MANAGEMENT OF ISLAMIC EDUCATION LEARNING IN TPA ACTIVITIES AT THE NURUL IMAN PAKEM MOSQUE

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Abstract

This research is motivated by the weak interest in learning children in religious education. In fact, in almost all places, many TPAs no longer organize teaching and learning activities because there are no teachers, so learning management in TPA based on Islamic education is very much needed. This study aims to interpret the management of Islamic education learning in TPA activities at the Nurul Iman Pakem Mosque. This research is a type of qualitative research with a qualitative descriptive research approach. Data collection techniques used are observation methods, documentation methods, and interview methods. The data analysis technique used is Miles, Huberman, and Saldana with the stages of data collection, data condensation, data presentation, and drawing conclusions. The results of the study show that learning management in TPA activities at the Nurul Iman Mosque has been going well and its implementation is in accordance with Islamic education. By taking steps according to the principles of management implementation, namely planning, organizing schedules, implementing Islamic education-based learning, as well as monitoring and evaluation.

Keywords: Learning; Education; Islam.

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INTRODUCTION

In early childhood is the right time to do education. Because children at that time were still in a period of extraordinary growth and development. Children do not yet have negative influences from the outside and their environment. So, it can be said that educating children at this time for parents or educators will be easier (M. Fadlillah, 2014). As we know that children are born in a state of fitrah, that is, they have the basic potential of being religious and do not know anything. This is in accordance with the word of Allah in surah Ar-Rum verse 30:

"So set your face straight towards the religion of Allah; (set upon) the fitrah of Allah who has created human beings according to that fitrah. There is no change in the nature of Allah. (That is) the straight religion; but most people do not know". (QS. Ar-Rum: 30).

The verse above explains that fitrah is the basic potential of religion that children have carried since they were born, but this potential still needs to be developed in accordance with the times and religious norms, and moral norms (Eti Nurhayati, 2015). As stated in the Hadith of the Prophet Muhammad SAW:

From Abu Hurairah ra. Said Rasulullah SAW. He said, "Every child who is born is in a state of fitrah. So their parents made them Jews, Christians, or Zoroastrians….." (Narrated by Bukhari and Muslim).

As emphasized in the hadith of the Prophet Muhammad above that the nature that children carry from birth is influenced by the environment, the basic potential that must be developed is natural so we need to make educational efforts (Hawi, 2013).

Learning in simple terms can be interpreted as an effort to educate a person or group through various efforts, strategies, methods, and approaches in order to achieve the planned goals (Mudani et al., 2019). Learning can also be interpreted as programmed activities in instructional design so that students can learn actively by emphasizing the provider of learning resources (Abdul Majid, 2014). Learning in Islamic education must be based on the Koran as the main source (Qowim, 2020). Because there is no doubt in it, as Allah says:

"There is no doubt in this Book (Al-Qur'an), a guide for those who are pious." (QS. Al-Baqarah [2]: 2)

Islamic learning as a complex education does not only teach knowledge but is more about the application. Islamic education is identified with moral learning, namely learning that changes behavior. In the implementation of learning, of course, there are learning components such as learning places, teachers, students, materials, and so on. Religious education contains moral values that need to be implemented from birth, namely in the family/home environment, up to school, and the community environment. As education places more emphasis on practice, Islamic education is not only taught in schools but must be strengthened in the family environment and also in non-formal institutions. One of the non-formal institutions for Islamic education is the Al-Qur'an Education Park or the Qur'an Education Park (TPQ/TPA) (Anwar, 2021).

TPA/TPQ as a place of religious learning has an important urgency for the development and propagation of Islam. The existence of TPA/TPQ, it is certainly a means to regenerate the teachings of Islam. In addition, the purpose of Islamic education is not just knowledge but also based on morals. As we know that for Muslims everything that is done is already regulated, namely in Islamic laws. Thus, the presence of TPA/TPQ is very influential for Islam.

In view of the fact that TPQ/TPA is lacking in demand because it is caused by several factors, it is of particular concern. Study time factors such as Asr and Ba'da Maghrib, or because there are schools that are full day school so that they collide with the time for reciting the Koran (Suhendrik, 2018). One other factor is that the management of Islamic religious learning in

TPA/TPQ is not properly designed and implemented. Thus, making learning objectives hampered, students and parents are dissatisfied with learning outcomes and others. This is because good learning management will affect the quality of an educational institution. Thus, good Islamic religious education learning management methodologies and innovations are needed (Suhendrik, 2018). This is what the writer is concerned about so he conducts research on "Management of Islamic Education Learning in TPA Activities at the Nurul Iman Pakem Mosque".

This study aims to describe how the learning management of Islamic religious education is applied to the TPA at the Nurul Iman Pakem Mosque. Is the management implemented there good or not?

