Muslims around the world in the meaning of language are people of *Muhammadiyah*, because they had vowed with utter two sentences of syahadat and faithfully follow the teachings of Prophet Muhammad S.A.W.

Muhammadiyah is the Islamic movement, *Dakwah Amar Makruf Nahi Munkar*, *beraqidah Islam* and based on the *Al-Quran* and *Sunnah.* Muhammadiyah was established by K.H. Ahmad Dahlan at 8 *Dzulhijjah* 1330 *Hijriyah* coincides with the date of 18 November 1912 *Miladiyah* in the city of Yogyakarta. This movement named Muhammadiyah by founder with a view to *bertafaul*(either hopeless)imitates and traces to imitate struggle in order to enforce and uphold the Islamic religion solely for the realization*"Izzul Islam wal Muslimin"*the glory of Islam as a reality and glory of life of Muslims as a reality.

Muhammadiyah also has its own purpose as an autonomous organization rather than dedicated. The Objective of *Muhammadiyah*is that Islamic society believes and devoted to God, thus creating people that are equal and prosperous. Assembly and agencies in implement the program to achieve the purpose of *Muhammadiyah* (Pimpinan Pusat Muhammadiyah).

Suharto (2014) the main goal of *Muhammadiyah* is importance of education and teaching based on the teachings of Islam, better education in schools / madrasah education in society.This is the main purpose of the *Muhammadiyah* movement concerning with education in Indonesia. Including the goals and ideals of *SD Muhammadiyah kauman.*

According to his ideals of Islamic education, to protect oneself to produce perfect man, the man who is perfect in every way, although believed to be new (only) of the Prophet Muhammad that have achieved quality. Islamic education is run on wheels ideals and as an alternative to human guidance, so do not thrive on personal fragmented, *split of personality,* and nor personal unequal (Siswadi, 2007).

Education system of *Muhammadiyah* was born in the middle of the traditional Islamic educational system and the colonial education system (west). According Purwadi (2003) education system of *Muhammadiyah*is the Islamic education system revived by ideas of reforms pioneered by K.H. Ahmad Dahlan. Therefore, the education system can not leave the *Muhammadiyah* Islamic education system in Indonesia before the birth of *Muhammadiyah*, the traditional Islamic educational system.

Djumhur and Danasuparta (1976) quoted by Purwadi (2003, p.40) said that Islamic education system before the birth of Muhammadiyah or before the 20th century known as the traditional Islamic educational system is oriented to the education of the people. The aim is to provide knowledge about religion and not to provide general knowledge.

Marzuki (2011) in an article Dyah Kumalasari (2015) said that the system of Islamic teachings is grouped into three parts, namely the aqidah (belief), section (Islamic legal rules of worship, and muamalah), and the part of character (characters). The third part can not be separated, must be a coherent whole that mutual influence. Aqidah (belief) is the foundation on which the realization of sharia and morals. Meanwhile, sharia is a building form that can only be realized if guided by aqidah is right and will lead to the achievement of the character who completely.

Thus, characters(akhlak) are actually the result or consequence of the establishment of sharia correct building that is based on a solid foundation aqidah. Without aqidah and syariah will not be realized character actually.

Once the system of Islamic teachings discussed above, can be observed, general education in government schools is amended as religious education puts into schools of Indies. K.H. Ahmad Dahlan was as Ki Hajar Dewantara, Dr. Sutomo, Mohammad Syafei and Kyai Muhammad Said, subject of educational reform.In the time of Dutch East Indies, on the pretext of Openbare school system and neutral school, the government did not teach religious education in government schools. After Indonesia's independence, religion taught in public schools, and even now already confirmed the National Education Act No.II 1989. That system have been implemented by K.H. Ahmad Dahlan in school of Muhammadiyah at 80 years ago. Basic education of *Muhammadiyah* also laid on the letter Luqman verse 12-20, education for children that contain components, faith (monotheism), worship, morality, science and charity (work, skills). So it is true, that K.H. Ahmad Dahlan was a pioneer of national education.

