

Al-Qur'an educational garden at Al-Amin Mosque Padukuhan Nangsri Kidul, Candirejo Sub-district

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ABSTRACT

TPA activities at the Al-Amin mosque had been inactive for a while, therefore the KKN team wanted to revive TPA activities in the Nangsri Kidul hamlet. Parents in Nangsri Kidul welcomed our intention, so our group immediately discussed the continuation of TPA activities with the RT and Karang Taruna members who were in charge of TPA activities. Until finally the TPA schedule is determined. TPA activities are held twice a week. The TPA activities were attended by children from the early childhood, elementary, to junior high school levels. The activities carried out were in the form of guidance on reading Iqro'. In addition, other interlude activities are often held so that children are more interested in participating in TPA, such as exchanging gifts, drawing, coloring and writing hijaiyah letters.

KEYWORDS

Religious education;
Al-Amin Mosque;
hijaiyah letters



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1. Introduction

Education in Indonesia is an important factor for forming quality human resources so that a high civilization can be formed, including religious education. Religious education encourages obedience to students to implement their religious teachings in everyday life and makes religion the basis of ethics and morals in the nation and state.

Religious education has been researched by previous researchers and used in the literature in this community service. Rethinking Islamic Religious Education in Europe Based on Empirical Research researched by Ulfat [1]. Theological education and religious education in schools was researched by Barnes [2]. 'So Really?' Time to Embrace the Hermeneutical Shift in Catholic Religious Education in the Republic of Ireland was researched by Kennedy [3]. Religious Education in the Early Years: An Irish Perspective researched by O'Farrell [4]. Raising Religious Inherence: The Role of Interfaith Competence in Achieving Equity in Religious Education in Multi-religious Public Schools in Indonesia was researched by Utami [5]. The Contribution of Religious Education to the Prevention of Antisemitism: An International Empirical Study researched by Boschki [6].

Opening up adult religious education and faith development in Ireland: the AREFD project researched by Byrne [7]. Religious education and the concept of universal brotherhood in the light of Pope Francis' encyclical Fratelli tutti is examined by Rybicki [8]. Resetting Adult Religious Education and Faith Development in Detraditionalized Ireland was studied by Sweetman [9]. Muslim diversity, religious development and Islamic religious education. Practical everyday insights into the concept of religious education for Muslim parents in Austria were investigated by Kolb [10]. Acceptance of interpretation in religious education was researched by Fricke [11]. Inside and Out: The Sisters of St. Joseph, Head of Pasqual, and Education of Indigenous Children in Yuma researched by Mack [12]. Being Muslim in a Catholic Family and Vice versa: Religious Education in Mixed Families in Flores,

Eastern Indonesia was researched by Widyawati [13]. The meaning of textbooks: Religious education, National Islam, and political reform in the United Arab Emirates was investigated by [14].

The Internet, Youth Socialization Problems, and the Role of Religious Education was researched by Kraner [15]. Balancing the Goals of Communitarian, Citizenship, and Liberal Religious Education: Reflections on Islam was researched by Saada [16]. Religious education in Kazakhstan: Challenges of the COVID-19 pandemic was researched by [17]. The Contribution of Islamic Religious Education to Intercultural Values in a Pluralistic European Culture: Insights from Bosnia and Herzegovina researched by Sijamhodžić-Nadarević [18]. Religious Education in Dealing with Paradigm Shifts was researched by Lorenzen [19]. Two decades of confessional religious education in the state of Rio de Janeiro: What is the “trust” debated in state public network policies? investigated by [20].

Standard Setting in Religious Education: Addressing Teaching Quality and Assessment Practices was researched by Poncini [21]. Environmental and Moral Education for Effective Environmentalism: An Ideological and Philosophical Approach researched by Begum [22]. Student arguments in the context of science, religious education, and interdisciplinary science-religious education scenarios were investigated by Guilfoyle [23]. Religious Education and Comparative Theology: Creating a Common Ground for Intercultural Encounter is researched by Roebben [24]. Engaging with Dewey's Assessment of Religious Education to Improve Children's Spirituality for Democratic Life was researched by [25].

Interrogating policy processes in education through Statements of Archeology: changes in British religious education researched by Doney [26]. Designing Religious Education Learning Content in Creating Sustainability of Children with Special Needs: Fuzzy Delphi Analysis researched by Zulkifli [27]. A choice, a measure was investigated by [28]. story circle as a practice of democratic and critical inquiry was researched by [29]. Comenius Education in Leisure Pedagogical Perspective was researched by [30].

Education itself is a conscious effort made by individuals who already understand to individuals who do not understand as a means to form individuals who are perfect human beings. In order to participate in realizing an Indonesia with religious education, the KKN team took the initiative to assist in the activities of the Al-Quran Education Park at the Al-Amin mosque. Al-Quran Education Park is a non-formal educational institution aimed at early childhood in Indonesia as a place for learning the Al-Quran. The Al-Quran Education Park (TPA) which was held at the Al-Amin Mosque was a program aimed at children in the Padukuhan Nangsri Kidul. TPA activities are held with the aim of increasing children's knowledge about Islam and improving children's skills in reading Iqro' and the Koran. TPA activities at the Al-Amin mosque had been in a vacuum for several months, due to the Covid-19 pandemic which limited residents' activities. Because the situation has started to be conducive, TPA activities can start again.

