

Improving The Internalization Of Religious Values Through Strengthening The Tpa “Raudhotul Athfal” In Trihanggo Village, Gamping, Sleman, The Special Region Of Yogyakarta

Juhari Sasmito Aji¹⁾, Reza Widhar Pahlevi²⁾, Kemala Hayati³⁾

^{1), 3)} Universitas Muhammadiyah Yogyakarta, Indonesia

²⁾ Universitas Amikom Yogyakarta, Indonesia²⁾

Email: juharisasmitoaji.@umy.ac.id¹⁾, juhariummy@gmail.com¹⁾; rezawp@amikom.ac.id²⁾
hayatikemala@gmail.com³⁾

Dikirim: 07, Juni, 2023

Revisi: 30 Juni, 2024

Diterbitkan: 31, Agustus, 2024

Abstract

A community service program aims to enhance the quality of the religious learning activities at the Quran Education Park (TPA), encompassing subjects such as Islamic history, daily prayers, recitation and writing of the Quran, tajweed (rules of recitation), and mahfudzot (memorization) of selected verses. The execution of this service is crucial as it facilitates the enhancement of moral rejuvenation, serving as the basis and exerting an impact on the character development of children. This study adopted a community-based research approach, which entails collaborating with partner groups to address issue identification and solutions and identify service activities. It was followed by implementation, encompassing socialization activities, training, mentorship, and ongoing monitoring and evaluation. The service yielded consistent and committed outcomes from TPA managers in finance and competence while enhancing the ability to educate human resources. The pre-test and post-test findings demonstrated a significant increase in service activities, with an overall rise from 60% to 80%.

Keywords: Child Education, Community Service, Religious Values, TPA

INTRODUCTION

Resource dependency theory posits that the functioning of organizations heavily relies on their capacity to effectively oversee and sustain their human resources (Surajiyo, 2020; Djafri, 2017; Avianto, 2019). This theory has been employed as a conceptual framework to elucidate the aspects that ascertain the success of non-profit organizations (NGOs), including CEO leadership and board engagement. These studies concluded that the viability of NGOs mostly depends on external funding (Allison, 2005; Rusnani, 2022). Possessing a high degree of comprehension, skills, and beliefs that shape attitudes and actions in using financial products and services is viewed as a fundamental aspect of life that should be held by all communities (Kusnandar, 2018; Naldo, 2020). Human resource competence refers to the capacity of individuals within an organization to effectively perform activities that align with their expertise, knowledge, and abilities (Ruhana, 2012; Azmy, 2015). The effectiveness of the management process may be gauged by the qualities of the organization’s human resources (Darim, 2020).

The efficacy of mosque management is heavily contingent upon the composition of its management team and the implementation of its organizational structure. The mosque managers serve the mosque and fulfill an active role. The mosque management is

selected democratically, enabling them to achieve the congregation’s mandate, perform their responsibilities effectively, and provide regular reports on their activities and financial accountability. Professional mosque management is necessary to effectively prioritize and address the many requirements of the mosque. It will empower the community and benefit from concrete and impactful activities. Taman Pendidikan Al-Qur’an (TPA), or Qur’an Educational Park, is an informal educational institution that relies on sound financial management to provide adequate planning, implementation of activities, assessment, organization, administration, and efficient work procedures. Competence is a crucial element for the advancement of TPA management. The higher the competency of each TPA management, the more advanced the TPA operates. The creativity and innovation produced by a mosque are undoubtedly linked to the exceptional competency of its personnel resources. The mosque’s management cannot be entrusted solely to a small group of individuals but should be led by those who share the same objective for the betterment of the TPA.

After conducting observations, the community service team selected TPA Raudhatul Athfal in Biru Hamlet, Trihanggo Village, as their target object. This institution has 30 students and is in a semi-urban area with a higher likelihood of being influenced by Western culture due to the rapid modernization in urban areas compared to rural areas. Thus, TPA serves to provide a solid religious base for children. However, TPA Raudhatul Athfal has encountered several issues: (1) Lack of consistency and dedication of its managers; (2) Insufficient proficiency and expertise in human resources in handling TPA; (3) Lack of engagement among TPA participants; and (4) Inadequate documentation of financial statements. The community service team identified these concerns and proposed solutions, outlined in the following table.