Based on research related to this paper conducted by Hasriani with the title "Management of the Fastabiqul Khairat Education Park (TPQ) in Reducing Illiteracy in Reading and Writing the Qur'an in Santri in Polongbangkeng Selatan District, Takalar Regency" with the result that:

Efforts made in reducing Al-Qur'an literacy and literacy in Polongbangkeng Selatan District, Takalar Regency, namely by making work programs and developing learning methods that involve students to be active in the teaching and learning process and provide memorization by guiding reading, giving assignments to write al- Qur'an and prayer practice. Santri has high enthusiasm, there is pressure at school so that every student can read the Koran and apply management that can attract children's interest in learning the Koran (Hasriani, 2019).

Other research related to this research is Ginanjar Adam's research with the title "Learning Management for Students at Darul Abror Watumas Purwanegara Purwokerto Utara Banyumas Al-Qur'an Education Park (TPQ)" with the results:

TPQ Darul Abror has implemented learning management functions, namely lesson planning, learning organization, learning implementation, learning supervision, and learning evaluation. In learning planning, it is carried out by deliberation between the Daily Governing Body (BPH) which is held once a month. The things discussed in the deliberation are learning objectives, making policies, and determining the time of learning. In organizing learning, it is carried out with the results of deliberations which are already in the form of lesson schedules, then given teaching schedules for ustadz and ustadzah, class divisions for students, and finding material to be taught. In the implementation of learning, namely, the students read Asmaul Husna, gave greetings, and the ustadzah answered greetings, took attendance, delivered material, then continued with recitation, closing the assembly prayer. In supervision, namely, the TPQ administrators supervise the ustadz and ustadzah, and the ustadz and ustadzah supervise the students and whether the students are able to take part in the ongoing learning. In the evaluation, there are two subjects, namely reading iqra' or the Koran which is held at every meeting and *khitabah* lesson, it is held once every week according to the lesson schedule, namely on Sundays (Adam, 2018).

The researcher hopes that the results of this study can be used to contribute ideas and knowledge in the management of TPA Islamic religious education learning at the Nurul Iman Pakem Mosque. It is hoped that this paper can be useful in providing an experience for writers regarding the management of Islamic education learning. Specifically for readers or the general public, the authors hope that this research will be useful in increasing discourse and knowledge regarding the management of Islamic education learning. Hopefully, this research can provide a scientific repertoire in order to improve the quality of learning management in Islamic education.

METHODOLOGY

This type of research is qualitative research. Researchers use this type of qualitative research because it emphasizes many aspects of one variable if possible to make the problem studied more

deeply and closer to the data taken, the researcher follows the activities of the informants. While the research approach used is descriptive qualitative research, in which this research provides an explanation or description of the object under study. This study aims to explain or interpret the management of Islamic education learning in TPA activities at the Nurul Iman Pakem Mosque. Thus, researchers can analyze and describe the facts about the management of Islamic education learning in TPA activities at the Nurul Iman Pakem Mosque.

This research was conducted from April 5, 2021, until the researchers felt it was sufficient to get answers from the research results. Nurul Iman Mosque which is located at Jalan Gg. IUD VIII, Kertodadi, Padukuhan Kertodadi, Pakembinangun Village, Kapanewon Pakem, Sleman Regency, Yogyakarta is the location chosen by the researchers to carry out the research. The data used in this study can be classified into (1) Primary data, namely data obtained directly from the object under study. Included in the primary data are the results of interviews with informants and documents originating from the Nurul Iman Mosque TPA. (2) Secondary data, namely data obtained from other than primary sources (second, third, etc.). Included in the secondary data are supporting data from journals, books, magazines, newspapers, articles, the internet, and social media related to the object of research.

The population in this study are mosque takmir administrators. While the samples in this study were 2 mosque takmir administrators at the TPA Nurul Iman Mosque. In this study, researchers used a data validity test with a credibility test and by means of triangulation. Triangulation is checking data from various sources in various ways and at different times. There are three types of triangulation in qualitative research, namely source triangulation, technical triangulation, and time triangulation. However, researchers will only use two triangulation methods, namely: 1) Source triangulation, to test the credibility of the data by checking data obtained from several sources. 2) Technical Triangulation, to test credibility by checking data from the same source using different techniques. If this method produces different data, then discussions are held with the participants concerned to obtain relevant and testable data (Sugiyono, 2017).

In this study, the data collection procedures carried out by researchers were as follows: (1) Interview method. In this study, researchers tried to find information through interviews with relevant informants. With regard to qualitative research, the researcher determines the informants who are expected to be able to provide information according to the focus of the research, namely the administrators of the mosque takmir. These informants were selected based on certain criteria, including that the informant not only knew and was able to provide information, but also had lived it seriously as a result of a long involvement with the activity in question. (2) Observation method. In this case, the researcher observed directly the research object with the aim of obtaining accurate data so that a discussion would be reached in this study. Researchers pay attention to what is happening, listen to what is said, question information, and study documents owned by informants. (3) The documentation method, namely data collection techniques by collecting and analyzing documents, both in the form of writing or pictures. Documentation is done by examining documents related to research, including secondary sources.