In this study also could not be liberated on the history of the village as the location of the establishment SD Kauman Kauman *Muhammadiyah*.The author takes the understanding *kauman* written by a character named Darban (2000) said that *Kauman* is the name of a village in the municipality of Yogyakarta which has special characteristics. The special feature of this appears in the society, the movement and the changes that occur in it. *Kauman* society is a society whose members have blood ties. Such a society is the case of families. Among families that happens consanguinity, the relationship between the family of blood relatives who gathered at a particular place, then formed a community which has a dense and covered bonds.

Additionally *Kauman* is a village that has connecting with Keraton Yogyakarta.

*Kauman*village birth began with the placement of the courtiers pamethakan which duty is in the religious field, especially affairs of masjid Agung Yogyakarta that was given by sultan in around masjid. Some family of *abdi dalem*then form a community, is called community of *Kauman*. The location of the community living *Kauman* called by the name of the village.

In this research was found three problems, namely the establishment of SD Muhammadiyah background Kauman, the development of *SD Muhammadiyah Kauman* from 1980 to 2015, and the learning model which is applied at *SD Muhammadiyah Kauman*. The establishment of *SD MuhammadiyahKauman's* background has three purpose that the first is to know history of *SD Muhammadiyah Kauman* became the first main school (*SD Unggulan*) in Yogyakarta Province and the schoolof curriculum. The second is to realize Islam as a religion of improvement. The third is to produce human beings who mastered Religious Science as general Science.

The purpose of historical development of *SD Muhammadiyah Kauman*is forming generation capable of bringing an advancement of human being.After getting supporting from *SD Muhammadiyah Sapen* in the 1990s until 2000, developed very clear in *SD Muhammadiyah Kauman* is qualitative students, quantitative students, school facilities, school infrastructure and school administration.

The learning model applied in *SD Muhammadiyah Kauman* aims to motivate children's desire to learn, to educate children in order to safeguard nature and discover new ideas and ideas that develop academic skills. The learning model developed in accordance with the needs of learners and the progress of science and technology, students who can think creatively, awareness worship and learning are always reminded of every learning and models of learning through play.

Research Methods

The historical method is a process of critically examine and analyze the records and relics of the past. Reconstruction imaginative than the past based on data obtained by taking process is called historiography (history writing). By using the historical method and historiography, historian trying to reconstruct as much of the past rather than humans. Because the past is described as something that "really happened" clearly provide a limit to the type of recording and imagination at its disposal. Recordings truly comes from the past and indeed what appears to be that his imagination geared towards re-creations and not directed towards creation. Limits are to discern the history of fiction, poetry, drama, and fantasy (Gottschalk, 1986).

The historical development of *SD Muhammadiyah Kauman* at Yogyakarta from 1980 to 2015 is including the type of Historical Research. This type of research is more focused on collection of data relating to the objects of heritage. Thus, this study will focus on the collection of data relating to the theme "The history of the development of *SD Muhammadiyah Kauman* in Yogyakarta years 1980-2015".

This research subject is the written testimony of the perpetrators of history (personal records), for example, the charter documents and decrees, records of daily activities and a photo album.The object of this research is the history and development of *SD Muhammadiyah Kauman*. As for limiting the

scope of this research is the history and development of *SD Muhammadiyah Kauman*, Yogyakarta in 1980-2015.

According Kuntowijoyo (1995) there are five steps in the writing of the history that is the Electoral topic, heuristic, primary sources, secondary source and source criticism. Criticism is divided by External Criticism, Internal Criticism and interpretation.

Topic selection is the first step in a study to determine the issues to be studied. Determination of the topics that will be studied should be selected based on the closeness of emotional and intellectual.This is very important because it is a requirement that the objective and subjective because it will only work well if the researcher is happy and is able to do. Determining the topic of this thesis has been considered by several contributing factors to the completion of a thesis. These factors include the interest and ability to complete the writing of this thesis (Kuntowijoyo, 1995).

Heuristics is an activity to collect traces of the past are known as historical data. At this stage, the author must determine the theme, title and collecting historical sources that match the title or theme written by the author. The author conduct the collection of historical sources from literature course related to the subject matter. Historical sources consist of three different sources, namely the source object, the source of oral and written sources (Kuntowijoyo, 1995).