Table 1 Partner Problems and Solutions Offered

No.	Issue	Solution	Target
1.	Lack of consistency and commitment of TPA managers	Strengthening religious values and TPA vision and mission	Strengthening religious values and TPA vision mission
2.	Lack of competence and skills of human resources in managing TPA	Mentoring and training	Certified human resources
3.	Decreased number of active TPA participants	Providing a variety of teaching methods	Achieving student attraction
4.	Poor financial reporting	Creating capital budgeting by identifying cash inflows and outflows	Having the ability to re-plan capital budgeting; able to estimate feasibility incidentally

Based on the agreed-upon solutions and activities derived from the identified difficulties, the partner group has reached a consensus during observation. This consensus was supported by the Memorandum of Understanding (MoU) and a statement indicating their willingness to participate in the community service implementation. Furthermore, the community service team also offered a plan to ensure clarity regarding the day and time of the community service, which might lead to failure. The community service team facilitated the TPA to support early childhood education in several aspects of religious learning, including Islamic history, daily prayers, reciting and writing the Quran, tajwid, and mahfudzot. The prevalence of moral distortion has led to an increase in situations where children injure several parties and are even suspected of criminal activity. It is a result of the deployment of informal learning. Hence, the execution of this community activity has significance as it aids in fortifying moral rejuvenation, which serves as the bedrock and shapes the character of youngsters. TPA Raudhatul Athfal in Biru Hamlet offers education on the moral teachings of the Quran.

METHOD

This devotion approach involved systematically coordinating several aspects of community empowerment, ranging from preparing the process of enhancing religious values to implementing strategies for internalizing TPA. Implementing a structured curriculum and guidance from experienced mentors has been anticipated to yield gratification for all involved parties and have long-term viability. A SWOT analysis could enhance the activities to inform decision-making and goal-setting. SWOT analysis was conducted by identifying issues to generate strategic decisions. This method was beneficial for conducting preliminary brainstorming sessions to identify prospective possibilities and hazards. This analysis was performed by distributing questionnaires to identify and assess current hurdles and barriers. It allowed for the identification of appropriate solutions for each problem and helped determine the business's strengths, enabling the maximization of its potential.

The evaluation of program implementation and sustainability after completing the student creativity program (PKM) activity followed the principle of continuum relationship. This principle involved community empowerment and achieving a common goal through continuous training and mentoring. In PKM activities, a continuum relationship was formed to guide the program toward successful and independent economic efforts in long-term marketing. It was achieved through periodic monitoring and mentoring. The community service program is explicitly outlined as follows.

1. Observation

During observation, surveys were completed to gather information on the partner group requiring immediate attention. This information was utilized to determine the appropriate solution activities for community service implementation. In this instance, the community service team selected TPA Raudhatul Athfal, which encountered issues as identified in the scenario analysis. The findings of observations and interviews yielded information on the challenges faced by the partner group, the commitments made through the MoU, and the timetable and phases of community service. Further, a proposal was developed to address the specific requirements of the community service initiative, encompassing the organization of community service activities.

2. Implementation

a. Socialization of strengthening religious values and vision-missions of TPA

In this activity session, material fulfillment was provided regarding religious values as a strengthening of teacher literacy in providing a variety of learning materials for students, in addition to providing clarity in the direction of the objectives of TPA Raudhatul Athfal.

b. Training and mentoring for strengthening human resources in managing TPA

Training and mentoring began by providing teaching methods accompanied by experts.

c. Intensifying the quality of TPA

The service team initiated renewing the teaching methods in games to prevent students from getting bored during Quran learning.

d. Financial management literacy training

It aims to renew systematic and structured financial management as an act of transparency, accountability, and stability control.

3. Monitoring and evaluation

During monitoring, community service was conducted to determine whether there were any changes from the agreed-upon plan and proposal during the implementation. Thus, by implementing monitoring, one may ascertain the development and accomplishments of community service implementation. Moreover, during the assessment, collaborative discussions took place with the partner group to identify faults and impediments that may serve as valuable references or inputs for the subsequent execution of community service.

RESULTS AND DISCUSSION

Community empowerment refers to community members' active involvement and excitement fostered by individuals or organizations that promote empowerment (Endah, 2020). It aims to uplift groups with little power or underprivileged communities (Fathy, 2019). Community empowerment is crucial to strengthen and support marginalized populations susceptible to poverty (Habib, 2021). Through community empowerment, many actions enable individuals to liberate themselves from underdevelopment and despondency (Suyanto, 2001). Thus, their aspiration to establish themselves as a self-reliant and sophisticated entity could be realized. Community empowerment was channeled through the application of community service—the partnership with TPA Raudhatul Athfal in Trihanggo Village, which has been dealing with several challenging issues. The community service team engaged in strategic planning by posing SWOT analysis-related inquiries to the TPA managers to identify issues and devise actionable solutions.