The data analysis method used in this study is inductive, namely analysis based on the data obtained. To analyze the data, the researcher used the data analysis model from Miles, Huberman and Saldana which is known as the interactive model. Miles, Huberman, and Saldana stated that this data analysis activity is an activity that is interconnected before, during, and after data collection in a parallel form to build general insights called analysis (Sugiyono, 2017).

Data analysis activities with this interactive model include: 1) Data condensation, this process refers to the process of selecting data, focusing on the data obtained, simplifying data,

abstracting data, and transforming data that approaches all parts of documents and empirical materials. 2) Presentation of data, namely a process of organizing, unifying, and concluding information. 3) Drawing conclusions, in this process, the researcher examines as if looking for understanding that does not have a pattern of noting the regularity of explanations, and the flow of causation, which in the end concludes all the data obtained (Saldana, 2014).

RESULTS AND DISCUSSION

TPA Learning Management (Al-Qur'an Education Park)

Management in a broad sense is planning, organizing, directing, and controlling organizational resources to achieve goals. Meanwhile, management in a narrow sense is planning, implementation, leadership, supervision or evaluation, and school information systems (Ramdanil Mubarok, 2020). Quality management is needed in the implementation of TPA. Effective and efficient management of the TPA is needed so that later the child's need for educational services will continue to be implemented according to the child's growth and development even though the parents are busy working. Proper learning management can produce quality human resources (Suharti, 2018). The existence of a TPA is certainly expected to help parents continue to develop their potential and optimize their child's developmental tasks and be able to replace the mother's role so that children's development can proceed normally (Ibnu Sina et al, 2020).

TPA activities at the Nurul Iman Mosque have good management, including planning, organizing scheduling, and implementing Islamic education-based learning, as well as monitoring and evaluation. In this planning, the administrators of the mosque takmir began to schedule plans for the TPA starting with the curriculum, teaching, and learning methods that would be implemented. Then, after that, a TPA implementation schedule was formed, namely every 3 times a week (Monday, Wednesday, and Friday). After being scheduled, the TPA began to be implemented according to the initial plan, namely using an Islamic education-based curriculum. The last is monitoring and evaluation. After the TPA was running within 1 month, the mosque takmir administrators began to evaluate and supervise the TPA activities. The goal is that future TPA activities can run smoothly and be able to evaluate when there are many deficiencies.

Learning is a process of teaching and learning activities carried out by teachers and participants (Isjoni, 2012). According to Meyer quoted by Sunhaji, learning is something that is done by the teacher and learning objectives by advancing student learning (Sunhaji, 2013). Another opinion says that learning is a process to help students learn well (Nandang Kosasih, 2013). That is why one of the alternatives used by educators in developing children's potential is by organizing TPA learning activities based on Islamic education (Bahri S, 2016). According to Abosede, quality education will certainly give children a good initial experience. This is very important in child development (Abosede SC, 2017). The reading and writing Qur'an learning model is expected to increase the role and participation of BTQ educational institutions in alleviating Al-Qur'an illiteracy, especially in school-age children (Aliwar, 2016).

TPA Learning in Islamic Education

Education is often referred to as a field that determines the success of a nation in carrying out national development. This has made education an important aspect of the life of the nation and state (Alesina A, Giuliando P, 2021). TPA (Al-Qur'an Education Park) is an institution or community group that organizes non-formal Islamic religious type education, which aims to provide reading, memorizing, and understanding of the Qur'an as well as understanding basic *dinuel Islam* in elementary school-age children (Hasbi Indra, 2012).

In carrying out this TPA activity, teachers are required to be able to develop the potential that exists in each of their students. This makes teachers required to be able to carry out learning activities that are in accordance with the nature of children (Mualimin M, 2017). There are at least 3 natures in children that teachers can develop, namely religious nature, sacred nature, and intellectual nature (Saryono, 2017). The quality of implementing TPA learning activities will be greatly influenced by the learning management activities carried out (Safitri A, Kabiba K, 2020).

Islamic education-based learning at TPA is very much needed because many TPAs no longer carry out teaching and learning activities because there are no students or only a few, even children's interest in learning in religious education is said to be weak (Sulis Rokhmawanto, 2020). Therefore, this Islamic education-based learning management, it will be very helpful in creating a generation of students who are influential in goodness and become a generation driving Islamic change.

