

OPTIMIZATION OF THE LEARNING METHODS FOR READING AND WRITING THE QUR'AN AND ORGANIZATIONAL MANAGEMENT OF AL- BARKAH MOSQUE QUR'AN EDUCATION GARDEN IN BANDAR LAMPUNG

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Abstract: The rapid growth of the Qur'an education institutions reflects the increasing public awareness of the importance of the ability to read and write the Qur'an. The existence of PP. No. 55 of 2007 on Religious Education and Religious Teaching, illuminates the existence of the Qur'an education institutions. One of its main focuses is improving the organization and quality of the Qur'an Education Gardens (TPA). To enhance the quality of TPA, especially in the efficient and effective Qur'an learning process, synergy among the government, society, and research is required. Participatory Action Research (PAR) studies could assist in resolving challenges encountered, as this study in Tanjung Senang Subdistrict, Bandar Lampung City, has revealed. Initial research indicated that TPA's management and learning design were basic and lacked media usage. As a result, the learning process has not been optimal. For this reason, the enforcement program of the Qur'an learning and TPA organization management through Participatory Action Research (PAR) is expected to enhance the governance and quality of TPA's learning. The research results are as follows: first, improving understanding and skills in managing a systematic and standard TPA; second, increasing teacher motivation in teaching the Qur'an; third, enhancing the students' learning quality based on learning participation and the ability to read and write the Qur'an. In general, the Qur'an learning model enhancement workshop in Tanjung Senang Subdistrict, Bandar Lampung City, has contributed to the Qur'an institutions' management aspects, teaching approach, and students' learning quality.

Keywords: Learning, Methods, Organization, Management

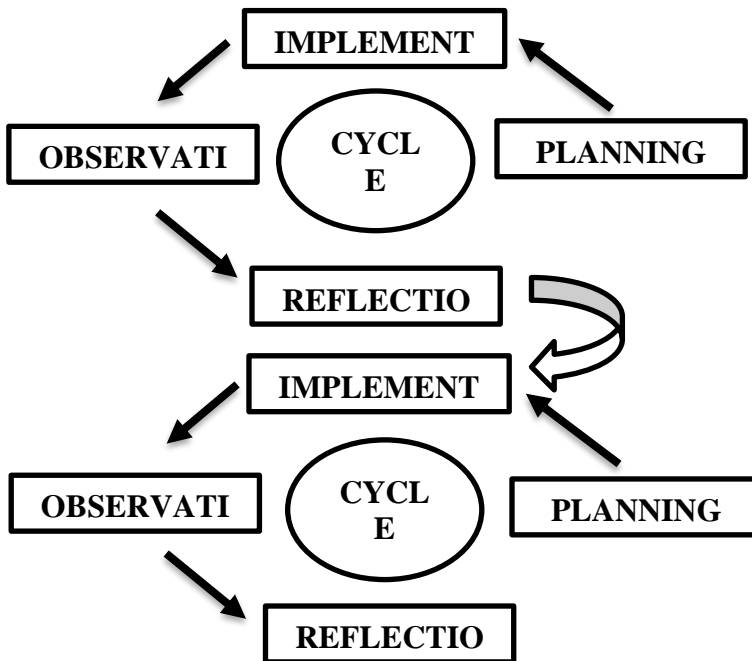
INTRODUCTION

The increasing interest from communities to read and write the Qur'an is seen from the acceleration of the growth of Qur'anic education institutions that are now widespread in society (Miranti, 2022). These institutions, which aim to understand and instill Qur'anic values from an early age, have been legitimized through PP. No. 55 of 2007 regarding Religion and Religious Education, reinforcing their positions in society (Dute, 2021; Qurtuby, 2021). Their existence is inseparable from the involvement of the government, communities, and Islamic mass organizations in their support. One of the focuses of this study is the effort to enhance religious education capacity in the city community empowerment program, particularly in the Tanjung Senang sub-district, through basic Qur'an reading and writing activities as the foundation for Islamic religious education. However, initial studies through observations and in-depth interviews revealed several obstacles encountered. First, the learning management in Qur'anic Education Gardens (TPA) was done simplistically and conventionally, with little to no form of assistive media. Second, there is a lack of human resources capable of taking on facilitator roles in learning. Most of the teachers are students with limited knowledge of reading and writing the Qur'an and shallow religious knowledge. Third, the limited learning spaces restrict the student capacity. Fourth, no definite standard curriculum and a lack of regulations in the learning process. Therefore, this study aims to evaluate and improve the quality of Qur'an reading and writing clubs and TPA organizational management through a community empowerment program (Azhar & Aristyasari, 2019). The study focuses are divided into three aspects: (a) Analyzing the process and form of the Qur'an Reading and Writing Learning Model and TPA Organization Management, (b) Evaluating the impact of learning model and management implementation on the quality of TPA teachers, and (c) Measuring the effect of this model implementation on the quality of reading and writing the Qur'an of TPA students in Tanjung Senang Sub-district.