Strengths

1. The organizational structure has been well-structured.
2. There has been a rotation of responsible managers selected through voting.
3. Regularity of teaching schedules
4. Activity of managers and teachers

Weaknesses

1. Limited human resources. The TPA has been operating with only three teachers, while the number of students reached 30.
2. Low competence and skills in TPA management
3. No alignment between vision and mission achievements and implementation
4. Implementation of saturated teaching methods
5. Poor financial report recordings

Opportunities

1. Students who have completed TPA could achieve excellence in Islamic learning.
2. TPA Raudhotul Athfal could collaborate with one of the autonomous Muhammadiyah organizations to train students if they participate in competitions.
3. Parents of students could demonstrate a cooperative attitude when supporting their children in TPA activities.

Threats

1. Location near the highway with a high risk of accident
2. Environmental factors affecting student activity
3. The inability of some parents to supervise their children in using mobile phones, disrupting TPA activities

The solution handling was derived from the SWOT analysis conducted during planning, and it was subsequently carried forward into the implementation of the service. The process began by completing a pre-test to assess the partner group's level of expertise. The findings yielded a 60% percentage. The subsequent passage delineates the outcomes of the established service.

1. Strengthening religious values as well as the vision and missions of TPA
To enhance religious values and reinforce the vision and missions of TPA, captivating materials were provided, including role-playing techniques to narrate the tale of the prophet. This endeavor aims to help students efficiently document and retain the provided content while avoiding any sense of monotony in the learning process. Furthermore, committing to memory daily prayers such as prayers for entering or leaving the mosque, prayers following ablution, prayers for the unwell, prayers before and following meals, prayers before and after sleeping, and so on. It exemplifies the implementation of the TPA's vision and missions and the reinforcement of religious principles. The upcoming TPA activity would create a standardized teaching plan for each scheduled TPA. Participating in competitions has become an integral aspect of practicing and understanding religion in the daily activities of the TPA. Strengthening religious values began with aligning the vision and missions, followed by the strategic planning of activities. The TPA Raudhatul Athfal in Biru Hamlet possesses a clear vision and several missions. The execution of this service involved conducting focus group talks to acquire input on the vision, missions, goals, and activities. Subsequently, activities and materials were developed and implemented based on the agreed meeting schedule.

Vision

“Creating a Generation that is Faithful, Pious, and Moral, Loves the Quran and Understands Religious Values”

Missions

- a. Educating and producing a generation that can study the Quran properly
- b. Building people who have aqidah, faith, and Islam
- c. Creating people who have noble morals and are devoted to Allah
- d. Assisting the government in the fields of education and social
- e. Implementing active, innovative, and creative learning

General Purposes

- a. Educating students to become a quality generation in religion
- b. Rising the professionalism and consistency of teachers in managing religious education
- c. Developing creativity and skills to express themselves in Islamic contributions
- d. Realizing learning in everyday life
- e. Forming a generation with noble morals

Special Purposes

- a. Reciting the Quran properly and correctly based on tajweed
- b. Writing the Quran properly and correctly according to the hijaiyah letters
- c. Memorizing daily prayers
- d. Memorizing short surahs and Juz 30
- e. Memorizing prayer readings and dhikr
- f. Practicing obligatory and sunnah prayers properly and correctly
- g. Understanding Islamic history and the story of the prophet
- h. Understanding and memorizing Asmaul Husna
- i. Studying Mahfudzoth
- j. Practice the science of monotheism, tajweed, and fiqh

Activities

- a. Learning to read Iqro and the Quran
- b. Writing hijaiyah and verses of the Quran
- c. Daily prayer
- d. History of Islam and the story of the prophet (As-Sabiqun al-Awwalun, Khulafa' Rasyidin Civilization, Umayyad Dynasty, Abasiyah, Fathimiyah, Ottoman, Safawi, Mughal, and the story of the first prophet as caliph on earth, Prophet Idris with his intelligence, Prophet Noah with his gigantic ship, and others)
- e. Memorizing prayer readings and dhikr
- f. Practicing obligatory prayers, funeral prayers, midday prayers, and tahajjud prayers.
- g. Memorizing Asmaul Husnah and its meaning
- h. Memorizing the wise words of wisdom
- i. Studying the obligatory laws, sunnah, mubah, and najis mukhaffafah, mutawassithah, mugholadoh, as well as tajweed: ikfa, idhar, iqlab, idgham, and others

