

Al-Quran education park at el-hasan terban mosque, gondokusuman, yogyakarta city

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ABSTRACT

El-Hasan Mosque is located in the denizen association *Rukun Warga* (RW) XII, *Resonegaran* habitation, *Terban* Village. *Resonegaran* is west of *Purbonegaran* Village, on the east side of Prof. Yohanes Street. Because of the mosque's renovation, The Quran education has temporarily stopped in the Quran education park located within the *El-Hasan* Mosque. Therefore, during the renovation's vacuum period for Quran education, community service helped increase children's understanding of Islam and bring children closer to the Quran through recitation assistance, *Iqro'* (reading), and memorizing the *Juz'amma*, short verses. The Qur'an Education Park activity program was implemented over the course of nine meetings with a total of twelve hours. The first six meetings were scheduled for six hours, one hour for each meeting, and the last three meetings for six hours, two hours for each meeting. The last three meetings were for memorization checks for the participants, which took longer times. The program was scheduled to take place every Wednesday and Friday of the week. The Quran Education Park Activity Program lasted for five meetings and eight hours.

KEYWORDS

TPA;
El-Hasan Mosque;
Al-Qur'an;
Education



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1. Introduction

The Quran Education Park is a program run by El-Hasan Mosque for children. The educational park's goal is to increase children's understanding of Islam and bring them closer to the Quran through *Iqro'* (reading) and memorizing *Juz'amma*. This activity has essentially been ongoing in RW XII. However, the activities have ceased since the renovation of the *El-Hasan* Mosque. Previous studies have been used to address the issues of education. Several researchers have looked into educational issues, including Karlsen's [1] critical examination of student-teacher experiences from the Scottish Storyline Approach in teacher education and Triaca's [2] gender analysis of the impact of physical education on the mental health of Brazilian schoolchildren. McInnis researched a quality improvement curriculum for neurology registrars, a practice-based approach to release education [3]. Bê [4] studied ability and disability in college through the cases of two students living with chronic diseases. ADHD remission, inclusive special education, and socioeconomic inequality were investigated by Kim [5]. Evidence-based practice courses in the Korean nursing education system were studied by Song [6]. Bakker [7] studied the background and enrollment characteristics of students with autism in higher education. Whether scholarships could provide equitable access to high-quality university education was a question raised in Cosentino's [8] research on the MasterCard Foundation Scholarship Program. Armstrong [9] investigated the capacity of South African nursing education institutions to meet healthcare demands. The causal effects of education on sexual and reproductive health in low- and middle-income countries were reviewed and analyzed by Psaki [10].

Matsuoka [11] investigated integrated cultivation in a standardized education system. Antonoff [12] wrote *Conducting high-quality research in cardiothoracic surgery education*, a recommendation from the Cooperative Thoracic Education Group. Cybersecurity education is just as important as the three Rs, said

Venteer [13]. A Pilot Study on Students' Electronic Skills was Fleaca's [14] research on digital age learning and business engineering education. Kim [15] analyzed information from universities and R&D institutions, improving the innovation efficiency of logistics companies. Dhahri [16] investigated the psychological impact of COVID-19 on the medical education of final-year students in Pakistan. Higher education relating to economic development was research conducted by Hamdan [17]. Uworwabayeho [18] researched the capacity of local education leaders to sustain a professional learning community in Rwanda. Barry [19] reviewed the scope of barriers and facilitators to the intervention implementation in autism education. Phiri [20] investigated access to formal education for the San community in Tsholotsho, Zimbabwe.

Didham [21] investigated adaptive capacity as an educational goal for advancing policies to integrate DRR into quality education for sustainable development. Armstrong [22] conducted an international survey of airway management education in 61 countries. Jeong [23] assessed sustainability science education criteria in online learning using operational-fuzzy and multi-decision analysis and a professional survey. To relate education and autism, Van Kessel [24] investigated teacher policies in countries such as Austria, Hungary, Slovakia, and the Czech Republic. Codreanu [25] designed video-based simulations in the context of mathematics teacher education by considering the balance between authenticity and cognitive demand. Hovey [26] wrote an Introduction to Gadamer's Dialogical Hermeneutics with Health Professional Education Insights. Quaye [27] investigated the changes in knowledge, attitudes, and beliefs of BSN students following SBIRT education and practice in health homes. Sideris's analyses [28] on COVID-19 and surgical education. Cheng [29] investigated the policies and programs for nutrition education for children in China and other developed countries. Chen [30] studied latent topics and trends in educational technology over four decades using structural topic modeling.

Matsumoto-Royo [31] investigated core practices in practice-based teacher education through a systematic literature review of the teaching process and its assessment. The incorporation of radiation oncology into undergraduate medical education was researched by Arbab [32]. Sophonhiranra [33] reviewed the features, barriers, and factors influencing mobile learning in higher education. The impact of diabetes education programs on knowledge, attitudes, and practices among the prediabetic population in southern India was investigated by Hyder [34]. Whether the perceived outcomes can explain the postgraduate enrollment gap was studied by Boneva [35]. Palazón-Herrera [36] analyzed student perceptions and academic performance in an inverted classroom model in early childhood education degrees. The relationship between physical education classes and physical activity in 187,386 adolescents aged 13–17 years from 50 low- and middle-income countries was analyzed by Zhan [37]. Katawazai [38] implemented results-based education and student-centered learning in Afghan public universities, current practices, and challenges. Research on science education by Wiblom [39] investigated self-examination, compassion, and narrative imagination in students' critical examinations. Alnien [40] researched higher education for sustainability, a global perspective.

