The Optimization of Education Program at Umar Bin Khottob Mosque, Jati Village, Wonokromo
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Abstract. Ummar bin Khattab Mosque is in Jati village, Wonokromo which has become a center for worship and education activities for Muhammadiyah members in the Wonokromo area. One of the programs in Ummar bin Khattab mosque is Taman Pendidikan Al Qur'an (TPA). There are some problems faced by TPA management including the TPA program not being optimal, unavailable supporting infrastructure, and an improvement program necessary for parents of students. Therefore, researchers looking for some solution to solve those problems are supporting facilities and infrastructure, curriculum, Islamic parenting psychoeducation, and optimization of supporting infrastructure through community service. Besides, focus group discussion and practice were used as a community service method. Then, Deep interviews, observation, and practice were used as data collection methods. The results show that: there are curriculum and availability of supporting facilities and infrastructure for the activities in TPA Umar bin Khottab Mosque. The curriculum was applied during TPA activities that were supported by the availability of facilities and infrastructure for the activities including Islamic reading books, educational toys, and watching movies together.

Keywords: optimization of education program, TPA Umar bin Khattab mosque, community services.

1. Introduction

Education is one of the most important aspects of human life. Education is the most important thing to make a personal characteristic or person's personality. Chapter 1 (3) and section 3 no. 20 of 2003 explained that the purpose of education is the impact the character and civilization of a dignified nation based on religious and Pancasila values which contained cultural intelligence. Then, UU no 25 of 2003 explained that there are three models of educational institutions namely formal education, non-formal education, and informal education. Non formal education is an outside formal education that can be carried out in stages and structured. Non-formal education units include course institutions, training institutions, study groups, taklim assemblies, community learning activity centers, and similar educational units. In Jati village, wonokromo sub district Umar bin Khattab Mosque is a center for worship and education activities for Muhammadiyah members in the Wonokromo area.

In Islam, the first education lies in the family environment is parents. Education is needed at all levels, especially for children. Besides, a child also needs education from the outside. It can be from non-formal education like TPA which is held in mosque. Malik (2013) describes TPA as an institution or community group that organizes non-formal education based on Islamic religious education which aims to provide teaching of al-quran. TPA has a very big mission in shaping the character of students with Qur'anic characters, namely a generation whose life loves the Qur'an. It is not only reading but also practicing it in the views and guidance of their daily life. Then, the function of TPA is to prepare the younger

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generation so that there will be no religious decline in the future. Hakim (2014) states that Al-Qur'an Education functions as an effort to recognize, habituate, and instill noble character educational values for students to build human beings who have faith and piety to Allah SWT.

In addition, the role of the mosque as a place of worship and education is one of the da'wah strategies for the community. The existence of TPA is the answer to learning the Qur'an at school. The existence of TPA will teach how to read and write the letters of the Qur'an by looking at children's abilities. TPA is also very meaningful for children's development because it can develop their personality which is able to develop their potential. Then, through TPA activities, it is hoped that it can be a media of da'wah as well as knowledge and skills to the environment, especially from the parents about religion.

During the pandemic, the enthusiasm of the environment to take part in TPA activities was quite good. This is seen from students who are active in TPA activities amounting to 70 children. TPA activities are held every Tuesday, Thursday, and Saturday after Ashar until 17.00 WIB. TPA activities include doing prayers, memorizing letters and hadist, reading, writing, playing games, singing, and watching movies. According to Mayer quoted by Sunhaji, learning is something that is done by the teacher and aims to advance student learning. There are 15 TPA teaching staff and only one is active. Based on the information, it was found that there were obstacles in the form of unsupportive facilities and infrastructure including Islamic game tools, Islamic storybook readings and audio. As we know, facilities and infrastructure are important in the continuity of educational programs. In addition to the suggestion and infrastructure, parents' attention is also lacking because they are busy working. Lestari (2019) found that the better the spiritual parenting pattern, the better the character development in children. One of the teachers said that parenting is very important given to parents.

