

Formation of Qur'ani Character in Children at TPQ Miftahul Ulum Cidokom Gunung Sindur Bogor

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ABSTRACT

Background. Education is defined as a learning process throughout human history. National education functions to develop a sense of loyalty and strength as citizens among the nation's people and improve their ability to maintain their way of life. Miftahul Ulum Al-Quran Education Park (TPQ) is a non-formal organization that prioritizes Al-Quran education in the context of character development initiatives in the Cidokom Village environment, Gunung Sindur District, Bogor.

Purpose. The aim of this research is to understand the implementation of the TPQ Miftahul Ulum education program in relation to the child-teacher ratio in the Cidokom Village community, as well as the obstacles faced during program implementation and strategies for overcoming them.

Method. This research used a qualitative descriptive approach at TPQ Miftahul Ulum, with Purposive Sampling and Snowball Sampling techniques to select informants. Data was collected through observation, interviews and documentation. Data analysis follows the Miles and Huberman model, with validity using triangulation of sources and techniques.

Results. The results of this research show that the implementation of the educational program is an effort to realize children's character education at TPQ Miftahul Ulum.

Conclusion. Al-Quran education has an important role in developing moral character through peer pressure, teaching perseverance and love in developing religious, personal, and communicative qualities in children at an early age.

KEYWORDS

Al Quran Education, Character Education, Early Childhood

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INTRODUCTION

Currently, many students and staff in educational institutions want to encourage the return of moral education (Herman, 2018). A child has become the first consumer of the amount of information produced in the virtual world. Herwina and Iswan (2018). This phenomenon is a sign of a child's character that needs to be reshaped and improved. Emphasizing the positive values that children and adolescents must have in relation to the rise of crime and violence in society.

The moral condition and decline of the generation is caused by the loss of characteristics as individuals who contribute to Pancasila values. As an example of the difficulty of carrying out worship to God Almighty,



the weakening of the unity of the people is balanced by the turmoil of feelings among the community, such as brawls between students, brawls between tribes and groups, and the weakening of the education system. corruption of the country's political parties, and the weakening of the community's sense of social justice as occurs in the competition assessment process both carried out personally and by government agencies (Anwar, Wardani, & Vitriana, 2019).

The decline in knowledge and a sharp decline in morals have had an impact on all levels of society, including the learning community, making character education something that needs to be done (Asmani, 2012). According to Locke, personality development in Warsito's book is mainly focused on character development (Warsito, 2014). Character is based on moral standards that define a particular type of morality that is influenced by personal desires and aspirations. Currently, children are experiencing moral decline, such as sexual harassment experienced by eighth grade elementary school (SD) students due to violence against children.

In an Islamic perspective, the behavioral or moral values reflected in the Prophet Muhammad SAW are; amanah, tabligh, fingerprint, and fatonah. Ratna Megawangi in the book Character Parenting Space quoted by Dalmeri, there are several characters that must be inherited and immortalized, namely; first, love of God Almighty and truth; second, responsibility, discipline and independence; third, trust; fourth, respect and politeness; fifth, compassion, care and cooperation; sixth, confident, creative and never give up; seventh, justice and leadership; eighth, kind and humble; and ninth, tolerance and love of peace, all of which are called the nine pillars of character education (Dalmeri, 2014). Character education is a process of providing guidance to students to develop attitudes and behavior optimally and comprehensively. The target of character education is the entire academic community in each educational unit, whether formal, informal or non-formal (Setiardi, 2017).

Non-formal education units consist of course institutions, training institutions, study groups, community learning activity centers, religious education and similar educational units (Anwar, 2019). The curriculum implemented at TPQ is equivalent to Kindergarten (TK) and RA, namely emphasizing providing the basics of reading the Al-Qur'an and helping children's spiritual growth and development so they are ready to enter further education. The implementation of non-formal education in the form of the Al-Quran Education Park (TPQ) as an Islamic educational institution is an opportunity for character formation through character education which involves all components of children's education.

In practice, many TPQs are competing to realize TPQs that emphasize character education in them. TPQ Miftahul Ulum is a non-formal education institution located in Cidokom Hamlet, Gunung Sindur District, Bogor Regency. Character education efforts at TPQ Miftahul Ulum involve all educational components in carrying out the process of interaction with students in an effort to realize character and morals that are in accordance with Islamic guidance in everyday life.

Based on the background that the researcher has described, the focus of this research is; 1) How is the educational program implemented in an effort to realize children's character education at TPQ Miftahul Ulum?; 2) What are the obstacles in implementing educational programs in an effort to realize children's character education at TPQ Miftahul Ulum, and; 3) How to overcome existing obstacles in efforts to realize children's character education at TPQ Miftahul Ulum.