2. Training and mentoring for strengthening human resources in managing TPA

The upcoming training program was designed to enhance the competence of those involved in educational instruction. The training was conducted by implementing a revised pedagogical approach, initially categorizing students based on age. Subsequently, a sequential progression of learning stages was established, beginning from fundamental to advanced levels. These stages encompassed the study of Iqra, Quran, qiro'ati, Arabic letter writing, prayer instruction, dhikr practice, and exploration of Islamic history, and culminated in a comprehensive assessment to evaluate students' acquired knowledge and skills, known as the night of piety development, determining graduation.



Figure 1. TPA Teacher Cadre Development in the Realization of Mahfudzoth Material

The implementation focused on training and mentoring to enhance the development of TPA teaching staff cadres. Cadre formation began by providing material on Islamic history and stories of the prophets to deliver additional activities, such as learning the recitation of sunnah prayers, the profound insights of mahfudzoth, and the principles of tajweed theory. It was performed because the teachers had a high school education or were young individuals who volunteered to educate. However, the current focus of instruction has been limited to the skills of reciting and writing the Quran.

3. Intensively improving the quality of TPA

TPA is a non-formal educational institution that does not hold a prominent place in education. Consequently, a significant number of students lacked enthusiasm or were inactive as a result of exhaustion from formal school activities. Hence, it is imperative to provide educational advancements to ensure that students experience a sense of rejuvenation each time they engage in TPA activities. It would enhance competitiveness and nurture their aspirations to actively participate in TPA learning. To enhance the quality of TPA, the service team implemented learning innovation by renewing methods. The approach involved enacting the prophet's narrative and the sequence of surahs through role-play. Students displayed great enthusiasm for exchanging roles while role-playing the prophet's account. These endeavors have been anticipated to generate interest and engagement, making it effortless to comprehend the subject. Moreover, within the sequence of surahs, there was a practice of taking turns reading one verse per kid, which continued until the surah was completed and then replaced by a new surah. The surahs recited were Al-A'la, Abasa, and An-Naziat. Furthermore, an accompanying quiz offered rewards, rejuvenating and enhancing the participants' competitive motivation.



Figure 2. Role Play Activities

4. Financial management literacy training

Financial management training began with accounting and inputting the data into an Excel program. The primary source of financial income was derived from student fees, particularly from specific activities like contests, takbiran, and other Islamic events. Furthermore, financial management was provided with explicit and organized data on revenue, expenses, and capital. Financial management literacy training aims to enhance transparency and ensure the precise allocation of money at the TPA learning institution. The training focused on financial data processing using the Excel program, which was utilized for bookkeeping. Therefore, providing financial management training and help would facilitate managers in effectively managing TPA funds.

5. Monitoring and evaluation

During monitoring, managing disruptive children resistant to authority proved challenging, resulting in prolonged or delayed execution of community service. Hence, it is crucial to employ endeavors and innovative concepts to captivate the students' attention, engaging their cognitive faculties in a mental exercise that redirects their concentration. Monitoring activities were conducted concurrently with the execution of community service to foster a remedial approach toward any deviations from the planned implementation. Subsequently, a comprehensive assessment was performed upon completing the community service project. This evaluation involved engaging partner organizations to gather feedback and recommendations about the implemented initiatives. The review of the community service team revealed significant instances of misunderstanding, as well as a lack of cohesiveness and tolerance while interacting with students. The evaluation demonstrated that the implementation of community service significantly influenced the empowerment of partner groups, as depicted in the subsequent table.

Table 2. Impact of Community Service Implementation

Devotion Indicator	Before	After	Description
Understanding the importance of the vision, mission, goals, and activities of TPA	Limited	Increased	The managers could determine the vision and missions to be realized in teaching.
Understanding the importance of systematic financial bookkeeping	Did not Understand	Increased	The managers could practice financial bookkeeping systematically.
Understanding how to improve the quality of knowledge to provide diverse TPA materials	Limited	Increased	The managers could study new materials about Islam.
Understanding innovation in teaching methods	Limited	Increased	The managers could provide ideas and realize them.
Understanding how to attract students to the materials taught	Limited	Increased	The managers could trick busy students into returning to paying attention to the materials.