2. Methodology

These community service activities started from 23 January 2023 to 18 March 2023. Then, the community service method was a focus group discussion and practice method including location survey and data collection (assessment), preparation of the activity plans, implementation, and evaluation of the activities. The illustration of the implementation of community service activities is as follows:

This community service activity started with a location survey and data collection (assessment). Abdimas chose the Umar bin Khottob Mosque TPA as a service partner due to several considerations. The first consideration was due to the existence of previous communication with the management of the Umar bin Khottob Mosque TPA. One of the managers of the Umar bin Khottob Mosque TPA once conveyed the condition of the Umar bin Khottob Mosque TPA, which still requires assistance in carrying out mentoring activities for students and parents of students. The second reason was that the partner's location was relatively close and quite affordable and there was a representative place to carry out offline
activities with health protocols. Data collection was carried out at the TPA Umar bin Khottob Mosque. This assessment activity took place from January 23 2023 to February 11, 2023. Data collection was carried out to determine the location of the activity, add to the results of previous data collection, and determine the activity implementation plan.

After data was obtained, the community service team discussed an activity plan to overcome the problems that existed at the TPA Umar bin Khottob Mosque. Based on research related to program optimization, Abdimas' experience in community service activities, as well as input from the TPA manager of the Umar bin Khottab Mosque, an implementation of the TPA curriculum, and the provision of supporting infrastructure were prepared. This community service activity was carried out at the TPA Umar bin Khottab Mosque.

3. Results and Discussion

The results of this community service include the curriculum for TPA Umar bin Khottab Mosque and the availability of supporting facilities and infrastructure for TPA activities. The Ministry of Religion (2013) states that the TPA curriculum is prepared based on marhalah or levels with a minimum standard target and is adapted to children's abilities. The curriculum for children aged 4-7 years contains seven main materials, namely the basics of learning al-Quran, memorizing prayer, short surah, practicing prayers, daily adab, tashinul kitabah, introduction to the basic Islamic religion, and addition of local content according to students needs such as games, exercise, nasyid, and others.

There are three TPA learning methods, namely classical, individual, and peer tutoring. Classical is used when memorizing material for reading, daily prayers, asmaul husna (99 Names of Allah), and short surah. The individual method was carried out when guiding the recitation of the Quran and prayer practice. Peer tutoring is done to help teachers when teachers teach lonely.

The curriculum implemented by the Abdimas at TPA Ummar Bin Khottob Mosque is a curriculum that is adapted to the needs of children and the achievement of Islamic religious knowledge. This curriculum is structured flexibly and openly and goes through a deliberation process before being set. The material in this curriculum includes aqidah, morals, worship, Arabic, memorizing letters, memorizing prayers, memorizing hadith, and Islamic stories. In addition, the process of compiling a curriculum started with formulating material through field observations to support the success of TPA learning. Then, there was a special program carried out after the TPA activity which aimed to make children practice tolerance between religions.

Figure 1. TPA curriculum development
Learning activities at TPA Umar Bin Khottab Mosque are divided into four classes, namely class 1, class 2, class 3, and class 4 which are held three times a week, namely every Tuesday, Thursday, and Saturday. TPA activities include preparation, activities, and closing activities. The activity is carried out for 75 minutes from 15:30 – 16:40, but the duration can change according to the situation and conditions. The activity is carried out with greetings, reading al-Fatihah, praying before studying, praying for parents, and praying for all. The activity consists of reciting the Quran or Iqro and delivering material done by teachers. The method of delivering material is adjusted to the topic to be conveyed. The closing activity is approximately 15 minutes consisting of reading surah, kafaratul majelis prayer, istighfar, and closing by the prayer leader.

Figure 2. The Implementation of the curriculum at TPA

Educational facilities and infrastructure have a significant role in creating an optimal learning environment such as improving the quality of learning, motivating students, creating a safe environment, and supporting inclusive learning. Educational facilities and infrastructure have an important role in creating an effective, safe, and comfortable learning environment. In addition, adequate facilities and infrastructure can improve the quality of learning, motivate students, create an inclusive environment, and support the welfare of students and staff. Therefore, the development of facilities and infrastructure, careful planning, attention to quality and sustainability, routine maintenance, and periodic evaluation and updating are important factors that need attention.
Figure 3. Delivery of Supporting facilities and infrastructure

4. Conclusion

Community service activities were able to optimize the activities of the TPA Umar bin Khottab Mosque.

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