2. Method

The KKN team is trying to revive TPA activities at the Al-Amin mosque. For this reason, several efforts have been made to re-establish TPA activities. The efforts made were observation and discussion with Mr. RT 04 and also youth organizations. After discussions and obtaining a TPA schedule, TPA can then begin. The TPA activity begins with opening, namely saying greetings and reading prayers. After that, the Iqro recitation activity was carried out. When you have finished reciting the Koran, additional activities will be carried out such as gift exchange activities, writing hijaiyah letters, and drawing and coloring. If all activities have been carried out, then the closing activity is carried out, namely preparing to go home by reading a prayer and saying greetings.

3. Results and Discussion

Before carrying out the TPA activities, discussions were held with related parties, namely the TPA administrators who were also members of the youth organization as shown in Figure 1. The figure shows that the meeting was held on 04 August 2022 with youth organizations. From the results of the meeting it was concluded that TPA activities would be carried out twice a week on Saturday and Sunday. The choice of Saturday and Sunday is because on those days the children are off from school, so the children do not feel burdened or exhausted from participating in TPA activities and do not collide with extracurricular schedules at school. Even though the TPA implementation schedule has been planned,

the realization is sometimes not according to schedule due to several obstacles. The first week was supposed to be held on August 6 and 7, but due to a conflict with the August 17 race schedule, the TPA activity was postponed and will be held again the following week. The following week there was also an obstacle because the KKN team had to take care of the UMKM program, so that in the end during 1 month of KKN, TPA activities were carried out four times, namely on the 13th, 19th, 21st and 27th of August 2022.



Fig. 1. Discussion with Karang Taruna to discuss TPA

Landfill Opening Activities



Fig. 2. TPA children sitting to start TPA

Before the TPA activities began, the TPA administrators and the KKN team opened with the greetings shown in Figure 2. From the figure it can be seen that in order to make the situation conducive, the TPA administrators asked the children to clap silently. After the children are in a conducive situation, then the activity continues with memorizing short letters, namely reading Al-Ikhlâs, Al-Falaq, and An-Nas together. After that the children pray before studying. Then, the administrators will distribute the students' achievement report books and also Iqro' books to the children.

Studying Activities

After distributing the students' achievement report books and Iqro' books, the children lined up to recite the Koran with each TPA administrator and the KKN team as shown in Figure 3. The picture shows that each child reads one page of Iqro' per meeting. If the children read fluently, then the children can continue reading to the next page at the next meeting. If they are not fluent and still make lots of mistakes, then the children will repeat until they are fluent.



Fig. 3. The activity of reciting Iqro' at the TPA

Gift Exchange Activities

At the first meeting, after carrying out the Iqro' reading activity, we also held a gift exchange activity so that the children were more enthusiastic about coming to the TPA as shown in Figure 4. Before leaving for the TPA, the children were told to bring gifts containing snacks. This gift exchange activity is carried out by forming a circle. After forming a circle, the children sing while rotating the presents to their friend next to them until the song stops. If the song has stopped, the gifts that are held are then opened and eaten together.



Fig. 4. Gift exchange activities at TPA

Hijaiyah Letter Writing Activities

The activity of writing hijaiyah letters was carried out in the second meeting which is shown in Figure 5. The picture shows that the children wrote hijaiyah letters from alif to yes on their respective papers. The children look excited to practice writing hijaiyah letters. Some of them are already fluent in writing, but there are also those who are still not fluent in writing, so they need guidance from the TPA administrators and the KKN team.



Fig. 5. Calligraphy drawing activity at TPA

Drawing and Coloring Activities

Drawing and coloring activities are divided into several categories, namely early childhood education, grades 1-3 and grades 4-6 is shown in Figure 6. The picture shows that each category has its own themes. For the PAUD category with the theme of independence, for the category of SD grades 1-3 they have the theme of a mosque, for the category of SD grades 4-6 with the theme of calligraphy. For each category, one winner is determined. The winner of the competition will be given a prize by the KKN team.



Fig. 6. Winners of the drawing and coloring competition

4. Conclusion

After completing a series of TPA activities starting from reciting the Koran to additional activities, the children sat in a row to prepare to go home. To create a conducive atmosphere, the children were asked to clap silently. After that the TPA administrator and the KKN team reviewed the activities that had been carried out that day. Furthermore, the children read the prayer after studying together. Then the TPA administrator and the KKN team closed the activity with greetings.

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Author Contribution

The KKN team is trying to revive TPA activities at the Al-Amin mosque. For this reason, several efforts have been made to re-establish TPA activities.

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Conflict of Interest

The authors declare no conflict of interest.

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