First, the source objects (artifacts) can be in the form of photographs, tools or building as far as possible the original building. Second, oral sources is to develop the substance of the writing of history.Third, the written sources can be either letters, meeting minutes, employment contracts,

documentation and so on. Author search for data in this thesis through the study of literature, observation and interviews.

Historical sources was used in the artikel entitled "Historical development of *SD Muhammadiyah* in Yogyakarta kauman Year 1980-2015". This is written sources obtained through literature searches in the form of books, journals and on-line resources from various libraries the library of Yogyakarta State University, the library of faculty education history of UGM and the library of Solo State University. That resources were gotten then were categorized basically their character that primary sources and secondary sources.

The primary source is the testimony of a witness with their own eyes or a witness with other senses, or with mechanical devices such as mobile phone voice recorder, that is, those who attended the event described and called as a witness-eye view. Thus the primary sources must be produced by someone who is a contemporary of the events narrated and not necessarily the original primary sources (Gottschalk, 1986). The author uses primary sources as books, thesis according to the title of this thesis and the people who are still alive today through interviews and observations in this thesis.

A secondary source is the testimony of a person who is not an eye witness, the person who was not present at the event were claimed. Generally the farther the time of secondary sources is made of the events are narrated, the secondary source more trustworthy. The author takes most of the information to the school principal and the teacher in charge at this time, while taking on some of the books.

Criticism source is a test for the validity of the sources have been obtained aims to avoid falsehood source in which are used mostly careful and maximum so close to the truth. there are two kinds of criticism: internal and external criticism. The way in which the criticism to the sources that have been collected so obtained authentic and credible. The author uses criticism of the system can be obtained authentic and credible through discussions with teachers who have retired or teacher who still teaches at present in addition to external criticism, internal criticism and etc.

External criticism is done by examining the type of material, writing style, language, expression, ink used for writing, sentences are used, and the typeface used and all outward appearances to know its authenticity. Handed written documents or typed or computer. Similarly, the type of ink is good quality or rechargeable type (Pranoto, 2010), while the historian must re-establish the correct text, specify where, when, and by whom the document was written (criticism of origin), and classify this document according to the system of categories prearranged (system of preset categories) (Sjamsuddin, 2007).

In this study, external criticism needs to be done to determine the authenticity of sources used. The trick is to use a library book original is the original work of the agents of history or a historical witness and not a witness or perpetrator but his history is relevant to the topic. The author uses all the original form of the book is not photocopied. So that the sources doubt their authenticity. All sources used, using the Indonesian language in accordance with the enhanced spelling (EYD), but some are still using the old spelling is mainly on the sources of old books.

Internal criticism aimed to understand the content of the text. Necessary understanding of the text content of thought and cultural background of the author. Therefore, it is necessary to understand the implicit understanding from within. Multi interpretable often text content, ambiguous and often for the purpose in accordance with the viewpoint of the author. In the text that many things are hidden and are not delivered in straightforward language, but in the language of the closed and full of metaphors. The task of the researcher's text is open closure so as to produce reliable information.

Interpretation of the sources that have been collected does not provide meaningful information data is live data, while writing (Synthesis) is to present in the form of historical works. After conducting an analysis of data will be generated synthesis of the results of the research are realized in the form of writing called historiography. The author explains all the data that has been selected and has been interpreted.

Results and Discussion

SD Muhammadiyah Kauman was established on August 1, 1923 by K.H. Ahmad Dahlan who is the founder movement *Muhammadiyah* organization. Since its inception, *SD Muhammadiyah Kauman* is progressing quite rapidly, so that in the academic year 1979/1980 is awarded the first parent of SD (SD seed) in Yogyakarta province.

SD Muhammadiyah Kauman its inception in 1922, formerly known as *Pawiyatan Muhammadiyah* schools with special female students were learning. After a few years, increasing his last at the school build in

Muhammadiyah university complex right behind *Masjid Kauman Gedhe*.