The aims of this research are; 1) to find out about educational programs in an effort to realize children's character education at TPQ Miftahul Ulum; 2) to find out the obstacles in implementing educational programs in an effort to realize children's character education at TPQ Miftahul Ulum, and 3) to find out how to overcome existing obstacles in efforts to realize children's character

education at TPQ Miftahul Ulum. Theoretically, the benefit of this research is that it contributes to thinking in science and enriches concepts and theories in science. Meanwhile, practically, this research is expected to provide experience and insight for the researchers themselves and for future researchers as well as become a reference for the implementation of non-formal education in general and TPQ Miftahul Ulum in particular.

RESEARCH METHODOLOGY

This research uses descriptive research with a qualitative approach. The research location was determined using the Purposive Area technique, namely non-formal education, namely the Al Quran Education Park (TPQ). TPQ Miftahul Ulum is a non-formal education institution located in Cidokom Hamlet, Gunung Sindur District. The technique for determining informants in this research uses the Purposive Sampling technique, and the technique for determining Informants uses the Snowball Sampling technique. With key informants namely educators and students, as well as supporting informants namely parents of students. Data collection techniques were carried out by means of observation, interviews and documentation. Data processing techniques use research outreach, increasing persistence, and triangulation using triangulation of sources and techniques. Data analysis was carried out using the Miles and Huberman model analysis, namely data collection, data reduction, data presentation and drawing conclusions.

RESULT AND DISCUSSION

Implementation of Al-Quran Education in Efforts to Shape Children's Character

The results of this research show that the implementation of educational programs in an effort to realize children's character education at TPQ TPQ Miftahul Ulum, a non-formal education institution located in Cidokom Hamlet, Gunung Sindur District, is: First, teach children to read the Koran in depth, namely in detail, in detail and continuously. In this case, educators at TPQ Miftahul Ulum guide students to fluently read the Al-Quran, demonstrated by being proficient in makhrajil letters, tajwid, and will not advance to the next level before going through an assessment in the form of an oral Iqra' reading test. In the process of tutoring in reading the Al-Quran, children are trained to be patient and not move up to the level of reading Iqra' if they are not yet proficient. With patience that is continuously trained, children are accustomed to being responsible for themselves, trained to control their emotions, encouraged to try to achieve success through their own efforts and not because of the teacher's empathy.

Al Quran teaching program in depth by TPQ Miftahul Ulum in forming character that results in children having a positive personality outside of TPQ such as the patience of children at home when asked for help by parents or other family members at home. Efforts to get the first champion at school by diligently reading and paying attention to the teachers at school and not playing around in activities that harm others such as cheating, bullying, and talking to friends while learning is going on. Second, give the child to memorize a short surah (juz amma). Through memorization given to parents, children who have not yet finished learning the Al-Quran can be taught by highlighting short letters found in the Al-Quran without having to read the Al-Quran more than once.

The way that the educators at TPQ give memorization to children is by repeating the given reading and not being able to memorize the next letter before memorizing the letter that is being memorized. When the child is able to memorize surat juz amma, then correct the recitation of the Qur'an that does not match surat tajwid or makhrajil. Continuous memorization programs indirectly

have implications for children's actions to be diligent in doing righteous deeds. Third, provide material on the interpretation of verses of the Qur'an, hadiths and sayings of pearls in Arabic (Mahfuzhat). During this program, the educators used to give detailed explanations about the verses of the Qur'an, hadiths and mahfuzhat by inserting advice and relevance to everyday life, especially when children are positioned as members of the family, as students in education and as community members. Children are continuously trained to be responsible for themselves, trained to control their emotions, trained to try to achieve performance through their own efforts and not because of the teacher's empathy.

Detailed explanation of verses from the Koran, hadith and mahfuzhot by inserting advice and its relevance to everyday life, especially when children are positioned as family members, as students in education and as members of society and the environment. The advice given can shape a child's personality and character, proven by carrying out what is ordered and avoiding the prohibitions contained in the Koran in accordance with Islamic law.

Obstacles to Al-Quran Education in Efforts to Shape Children's Character

The obstacle in implementing educational programs in an effort to realize children's character education at TPQ Miftahul Ulum is that there are many students who take part in the learning process at TPQ while the number of teachers is very limited. The number of children exceeding the quota means that the process of forming children's character is not optimal. TPQ Miftahul Ulum has 60 students, while there are only 2 teachers available, so there must be 1 teacher to supervise and guide 29 children. This becomes an obstacle for teachers when the implementation of the teaching and learning process at TPQ takes place in relation to the formation of students' character, morals and manners because when the teacher listens to the children reading the Al-Quran one by one, the other children are not supervised.