CONCLUSION

Community service at TPA Raudhotul Athfal, located in Biru Hamlet, Trihanggo Village, Gamping District, disclosed the following outcomes.

1. The management successfully showcased their comprehension of aligning actions with the established missions to accomplish the agreed-upon overall objectives based on the outcomes of the community service implementation.
2. The training and mentorship programs effectively enhanced the capabilities of the human resources department in delivering comprehensive education, starting with the most fundamental concepts and progressing until the last stage of learning, ultimately deciding the success of students.
3. The outcomes of mentorship in enhancing the quality of TPA depicted a degree of achievement with innovative teaching approaches suggested by educators.
4. The managers successfully organized financial reports systematically.

Following the evaluation, the outcomes of the community service program have been implemented. The community service team successfully attained the desired objectives by enhancing the expertise of human resources teachers and managers, addressing issues on decreasing student engagement, and emphasizing to managers the urgent need to implement the vision, missions, and objectives outlined in running TPA Raudhatul Athfal.

ACKNOWLEDGMENT

We express our gratitude to the Community Service Institute of Universitas Muhammadiyah Yogyakarta for providing material and non-material assistance in fulfilling one of the university's core responsibilities—the execution of community service activities. Community service can assist partner organizations encountering diverse challenges.

REFERENCES

- Allison, M. a. (2005). *Perencanaan Strategis Bagi Organisasi Nirlaba*. Obor.
- Avianto, B. (2019). Pengaruh Praktik Manajemen Sumber Daya Manusia Dan Persepsi Dukungan Organisasi Terhadap Keterikatan Karyawan Dengan Kualitas Kehidupan Kerja Sebagai Variabel Intervening. *Ekobisman-Jurnal Ekonomi Bisnis Dan Manajemen* , 140-1.
- Azmy, A. (2015). Pengembangan kompetensi sumber daya manusia untuk mencapai career ready professional di Universitas Tanri Abeng. *Binus Business Review*, 220-232.
- Darim, A. (2020). Manajemen perilaku organisasi dalam mewujudkan sumber daya manusia yang kompeten. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 22-40.
- Djafri, N. (2017). Manajemen Kepemimpinan Kepala Sekolah Pengetahuan Manajemen, Efektivitas, Kemandirian Keunggulan Bersaing dan Kecerdasan Emosi. *Deepublish*.
- Endah, K. (2020). Pemberdayaan masyarakat: Menggali potensi lokal desa. *Moderat: Jurnal Ilmiah Ilmu Pemerintahan*, 135-143.
- Fathy, R. (2019). Modal sosial: Konsep, inklusivitas dan pemberdayaan masyarakat. *Jurnal Pemikiran Sosiologi*, 1-17.
- Habib, M. A. (2021). Kajian teoritis pemberdayaan masyarakat dan ekonomi kreatif." *Ar Rehla: Journal of Islamic Tourism, Halal Food, Islamic Traveling, and Creative Economy* . 82-110.
- Kusnandar, D. L. (2018). Literasi Keuangan Dan Gaya Hidup Ibu Rumah Tangga Dalam Membentuk Perilaku Keuangan Keluarga Di Kota Tasikmalaya. *Sustainable Competitive Advantage (SCA)*.
- Naldo, R. A. (2020). Analisis Literasi Keuangan Terhadap Pengelolaan Keuangan Pada Masyarakat Kecamatan Keuantan Tengah Kabupaten Kuantan Singingi. *Diss. Universitas Islam Negeri Sultan Syarif Kasim Riau*.
- Ruhana, I. (2012). Pengembangan kualitas sumber daya manusia vs daya saing global. *PROFIT: Jurnal Administrasi Bisnis*.
- Rusnani, R. a. (2022). Intellectual Capital dan Kinerja Keuangan pada UKM pada masa Pandemi Covid-19: Apakah terkait? *JAK (Jurnal Akuntansi) Kajian Ilmiah Akuntansi*, 103-125.
- Surajiyo, S. E. (2020). Penelitian Sumber Daya Manusia, Pengertian, Teori Dan Aplikasi (Menggunakan Ibm Spss 22 For Windows). *Deepublish*.
- Suyanto, B. (2001). Kemiskinan dan pemberdayaan masyarakat miskin. *Masyarakat, Kebudayaan dan Politik*, 25-42.