The curriculum at *SD Muhammadiyah Kauman*, is a combination of curriculum *Kemuhammadiyahan* with the curriculum of public schools, so that there are subjects added of curriculum *Kemuhammadiyahan*, such as monotheism, dates, letters Hijaiyah, Science Hadith and Musthalahul Hadith, Earth Sciences, Numeracy and especially religious subjects.

The curriculum used in *SD Muhammadiyah Kauman*, referring to the basic education curriculum *Muhammadiyah* which has been designed in such a way so as not to burden the child. Schools also provide material called transformable knowledge and life skills, the ability to gather information, process and analyze information, make decisions, work together and communicate with others. All of these subjects are integrally applied so that the lesson does not run separately but are complementary.

Table 1 Time Allocation of Class Hour

No	General Subjects	Time Allocation (Hour)		
		Class I-II	Class III-IV	Class V-VI
1	Religious	4	4	5
2	Koran morning	20 menit	20 menit	20 menit
3	PPKn	2	2	2
4	Indoensia Language	6	6	6
5	Inggris Language	2	2	2
6	Mathematik	6	6	6
7	IPA	3	4	4
8	IPS	2	3	3
Total Hours Lessons General		25 jam 20 mnt	27 jam 20 mnt	28 jam 20 mnt

No	General Subjects	Time Allocation (Hour)		
		Class I-II		Subjects
9	Jawa Language	2	2	2
10	Dance			
11	Exercise	2	3	3
12	Kemuhammadiyahan	2	1	-
13	TIK	-	2	2
14	SBK	2	2	2
15	Batik	1	1	2
Total Hour Lessons General		9 jam	11 jam	11 jam
Total		**34 Hour 20 mnt**	**38 Hour 20 mnt**	**39 Hour 20 mnt**

The curriculum structure which is owned by *SD Muhammadiyah Kauman* now subjects were divided into two general subjects and subjects of local content. General subjects contain general subjects set by the government such as Mathematics, Indonesia language, English language, science, social studies and others, while the local content subjects contains lessons in accordance with the policy defined by the school, such as learning Java language, Sports, Kemuhammadiyahan, ICT (Information Communication Technology), Dance, and others. For all subjects both general and local content, SD Muhammadiyah allocate time for grade I and II for 34 hours 20 minutes, for Class III and IV for 38 hours and 20 minutes, and for the class V and VI for 39 hours and 20 minutes. For students of class VI can be added with additional hours for school exams / National exam.

After the collaboration with *SDMuhammadiyah Sapen*, it makes good progress in administration of school, an increase of the number of students, and infrastructure of the school, intresting people of *Kauman* which gets better than before*. SD Muhammadiyah Kauman* socialization programs and goals, as well as the vision and mission of the school through regular recitation event on Sunday morning once a month so that parents want to send their children at *SD Muhammadiyah Kauman*.

Based on the source obtained through the school's profile increasing number of learners. Only informed of developments through the number of students was obtained limited in 2004 to 2015 (Table 2 & 3). The difficulty of this data caused by the absence of clear documentation since the beginning of the school was founded. This is due to the lack of adequate documentation media to record the table:

Table 2 Number of Students academic year of 2004/2005- 2009/2010

Kelas	2004/2005		2005/2006		2006/2007		2007/2008		2009/2010	
	Rombel	Jml	Rombel	Jml	Rombel	Jml	Rombel	Jml	Rombel	Jml
I	3	120	3	95	3	118	3	88	3	91
II	3	98	3	117	3	95	3	116	3	88
III	3	100	3	96	3	116	3	100	3	84
IV	3	103	3	98	3	90	3	112	3	109
V	2	61	3	97	3	93	3	97	3	99
VI	1	24	2	60	3	62	3	84	3	107
Jml	15	506	17	563	18	604	18	597	18	577

Tabel 3 Number of Students academic year of2013/2014- 2015/2016

Kelas	2004/2005				2006/2007				2009/2010			
	Rombel	L	P	Jml	Rombel	L	P	Jml	Rombel	L	P	Jml
I	3	45	48	93	3	44	47	91	3	44	47	91
II	3	48	53	101	3	45	47	92	3	45	47	92
III	3	49	37	86	3	47	55	102	3	47	55	102
IV	3	48	37	85	3	48	36	84	3	48	36	84
V	3	49	45	94	3	49	37	86	3	49	37	86
VI	3	32	49	81	3	48	45	94	3	48	45	94
Jml	18	271	269	540	18	281	267	549	18	281	267	549