Some of these problems must be addressed as soon as possible. The community service team, which is part of a community involved in the education field, feels called to help provide answers to the problems faced by the *El-Hasan* Mosque. The solution to the problem is to assist the students, completed in two shifts, the first in July and the second in August 2015 by the community service team, students of Universitas Negeri Yogyakarta.

2. Method

The service team attempted to give a resolution to these issues by revitalizing the Al-Quran education park in *El-Hasan* Mosque. Fig. 1 depicts the four steps of the activity plan for the program. The first step is a site survey to identify problems. The second step is to perform Iqra activities recitation. The third step is to get involved in saving activities and finally to draft a short letter.

3. Results and Discussion

Community service students conducted observations at the El-Hasan Mosque in *Resonegaran* habitation (RW XII), Terban Village, *Gondokusuman* district, Yogyakarta city before the activity. It was carried out to investigate the issues that arose in the mosque. Fig. 2 shows some *Resonegaran* RW XII habitation residents who attended the meeting. The Al-Quran Education Park in the *El-Hasan* mosque is a program for children. The mission is to increase children's understanding of Islam and to bring children closer to the Qur'an through mentoring, reading, and memorizing the Quran verses. The TPA exists to increase children's understanding of Islam and to bring children closer to the Qur'an by mentoring the Koran, both through *Iqro* (reading) and memorizing *Juz'amma*, The Quran's short verses. This activity has essentially been ongoing in RW XII. However, activities have ceased since the renovation of the El-Hasan Mosque. The education park resumed in July, supported by the community service students in shift one. In August 2015, shift 2 students continued the program. The children's enthusiasm for participating in the park in August differed from that of July because the activity done in July coincided with Ramadan, the Islamic fasting month. Following Ramadan, enthusiasm decreased, resulting in fewer TPA participants in August.

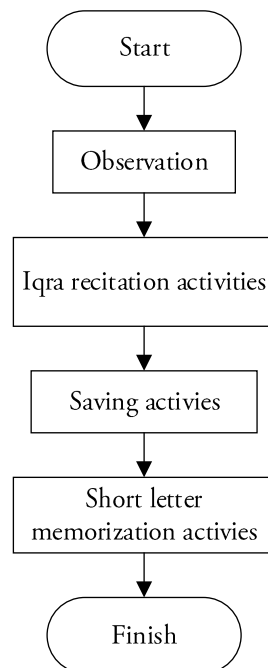


Fig. 1. Community service activities

The activities were carried out every Wednesday and Friday for one month according to the planning matrix. However, the execution did not entirely follow the plan. The program was canceled on August 5, which was supposed to be the reopening date, because it coincided with the futsal competition at Senior High School, SMAN 9. It was then held on August 7, 2015, with four children participating, as displayed in Fig. 3. The children were assisted in reciting The Quran and introducing *hijaiyah* letters through pictures. The next class was held on August 12, 2015, with four participants and the same material. There were still few participants in the first and second classes, so a special invitation was made, including the tutoring program, savings program, and English for children. The saving program was done by the participants. The children learned to make piggy banks out of paper used to save their money. The participants at the third meeting on Friday, August 14, were five children.

Eight children took part in this activity on August 19, 2015. Five of them are children aged three to five years old who are being helped to recite the Quran and introduce *hijaiyah* letters, and three of them are elementary school students who need help memorizing *Juz'amma*. O TPA's most recent meeting, on

August 26, was attended by ten participants who were assisted in reciting iqro, memorizing juz, amma, and introducing hijaiyah letters. The Al-Quran Education Park program can only run for five meetings out of a total of nine. Plans for August 7, 21, 28, and 31 were not carried out. The participants at the third meeting on Friday, August 14, were five children. Eight children took part in this activity on August 19, 2015. Five of them are children aged three to five years old who are being helped to recite the Quran and introduce hijaiyah letters, and three of them are elementary school students who need help memorizing Juz'amma. O TPA's most recent meeting, on August 26, was attended by ten participants who were assisted in reciting iqro, memorizing juz, amma, and introducing hijaiyah letters. The Al-Quran Education Park program can only run for five meetings out of a total of nine. The plans for August 7, 21, 28, and 31 were not carried out.



Fig. 2. Meeting with residents



Fig. 3. Participants at el-hasan mosque

4. Conclusion

The El-Hasan Mosque's TPA program implementation planning is based on an analysis of environmental needs, determining goals, compiling a curriculum, learning methods, and the availability of adequate facilities and infrastructure to carry out an educational program. The learning program at the

Quran education park was carried out in two stages. First, the community service students of Shift 1 conducted the program in July, and the Shift 2 students continued the program in August 2015. The children's enthusiasm for participating in the TPA in August differed from that of July because July coincided with Ramadan, the Islamic fasting month. Every week, a competency test for memorizing short letters from An-nass to Ad-dhuha, Prayer Practice, daily prayers, writing pegon, and written exams for Fiqh, Tawhid, Morals, Hadith, Tafsir, Tareh, Nahwu and Shorof, as well as Yanbu'a shahadah and was held. The participants must at least read The Quran once a week.

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Author Contribution

Information about some of the problems faced by the El-Hasan Mosque, of course, must be addressed as soon as possible as one of the development solutions to enliven the El-Hasan Mosque. The service proposer team, who happens to be in the world of education, feels compelled to help provide solutions to the problems faced by the El-Hasan Mosque.

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Conflict of Interest

The authors declare no conflict of interest.

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