This is in accordance with research findings which show that teacher assistance in classes and groups has a central role in shaping personality and producing students' abilities by trying to prepare the learning process starting from planning, methods, media to implementation. education goes according to wishes (Anwar & Zaenullah, 2020). The need for educational management in relation to the development and quality of a teacher is a major factor in the success of educational programs (Argawinata, 2016).



Figure 1. The Teaching Activities at TPQ Miftahul Ulim Gunung Sindur Bogor

Overcoming obstacles to Al-Quran education in an effort to shape children's character

The results of the research show that the way to overcome existing obstacles in the effort to realize children's character education at TPQ Miftahul Ulum is for children who do not get their turn to read the Koran by letting the children learn while playing. Learn while playing at TPQ Miftahul Ulum with the method of giving assignments to each child, namely reading the hijaiyah letters in the Koran, drawing calligraphy using the patterns provided on drawing paper. Giving tasks to children allows children to play but must not harm other people. This is in accordance with the characteristics of children who like to play.

Lester D. Crow in his book *Human Development and Learning in Khusni* emphasizes that there are three phases of development, namely childhood, maturity and adulthood. Childhood begins in the mother's womb, then is born into the world, becomes a baby, and becomes a toddler until the child enters formal education (school). Meanwhile, the maturity period is the developmental process of a person experiencing maturity before entering adulthood. Functional maturity will influence changes in mental function (Khusni, 2018). This will certainly be a problem for teachers if they do not know the characteristics of children and their developmental phases, who do not yet have the ability to think like adults. The teacher's persistence in overcoming these obstacles accompanied by a patient attitude is important in this process. If the teacher's knowledge is inadequate and there is low control over the surrounding environment, it is not uncommon for teachers to have an element of 'neglect' towards their students (Sukino, 2018).

Al-Quran Education as an Effort to Shape Children's Character

In this analysis, the researcher explains that TPQ Miftahul Ulum's efforts in providing character education to children in Cidokom Village can have a positive impact on human development and character development through after-school programs. A child who receives guidance through continuous and continuous training will be hampered in his learning and development. Character is not just an object or thing that is present from birth; it is also the result of consistent education and good behavior.

According to Jean Piaget, optimal education requires challenging experiences for students, so that the process of assimilation and accommodation can produce intellectual growth. Character education is essentially education that involves cognitive aspects, feelings and actions. In the process of tutoring to read the Al-Quran, children are trained to be patient and not raise the level of reading Iqra' if they are not yet proficient. With continued patience, children will get used to being responsible for themselves, trained to control their emotions, trained to try to achieve achievements through their own efforts and not because of their teacher's empathy.

The character values in the learning while playing program at TPQ Miftahul Ulum train children to have honesty, tolerance, prudence, self-discipline, cooperation, courage and democratic values. So it is important for educators in this case, namely TPQ teachers, to apply parenting styles that suit each child because each child has different talents and character because the main element in character is the mind. TPQ focuses on the teaching and learning process of reading the Koran with additional content oriented towards the formation of Islamic morals and personality.

In this case, it is closely related to educators as the main component in the educational process. The findings of this research show that teachers have a very important role in shaping children's character. TPQ Miftahul Ulum has limited teachers, namely only 2 people. The method used in the learning process with teacher limitations is that children are given the freedom to learn while playing. Indirectly, TPQ teacher Miftahul Ulum in relation to providing a democratic attitude

to children is closely related to the nature of responsibility which places more emphasis on positive obligations towards children.

CONCLUSION

Based on the data analysis that has been carried out, it can be concluded that TPQ Miftahul Ulum plays an important role in developing social character through peer pressure, by carefully considering and paying attention to the development of religious, personal and communicative character. This is reinforced by the results of the analysis which show that the education program run by TPQ Miftahul Ulum in the Cidokom Village community is focused on developing the character of early childhood. Includes lessons in reading the Koran, reading surahs aloud, analyzing hadiths, and memorizing Arabic words and sentences (Mahfuzhat). The main obstacle to this program is the large number of children at TPQ Miftahul Ulum and the erratic behavior of teachers. One way to overcome obstacles is for children to be allowed to learn while playing and paying attention and supervision of the teacher's guidance and teaching.

The researcher's suggestion for TPQ managers is to add teaching staff to help existing teachers in their efforts to shape children's character through education and teaching at TPQ. Suggestions and suggestions for researchers so that this research can be developed and used as material for further research regarding the Al-Quran Education Park (TPQ) which includes other activities, so that it can be explained that TPQ as a non-formal educational institution is also able to equip and create people with good character and morals. in accordance with national education goals.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

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