The resource was taken from the profil school

In quantitative, the number of elementary school students Muhammadiyah Kauman Yogyakarta, increasingly, the most obvious example is in the year 2004-2010 (table 2) the number of students increased by as much as 506 577 students for 5 years, while for the year 2013-2016 (table 3) the number of students (male / female) as much as 540-increasing number of students (male / female) 549 for 3 years.

If you see the reason for increased number of students, it can be understood that the strategy of excellent schools in order to attract students and parents to send their children to primary school Kauman Muhammadiyah. How to attract students and parents, among others done by socialization programs and goals, as well as the vision and mission of the school through regular recitation event on Sunday morning once a month, inviting public figures around the school. Moreover, the existence of some achievement previous achievements, is also a strategic way to school promotional event in the interest of parents. School fees are relatively affordable, it also would be a separate consideration in the minds of parents in educating their children. Realizing a personal nature and Muslim children, noble, also is the main attraction in this regard.

Qualitative development is also evident from SD Muhammadiyah Kauman student achievement is quite encouraging.Examples of SD Muhammadiyah Kauman in every year also held the division trophy winners, namely futsal (2009) the level of the city, Mathematical Olympiad (2010) that the level of Yogyakarta and Central Java, MTQ or race to read Al-quarn with songs (2010) were the provincial level, painting the tiers province, Adhan race (2012) that the provinces and the Athan race (2013) the level of the city. The results also continued to increase student learning, as well as the title of accredited schools "A" has been obtained by SD Muhammadiyah Kauman in Yogyakarta.

The learning model in SD Muhammadiyah Kauman, cultivated always evolve according to the needs of learners and the progress of science and technology, although sometimes still limited to facilities and pre facilities are not adequate. Lesson material, in addition to classical lectures, teachers usually carrying an object or image in the subject matter or theme that is being discussed. This is in accordance with the teaching methods described by Wegerif with learning models using objects and images as well as the following quote:

… Picture books for young children are often particularly powerful sources for creative thinking. The participants are then asked to think of what is strange, interesting or unusual about the stimulus and share their thoughts coming up with some questions. These questions are written on a board, discussed together and the starting question is chosen…. . (Wegerif, 2010)

The above quote means the picture in book for young children is a very powerful source for creative thinking. The participants were asked to think about what an odd, interesting or unusual about the stimulus and share their thoughts with a few questions. These questions written on the board, discussed together and started to have questions.

Image 1. Donate Trees by
SD Muhammadiyah Kauman

Students can be invited by the teacher to learn outside the classroom. Moving class activity is typically done when certain lessons that allow it. This is done to improve the child's desire to learn and to teach children to be able to maintain the natural, because in Islam, teaches about caring for and preserving nature.

In lesson Al Islam, or Islamic education, teachers often invite students to Masjid Gedhe, so that students can immediately practice prayer, ablution, manners when in the mosque, as well as other matters relating to the place of prayer (mosque). SD Kauman Muhammadiyah was quite lucky because of its location directly adjacent to the Gedhe Kauman in mosque compound, which is a mosque belonging to Keraton Yogyakarta Sultanate.

Image 2. Sports before the students study

Learning through playalso was applied in SD Muhammadiyah Kauman. Learning while playing is intended to aspire to the emotions of students through an activity planned by the teacher, and then invited to work on the subject matter at the time. Recognize objects and objects in a concrete way by learning outside the classroom, providing sufficient space and encourage the development of reasoning power and creativity of children.

The most obvious example is the teacher carrying an object or picture book to create questions relating to the matter will be discussed. The learning model was created aims to improve the students to think critically. Students are asked by the teacher to think about what is strange in an object or picture books. Students's opinion was written on the board with questions, then discussed together with the teacher. Students are given the opportunity to discover new ideas and ideas that develop academic skills, reading a book in the library.

