

Upgrading TPQ Management Skills for TPQ Teachers in Grogol District, Sukoharjo

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ABSTRAK

Di era revolusi industri 4.0 pengetahuan agama sangat diperlukan. Hal ini dikarenakan manusia dimanjakan dengan kemajuan teknologi yang rasional, praktis, empiris, dan bersifat material. TPQ menjadi salah satu lembaga non formal yang bisa membentengi generasi muslim dari bahaya tersebut. Namun kenyataannya banyak TPQ di Kecamatan Grogol, Sukoharjo tidak dikelola dengan baik. Struktur kepengurusan, kurikulum, dan metode pengajaran tidak diatur dengan baik. Maka dari itu, Tim pengabdian Masyarakat STIM Surakarta mengadakan seminar mengelola TPQ dengan tujuan para guru TPQ di kecamatan Grogol bisa mengelola TPQ dengan baik. Pengabdian Masyarakat ini menggunakan metode Participatory Action Research (PAR). Tahapan-tahapan yang dilalui adalah observasi, identifikasi masalah, persiapan, pelaksanaan, evaluasi dan publikasi. Kegiatan pengabdian Masyarakat ini berhasil memberi wawasan kepada guru TPQ tentang pengelolaan TPQ yang baik.

Kata kunci: Pengabdian Masyarakat; TPQ; Manajemen

ABSTRACT

In the era of Industrial Revolution 4.0, religious knowledge is very necessary. This is because humans are spoiled by technological advances that are rational, practical, empirical and material in nature. TPQ is one of the non-formal institutions that can protect the Muslim generation from these dangers. However, in reality, many TPQs in Grogol District, Sukoharjo, are not managed well. The management structure, curriculum, and teaching methods are not well-regulated. Therefore, the STIM Surakarta Community Service Team held a seminar on managing TPQ with the aim of enabling TPQ teachers in the Grogol sub-district to manage TPQ well. This Community Service uses the Participatory Action Research (PAR) method. The stages followed are observation, problem identification, preparation, implementation, evaluation and publication. This community service activity succeeded in providing insight to TPQ teachers about good TPQ management.

Keywords: Community service; TPQ; Management

INTRODUCTION

In the era of Industrial Revolution 4.0, human activities are not bound by time and space. This cyber era stimulates advances in science and technology that give birth to smart machines. In this digital era, the millennial generation and Gen-Z interact a lot with the internet in carrying out their daily activities (Priyanto, 2020). This generation is pampered with technological advances that are rational, practical, empirical and material. On the one hand, this brings great benefits. Still, on the other hand, it also harms human personality, making many people act individualist and materialist and

ignore aspects of spirituality in their lives (Kosim, 2020). Religious education is necessary in this era of globalization to face the problems that arise. Religious values will shape good character and morals even amidst the onslaught of technological sophistication (Febrianto & Shalikhah, 2021).

Taman Pendidikan Al-Qur'an (TPQ) is a non-formal educational institution (Husna et al., 2022) that is very important in instilling character education in the muslim generation (Anwar, 2021). Religious character education is the initial foundation for the character because the religious character is a reflection of faith and purity, which gives birth to religious character values such as tolerance, mutual respect, mutual help, love of peace, protecting the environment, and anti-bullying. It is important to instill spiritual values from a young age (Hidayah, 2019). It is very important to introduce religion from a young age, as is done at TPQ so that it can protect itself from bad influences in the digital era (Suratno, 2023). At TPQ, ideally, the Koran, morals, hadith, daily prayers, Islamic history, and fiqh are taught, and these are adapted to the student's abilities. Arabic language lessons also need to be introduced because this language is the key to understanding religion well (Suratno et al., 2022).

Grogol District, which has a predominantly Muslim population, has many TPQs in various mosques or diniyah institutions. This is certainly very encouraging because there are many places to educate children and instill religious character in them to face the era of globalization. However, based on observations by the STIM Surakarta Community Service Team, most TPQs need to be managed better. The TPQ teaching methods and curriculum are only according to the teacher's taste and need to be better regulated. Of course, this causes learning at TPQ to be less than optimal. Therefore, improvements are necessary for the management of TPQ in Grogol.

The STIM Surakarta Community Service Team is trying to provide solutions related to TPQ management problems in Grogol District, Sukoharjo. After observing, identifying issues and discussing, the community service team decided to give counseling to TPQ teachers in Grogol sub-district through a seminar with the theme "Upgrading TPQ Management Skills". With this seminar, TPQ teachers in Grogol will know about managing TPQ well.

IMPLEMENTATION METHOD

The community service carried out by the STIM Surakarta Community Service team is in the form of Community Education. The method used is Participatory Action Research (PAR). This method is a community service method whose process aims to provide learning in dealing with problems and fulfilling the practical needs of the community (Afandi, 2022).

This community service is carried out in several stages as explained in Figure 1. The stages that are followed in this service are:

1. Observation

The initial stage before practitioners go into society to help provide solutions to societal problems is to make observations. Students observe and record the issues in the Grogol sub-district community, Sukoharjo.

2. Problem identification

After making observations and obtaining a collection of notes on the problems that have been recorded, the STIM Surakarta Community Service Team identified issues that are important for providing solutions and are by the capacity of the Community Service Team. Finally, the Community Service Team determined the problem that needed a solution, namely poor TPQ management. Therefore, the Community Service Team is planning TPQ management training activities in the form of seminars titled "Upgrading TPQ Management Skills".

3. Preparation

Preparation for the seminar "Upgrading TPQ Management Skills" begins with team meetings. Then, proceed with looking for sources that are experts in TPQ management. The donor search is also done to meet needs and run the event smoothly.