Implementation of Islamic Religious Education Learning Management

The main functions in management include planning, implementation, direction, and supervision (Syafaruddin et al., 2020), which are explained as follows:

Planning

Planning can be interpreted as selecting and determining activities, what to do next, when, how, and by whom. "Replanning" can sometimes be a key factor in being able to adapt to new situations and conditions as quickly as possible. The work plan is the setting of goals to be achieved and the selection of efforts to be implemented to achieve learning objectives. The core of the local content of planning is the preparation of a curriculum based on reference to the condition of the community, then the curriculum is taught by students with the aim of having noble character, a loving environment, and other personalities (Afif Nurseha, 2018). The benefits of planning include: Being able to provide clarity in achieving student competence, and the prerequisites needed by students in order to be able to take part in learning in educational units; Improving efficiency in the learning process, namely submitting an overview of the required resources needed to achieve competency; Carrying out a continuous development process, namely determining the various processes needed at a certain time; and Planning that can be used to attract stakeholders (Sugeng Listyo Prabowo and Faridah Nurmaliyah, 2010).

At the TPA at the Nurul Iman Mosque in the results of the interview, it was explained that there was already management there at the planning stage. The takmir of the mosque at the TPA at the Nurul Iman Mosque made an agenda for the learning plan at the TPA. The plan is in the form of a curriculum in which there are lessons and methods used. This is in accordance with the learning activities themselves, which require models, approaches, strategies, methods, techniques, media, and learning resources (Witono, 2021). In learning this is stated in the learning plan which is often referred to as the curriculum.

Organizing

Organizing is the process of compiling an organizational structure that is in accordance with organizational goals, owned resources, and the surrounding environment. Organizing is a container for activities that have been planned by following the rules that have been set (Afif Nurseha, 2018). The contents of the organizing stage are determining the tasks that must be carried out, who is to do them, how the tasks are grouped, who reports the assignments, and where the decisions must be taken (Hardi Tambunan, 2021).

After the lesson plan has been prepared, the TPA at Majid Nurul Iman has a TPA implementation schedule that has been formed. The TPA schedule at Majid Nurul Iman is 3 times a week on Monday, Wednesday, and Friday. Seeing the results of the research that the TPA at Majid Nurul Iman has organized learning in the form of forming a TPA implementation schedule, it can be said that the TPA at the Nurul Iman Mosque has been organized well.

Actuating (Implementation)

Implementation is a learning process or process of ongoing learning in the classroom as the core of educational activities (Listiyani, 2012). In this implementation stage, it is the process of interaction between teachers and students to convey subject matter to students so that learning objectives can be achieved. The implementation of teaching is divided into three stages, namely before teaching (pre-instructional), teaching (instructional), and after teaching (evaluation and follow-up). This is like the process of opening learning, delivering learning material, and closing learning (Yulianingsih & Lumban Gaol, 2019).

After the organizing process, namely scheduling the TPA at Majid Nurul Iman. TPA began carrying out teaching and learning activities according to the initial plan, namely using an Islamic education-based curriculum

Controlling (Supervision) and Evaluation

Supervision is a systematic effort to set implementation standards with planning purposes, compare actual activities with predetermined standards, then determine and measure violations and take corrective action in order to ensure that all institutional resources can be used in the most effective and efficient manner in achieving institutional goals. Istikomah and Budi Haryanto, 2021). According to Terry, in Afif's writing, supervision is an effort to examine the activities that have been carried out (Afif Nurseha, 2018).

Evaluation is a tool that is used to weigh and determine the value and meaning of something, be it a person, activity object, situation, or a certain entity based on predetermined criteria and can be accounted for (Primayana et al., 2020). Evaluation is an attempt to obtain information regarding student learning outcomes as a whole, both in knowledge, concepts, attitudes, values, and skills in the process (Nunung Nuriyah, 2014). Learning evaluation is the final activity of the learning program to measure and assess the progress and success achieved based on the lesson plan.

The TPA at the Nurul Iman mosque has carried out supervision and evaluation. This can be seen when after the TPA learning took place within 1 month, the mosque taker administrators began to evaluate and supervise the activities carried out by the TPA. This is intended so that TPA activities can run better in the future smoothly. Evaluation will be useful to see the deficiencies that exist in the ongoing learning process and provide solutions so that further learning is better.

CONCLUSION

Based on the description of the management of Islamic education learning in TPA activities at the Nurul Iman Pakem Mosque, it has been carried out properly. Because the TPA at the Nurul Iman Mosque has carried out a management function as a whole. The planning function is carried out in the form of making the TPA curriculum, teaching, and learning methods to be implemented. The organizing function can be seen in the formation of a TPA implementation schedule which is carried out 3 times a week on Monday, Wednesday, and Friday. The implementation function can also be seen, namely TPA carrying out learning based on a predetermined plan. In the monitoring

and evaluation function, it can be seen that after the TPA runs within 1 month, the mosque takmir will start evaluating and supervising the activities when the TPA is in progress.

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