Creative Worksheet (EHS) made varied and creative by using a lot of paper. The results of student work on display walls show off class for 2-3 weeks. It aims to provide a positive motivation to the students, so expect a reasonable tone positive competition, in order to build the character of students, and increase student interest, which can have an impact on the achievement of learning outcomes. Uniformity and limitation literature should be avoided so that students obtain study materials from any source throughout relevant as a library of books, magazines, journals, VCD, TV broadcast, practitioners, and the Internet.

Assessment of learning in SD Muhammadiyah Kauman, done in 2 ways, the first way is quantitative and the second way is qualitative. In the evaluation of the conventional model is no longer valid. Assessment is not just quantitative (numbers in the report cards) but also qualitatively in terms of narrative. The sides were evaluated not only academic competence, but also social skills, personality and leadership, as well as the character and behavior of students during school.

Image 3. Activity of students

In every year the parade month of Ramadan taarof Songsong is held at SD Muhammadiyah Kauman. Before the month of Ramadan, it is held in every year as a recurring event followed by all students of SD Muhammadiyah Kauman Yogyakarta from class I to class IV by wearing unique clothes and carrying a poster with the inscription that invites each viewer to welcome the holy month of Ramadan with a heart that iklas and sincere.

Image 4 performance of the school

As the picture above school performance every year the division held the trophy for the achievement became champion with the highest rank for classes I, II and III. It is a tribute and a trigger as well as encouragement for others to be more enthusiastic about learning. An achievement back is carved by SD Muhammadiyah Kauman Yogyakarta. SD Muhammadiyah Kauman become champion again and again.

SD Muhammadiyah Kauman always familiarize with all teachers, employees and all his students to keep discipline in all respects for example in terms of school

attendance. SD Muhammadiyah Kauman, requires that all teachers and employees to arrive at 06.30 pm every day likewise with the students. For teachers who are responsible picket, should arrive early at 06.15 pm, and will welcome to the arrival of children in outside of the school gates. Later the children will shake hands with the teacher on duty, so there will be an impression of harmony between teachers and students as parents in the school.

In subsequent development, SD Muhammadiyah Kauman continue to improve itself, as the development and needs of the times. The demands of competition in education, seemed to be the main problem in it. The need for educators, as well as other supporting facilities, is absolutely necessary. Therefore, SD Muhammadiyah Kauman began developing joints principal of a school, among other things, develop a vision and mission of the school.

SD Kauman Muhammadiyah Yogyakarta, has eight missions, all of which aim to develop the Islamic culture, discipline and educational advancement. The mission of SD Muhammadiyah Kauman that is, (1) to create a conducive learning climate, (2) to create a culture of discipline, (3) to create an awareness of learning and worship both at home and at school, (4) to create awareness creation, achievement and competition, (5) to create awareness exemplary berakhlaqul karimah, (6) to make the superior school of interest by the public, (7) to improve the role and participation of the community, and (8) to improve management information systems.

The purpose of SD Muhammadiyah Kauman is; (1) in order to achieve the average value UASBN and report the average value of more than 7.5, (2) in order to create a school environment that is clean, safe, comfortable and Islami, (3) in order to reach as low as the first winner the municipal level in each race and the Olympics, (4) availability of learning facilities were adequate, especially those based on ICT that always follow the latest developments, (5) increased knowledge, attitudes and skills of human resources in the using ICT as an effort to improve the learning system, (6) in order to buy the needs of computer, laptop, LCD, and TV according to the number of students and teachers, (7) so that teachers and students to use the computer as a medium of teaching and learning, (8) so that teachers and students improve ketaqwaan, (9) in order to become school standards international, (10) in order to become a superior school public interest.

To support the Vision and Mission, SD Muhammadiyah Kauman always familiarize all teachers, employees and all his studentsto keep discipline in all respects. For example in terms of school attendance. SD Kauman Muhammadiyahrequires that all teachers and employees to arrive at 06.30 pm every day likewise with the students. For teachers who are responsible picket, should arrive early at 06.15 pm, and will welcome to the arrival of children in outside of the school gates. Later the children will shake hands with the teacher on duty, so there will be an impression of harmony between teachers and students as parents in the school.