RESEARCH METHODOLOGY

This study employs the Participatory Action Research (PAR) method, an effective problem-solving strategy through practical

implementation of innovation (Cornish dkk., 2023). This research follows a spiral process as described by Madya, encompassing: (1) action planning based on careful research; (2) action implementation; (3) data collection about action results; and (4) drawing research from social experience (Suwarsih Madya, 2000). The PAR process is cyclical, following a continuous and repeating cycle of activities. It involves mapping, action planning, plan implementation, as well as monitoring and evaluation. Results from this monitoring and evaluation will be remapped, followed by replanning, further implementation, monitoring and evaluation. Each stage is followed by a reflection process to assess success at each stage. In their capacity as researchers, the organization is responsible for planning, performing actions, monitoring/evaluation, and reflection. Action research, in accordance with the basic concept developed by Kurt Lewin, includes four main components representing the steps in its process: (1) Planning; (2) Action Implementation; (3) Monitoring; and (4) Reflection (Asrori & Rusman, 2020).



In this study, several data collection techniques were used, including literature review, in-depth interviews using a prepared

interview guide, Focus Group Discussion (FGD), and field observation wawancara yang telah disusun, Focus Group Discussion (FGD), dan observasi lapangan (Chevalier & Buckles, 2019; Cornish dkk, 2023; Mamik, t.t.; Setiawan, 2018). The literature review was conducted to gather relevant information and gain a deeper understanding of the research topic (CA, 2019; Iswahyudi dkk., 2023). In-depth interviews were conducted using an interview guide to facilitate discussions and verify data obtained from various sources. FGDs were held involving the community under study in the decision-making process, gaining insights, and formulating activity recommendations (Afiyanti, 2008). Field observations were conducted to collect data on BTQ activities in TPA Kelurahan Tanjung Senang (Nurdiani, 2014; Siyoto & Sodik, 2015). In qualitative data analysis, three commonly used steps are data reduction, data display, and drawing/verifying conclusions (Afiyanti, 2008; Ikhsandi & Ramadan, 2021). Data reduction involves summarizing, selecting important information, searching for themes and patterns, and discarding irrelevant or unnecessary data (Fadli, 2021). Reduced data provides a clearer picture and eases the researcher in gathering the next data (Rejeki dkk., 2020). Data display is a way to represent data in various forms, such as brief descriptions, diagrams, pictures, inter-category relationships, flowcharts, and others (Guzman & Oktarina, 2018; Hedynata & Radianto, 2016). This assists the researcher in better understanding and analyzing the data. Drawing/verifying conclusions involves forming provisional early conclusions (Jurdi & Mahmuddin, t.t.). These conclusions can still change if not supported by strong evidence found in the next data collection stage. However, if supported by valid and consistent evidence when the researcher returns to the field to collect data, then those conclusions can be considered credible and reliable.

RESULTS AND DISCUSSION

1. Strengthening the Learning Model in Cycle I

To strengthen the BTQ learning model, this research involved several stages. The first stage was planning, where the researcher conducted a preliminary study to gain an understanding of the Quranic education institutions in the coastal community of Tanjung Senang. Through problem identification, the researcher

and educators identified several areas that needed strengthening in the BTQ learning model: 1) Developing a more enjoyable BTQ learning approach; 2) Training for educators to support BTQ activities sustainably; 3) Mentoring to provide comprehensive understanding of BTQ management and ensure that the activities align with curriculum standards and professional governance (Aisyah & Firdaus, 2023; Wasiah, 2020). Next, actions and observations were conducted, where the researcher facilitated various activities that aligned with the identified problem focus. Recording observations of the activity process, active participation, and creativity of the participants were vital parts of this observation. This was done to document the events that focused on the research problem.