4. Implementation

This stage is the implementation of the previous processes. Community service team meeting decisions are implemented at this stage. This is the core stage of community service activities. The TPQ management training event was held on Saturday, December 2, 2023. The place chosen was the YPIA Cemani Building, Grogol, Sukoharjo. This place can accommodate several participants, namely TPQ teachers in the Grogol sub-district. Apart from that, this place is also easy to reach.

5. Evaluation

After the community service activities were completed, the team carried out an evaluation. Discuss the activity's success level, obstacles, and supporting factors that can be used as lessons for subsequent community service.

6. Publication

The end of this series of activities is writing a report on community service activities. This report was published on the STIM Surakarta website and in the Community Service Journal.

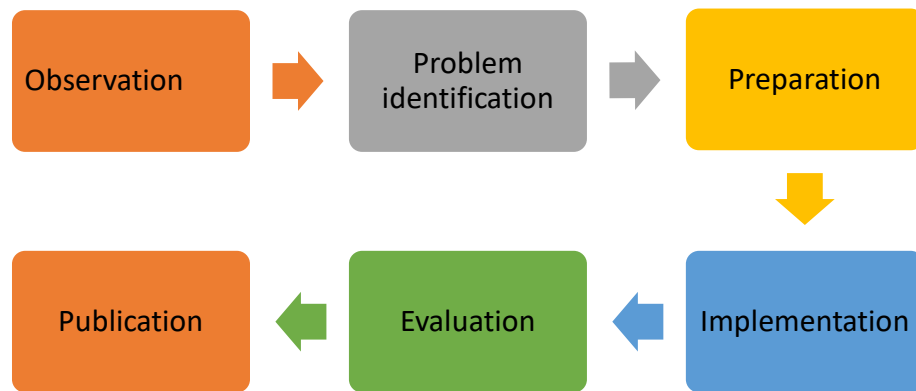


Figure 1. Stages of Community Service

RESULTS AND DISCUSSION

Community service in the Grogol district, which provides training to manage TPQ well, was conducted at the YPIA Building on December 2, 2023. This seminar aims to provide insight and knowledge to TPQ teachers in the Grogol area so that the TPQ there can be managed well. This seminar was attended by 138 TPQ teachers in the Grogol district and surrounding areas. The resource person in this seminar is an expert in TPQ Education management and the house of the Koran. He is Ustadz Kholid Musthofa, Lc., M.A. As seen in Figure 2, the resource person explained the material and was guided by a moderator.



Figure 2. The resource person explains the material accompanied by a moderator.

At this seminar, the resource person explained about the management of the TPQ management structure, recruitment of Qur'an teachers and students, curriculum, teaching methods such as the Reading and Writing Qur'an (BTA) method using ASBQ Haramain and the method of memorizing the Qur'an, as well as management managing students. As seen in Figure 3, this seminar also presented Mr. Kuswanto, a TPQ manager who has successfully implemented good TPQ management. So, this seminar is not just about theory; it also gives examples that can be imitated. This made the participants enthusiastic about attending this seminar until the end, as seen in Figure 4.



Figure 3. Practitioners share experiences with good TPQ management.



Figure 4. The participants enthusiastically attended the seminar until the end.

This community service activity results in increased insight and knowledge of TPQ teachers in Grogol District regarding TPQ management. Participants know what an effective TPQ management structure is. Participants also gained new knowledge about the TPQ curriculum and TPQ education management. Table 1 illustrates the differences in participants' conditions before and after the seminar.

Table 1. Condition of participants before and after attending the TPQ teacher training seminar.

	before the seminar	after the seminar
TPQ management structure	TPQ management is just a formality.	It is known that TPQ management is created to maximize and streamline TPQ programs.
TPQ Curriculum	There is no TPQ curriculum; lesson materials are only according to the teacher's wishes and without good planning.	Knowing the curriculum that can be applied at TPQ will help students develop their religious knowledge and memorize the Koran, hadith, daily prayers, etc.
Teaching Methods	Teaching methods are monotonous and tend to be boring. No planned method exists to manage students so they don't get bored.	Knowing the right method for teaching TPQ is effective and exciting.

The three points above are crucial for the progress of an educational institution. The management structure determines the policies and direction of educational programs (Saharudin & Lubna, 2023). A good management structure will advance educational institutions with good management, motivation and responsibility (Rizki et al., 2023). The curriculum is essential in education to realize the desired goals and objectives (Sitika et al., 2023). With the right curriculum, character education will quickly achieve results (Solissa et al., 2024). The Islamic education curriculum is central to shaping identity and scientific development in religion-based education (Nidawati, 2021). Suitable teaching methods can shape religious behaviour and improve the quality of Islamic religious education (Dartati, 2023).

Based on the number of TPQ teachers who enthusiastically participated in the training until the seminar was completed, this community service activity has achieved its goal, namely providing training in managing TPQ well. Among the supporting factors for this success is the perseverance of the STIM Surakarta Community Service team in socializing this activity and the interesting presentation of material from resource persons. However, this activity could have been better due to time constraints.

CONCLUSIONS

The activities carried out by the STIM Surakarta Community Service team aim to provide training in managing TPQ for TPQ teachers in Grogol District, Sukoharjo. This activity can achieve its goals. This can be proven by the number of TPQ teachers who attended the seminar enthusiastically until the end. The team's tenacity in socializing the activity and the resource persons who are TPQ Education management experts, as well as the interesting material presented, were the driving forces for the success of this activity. Suggestions for the next community service activity are to hold a workshop discussing the TPQ curriculum and teaching methods with sufficient time so that participants can get the material well and practice the theory presented by the resource person.

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