In order to create a conducive learning climate, SD Muhammadiyah Kauman Yogyakarta trying to start each activity by praying together, led by the classroom teacher. By praying is expected that all activities to be conducted during the school day, it would be worth worship. Habituation akhlakul kharimah according to the teachings

of Islam, being the subject matter herein. Dhuha prayer activities, is also one of habituation in SD Muhammadiyah Kauman. Usually, Duha prayer activity is carried out in the foyer Gedhe Masjid Kauman Yogyakarta. These activities led by religion teachers. In a classroom environment, circumstances conducive endeavored to encourage children to actively participate in learning activities, so it does not seem centered on the teacher. Thus, it will create an atmosphere conducive teaching and learning activities in each class.

Awareness of worship and learning, students always was reminded in every learning activity. All students and teachers, always praying in congregation Duhur after finishing school activity (KBM), which is usually performed in Gedhe Mosque Kauman Yogyakarta, which is located quite close to the school. In each morning, before the start of learning activities, teachers get children to tadaru whichread the scripturesof the Qur'an, or read the prayer readings, in order to further increase the child's fluency in reading the Koran and prayer readings. Activity memorize short letters from the Qur'an are also conducted before the lesson begins.

At SD Kauman Muhammadiyah in Yogyakarta, there is also a special time for learning IQRA ', which is learned to read the Qur'an, with raised by teachers from outside. Lesson IQRA is only reserved for class I and II. Hopefully, all the students of class III and above, has been able to read the Qur'an properly. Every student who learns IQRA ', given the observation cards, so parents or guardians of students can easily see their learning progress, particularly in terms of learning the Koran and read the Qur'an. Schools also always provide the opportunity for students and teachers who are able and competent to participate in various competitions and competitions held outside of school. Various achievements race ever achieved by SD Muhammadiyah Kauman's students in the fields of religion, which was held at the unit and so on.

SD Muhammadiyah Kauman has several indicators to assess the good teachers in school discipline. A good teacher should be able to change the mindset, has disciplinary thoroughly, know and perform basic tasks, consciousness in performing the task. The goal is that all teachers at the school can master the material as well as how to teach properly in accordance with the spirit of Muhammadiyah.

Image. 5 Class room of SD Muhammadiyah Kauman

At this time the facilities of SD Muhammadiyah Kauman quite complete. In each class already installed projector, white board, boxes of medicine, a fan, a table of two seats for two children, class data boards, cabinets school books in all classes. With the existence of such facilities, is expected to help students learn well. The successful development of the organization's efforts seemed Muhammadiyah was established by KH.Ahmad Dahlan and his wife. In ancient times its facilities doesn't have any at all, so that students are not comfortable learning in the classroom.

After discussing the descriptions in this thesis, some research results obtained in the background of the establishment at SD Muhammadiyah Kauman is: first Results, Muhammadiyah school is an instrument to realize Islam as a religion that development. The second result is the Muhammadiyah schools have a design to produce human beings who mastered the control of Religious as well as general Science. The third outcome is after SD Muhammadiyah Kuamanwas already collaboratedwith SD Muhammadiyah Sapen, school administration, the number of students and the building of the school is progressing. The results of the fourth, SD Kauman Muhammadiyah has made progress on the technology, general knowledge and religion in the school.

In terms of development of SD Muhammadiyah Kauman that the first is quantitative development of students. Second, schools of Muhammadiyah aimed at forming a router generation capable of bringing a race advances, such as the purpose of the Islamic movement Muhammadiyah. In goal Muhammadiyah, SD Muhammadiyah Kauman developments that quantitative student, qualitative students and the school curriculum has been designed in such a way so as not to burden the child.

In general research, learning model was applied at SD Muhammadiyah Kauman. The first is learning model cultivated always evolve according to the needs of learners and the progress of science and technology. Second, use the learning methods to objects or images relating to the material or theme to create questions so that students can think creatively. Thirdly, awareness worship and learning are always reminded of every learning and models of learning through play.