Based on field observations, the TPA learning process in Tanjung Senang can be described as follows:

- a. The students come to the learning center according to the established schedule. TPA students at Masjid Al Barkah study at Masjid Al Barkah Tanjung Senang between Maghrib and Isha prayers.
- b. After the students are seated orderly, the teacher greets them and allows one of them to lead the prayer as a sign of the start of the learning session.
- c. Each student takes turns sitting in front of the teacher and follows along with the recitation conducted by the teacher, maintaining focus.
- d. While waiting for their turn, some students are seen attentively listening and observing the teacher's recitation, while others engage in lighthearted conversations with their peers.
- e. The teacher patiently guides each student in turn, and if a student struggles with reading, the teacher provides repeated examples.
- f. Students who have shown progress in learning are given tasks to assist other students who still have difficulties in reading.
- g. After the Quranic reading process, the teacher repeatedly recites short surahs and daily prayers, followed by all the students.
- h. Before ending the learning session, the teacher provides advice and motivation for about 5 minutes, concluding with a collective prayer led by one of the designated students.

- i. The students shake hands, touch the teacher's hand as a sign of respect, and exchange greetings to signify the end of the learning session.

The next stage is the reflection of the researcher on the process and outcomes obtained from the actions taken. In this reflection stage, the entire research team and collaborators engage in introspection about the plan and observations made in Cycle I. Each individual has the opportunity to express their ideas, opinions, feelings, and share their experiences. Here are the results of this reflection:

- a. In the first cycle, efforts and activities were mostly focused on building personal relationships between the researcher and the research targets, as well as socializing the activities to the Quranic education community in Tanjung Senang district. This involved the TPA teachers. Although the socialization was conducted well by explaining the purpose, objectives, and nature of the activities, overall, the Quranic education community in Tanjung Senang district still hasn't fully understood the essence of the goals and benefits that will be obtained from the researcher's initiated mentoring program.
- b. The lack of sufficient understanding from the mentoring community regarding the substance of the activities needs to be addressed through follow-up in the socialization process. These efforts include collaboration with religious and community leaders to explain in detail the goals and substance of the activities.
- c. To maximize the socialization process to the research targets regarding the substance of this program, the researcher decided and requested the TPA committee to specify the proposed plan in the context of mentoring, using appropriate language and communication. With this approach, the researcher hopes that the program has been designed effectively and can achieve the established goals.
- d. An important note made by the researcher is that the involvement of the committee in explaining the purpose and goals of the program has shown some results. The mentoring community is starting to understand what they actually need to do to develop themselves, in an effort to improve the quality of TPA learning and management in the future.

2. Strengthening the Learning Model in Cycle II

In an effort to ensure the success of the implementation, Cycle II includes conducting training in the form of a workshop. The workshop takes place over a period of 2 days, with a total of 30 participants, including TPA educators and students. The training materials selected and developed during the workshop are designed to address the identified problems as planned beforehand. The primary goal of this activity is to provide additional knowledge about the curriculum and learning in Quranic education institutions. After the teaching and learning process is completed, a group discussion session in the form of a focused group discussion (FGD) will be conducted. The purpose is to gather impressions and learn about what they have gained during this mentoring process (Nanda, 2010).

3. Evaluation / Observation

Based on observations during the workshop on strengthening the Quranic learning model involving educators and students, it can be seen that the majority of participants actively engaged in all stages of the event with enthusiasm and provided positive, communicative, and active participation. The attendance rate of participants in all stages of the activities reached 100%. The results of the focused group discussion conducted after the training showed that the participants gained new insights into the Quranic learning model, BTQ management and organization, and the use of audiovisual media in Quranic education. The participants hope that the knowledge and skills acquired can help improve the Quranic education process, which has not been optimally managed so far. The discussion also highlighted the need for continuous mentoring and development of Quranic education institutions to survive in the face of rapid societal changes. The importance of Quranic education institutions is also supported by the role of supervisory institutions in improving the quality of Quranic education in society, preparing standardized Quranic education instruments, and increasing public interest in Quranic education to reduce illiteracy rates in understanding the Quran from year to year (Hadi, 2023; Hidayatulloh, 2018). The workshop on strengthening the Quranic learning model in urban areas in Tanjung Senang, Bandar Lampung, is expected to enhance the role and participation of Quranic education institutions in reducing Quranic illiteracy in the

community, especially among school-aged children.

CONCLUSION

In the initial phase, the primary priority was to introduce and socialize the program to the educators and religious leaders through an engaging approach. The goal of this phase was to create commitment and enthusiasm in carrying out the task of guiding and educating students, which is crucial in addressing the issue of Quranic illiteracy in the community. It is essential to continue emphasizing to BTQ educators the importance of strengthening sincere commitment and motivation in managing the institution and guiding the students. Their task is a significant and heavy responsibility in spreading Quranic education. In the second cycle, the focus was on the BTQ learning materials and models, managing and organizing BTQ institutions, and the use of audiovisual media in the BTQ learning process. The goal of this second phase was to develop comprehensive understanding and skills in managing BTQ education institutions according to established standards.

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