Conclusions and Suggestion

Based on the research findings in a thesis entitled historical development of SD MuhammadiyahKauman at Yogyakarta in 1980-2015 was concluded by 3 parts namely the establishment of SD Muhammadiyah Kauman, development of SD Muhammadiyah in 1980 to 2015 and learning models was applied in SD Muhammadiyah Kauman.

SD Muhammadiyah Kaumanwas established by K.H. Ahmad Dahlan on August 1, 1923 and K.H. Ahmad Dahlan is the founder movement Muhammadiyah organization. Since its inception, SD Muhammadiyah Kauman progressing quite rapidly, so that in the academic year 1979/1980 awarded the first parent SD (SD seed) in Yogyakarta province.

Initial establishment in Kauman, in 1922, the school Pawiyatan Muhammadiyah was known by special female students were learning. After some year, increasing his last at the school arose in Muhammadiyah school complex which located in behind of Masjid Gedhe Kauman.

The curriculum SD Muhammadiyah Kauman is the combination of curriculum Kemuhammadiyahan with the curriculum of public schools, so that subjects are added curriculum Kemuhammadiyahan, such as tauhid, tarikh, letters Hijaiyah, Science Hadith and Musthalahul Hadith, Earth Sciences, Numeracy and especially religious subjects.

After the collaboration with SD Muhammadiyah Sapen,it makes good progress in administration of school, an increase of the number of students, infrastructure of the school and interest of the community kauman which gets better than before. SD Muhammadiyah Kauman socialization programs and goals, as well as

the vision and mission of the school through regular pengajian rutinon Sunday morning once a month so that parents can send their children at SD Muhammadiyah Kauman. Quantitatively, the number of students SD Muhammadiyah Kauman Yogyakarta, increasingly, the most obvious example is in the year 2004-2010 the number of students increased by as much as 506 increases the number of students 577 during five years. Moreover in 2013-2016 the number of students (male / female) as many as 540 increases the number of students (male / female) 549 for 3 years.

Qualitative development also be seen from SD Muhammadiyah Kauman student achievement quite proud. Examples, SD Muhammadiyah Kauman also held the division trophy winners in every year, namely futsal (2009) the level of the city, Mathematical Olympiad (2010) that the level of Yogyakarta and Central Java, MTQ or competition to read Al-quarn with songs (2010) were the provincial level, painting the levels of province, Adzan competition (2012) that the provinces and the Adzan race (2013) the level of the city. The results also continued to increase student learning, as well as the title of accredited schools "A" has been obtained by the SD Muhammadiyah Kauman Yogyakarta in 2011.

SD Muhammadiyah Kauman develops contextual learning model with example, observation of the object, and discussion. Students are invited to learn in outside of the classroom or moving class that students get advantage of that enhancement children's desire in learning and to care of nature.

Teachers bring an object or picture book to create questions relating to the matter will be discussed. The learning model was created aims to improve the students in thinking critically. Students are asked by the teacher to think about what is strange in an object or picture books. Students's opinion was written on the board with questions, then discussed together. Students are given the opportunity to discover new ideas and ideas that develop academic skills, reading a book in the library.

Many papers can be used by students to make creative Worksheets (LKK) is varied and creative. The results of student work on the walls show off class for 2-3 weeks in order to student motivation, character building of students and student interest. In addition to general knowledge, students are encouraged by teachers to Gedhe Mosque in order to follow the activities of the Islamic religion, namely prayer, ablution. It is expected that the next generation will be born strong in religious and general science.

Suggestions found in this research namely The History of SD Muhammadiyah Kauman years 1980-2015 are (1) the teacher should avoid procrastinate, many reasons and quickly satisfied, while difficult to accept new things (2) The role of teachers should be full of initiative, creative and instrumental teaching (instructional), educators (educational) and leader (managerial). (3) The school must protect the documentation of the school and a decree in the future, (4) SD Muhamamdiyah Kauman to focus more on cooperation with other schools and communities (5) SD Muhammadiyah Kauman have to focus on the progress of the quality of students than increasing the number of students and (6) SD Muhammadiyah Kauman's students must be fullfield ability of using computer as a medium of teaching and learning as the school's objectives.

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