

The Role of Taman Pendidikan Al-Qur'an in Instilling the Students' Principles of the Importance of Seek Islamic Education at Pondok Pesantren

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Abstract: One of the key elements influencing human civilization is education. Currently, the world has advanced. Every aspect of life has been impacted by globalization. There are several effects of the globalization trend and the rapid advancement of technology. Besides have positive effects, technology can also give negative effects, such as making kids unmotivated to study especially about Islamic Education and recite the Holy Al- Qur'an because they spend too much time on their Handphone and television. It will undoubtedly cause the children's moral decadence. However, Sidengen Village in the Madukara District, specifically at Taman Pendidikan Al-Qur'an (TPQ) Al-Falah Sidengen, has some fascinating things to be investigating. Because most of the pupils at TPQ Al-Falah decided to continue their education after finishing elementary school at the Junior High School, which was affiliated with Pondok Pesantrenl. The goal of this study is to identify the role of Taman Pendidikan Al-Qur'an (TPQ) and the real driving forces behind the high levels of students' motivation to continue their formal education which is integrated with Pondok Pesantren. This study is using a qualitative approach. Based on the data that the researcher found, it can be concluded that there are some factors that influence students' principles and there are big roles of TPQ in instilling the students' principles of the importance of Seek Islamic Education at Pondok Pesantren such as the teachers' influence and the various method that TPQ used.

Keywords: Taman Pendidikan Al-Qur'an; Importance of Seek Islamic Education; Pondok Pesantren

Introduction

The current development of science and technology leaves a few issues that need attention. It is undeniable that modern society has succeeded in developing science and technology to become an alternative solution to the problems of everyday life. However, in other conditions, science and advanced technology are less able to cultivate noble morality (Kosim, 2017). Technological developments that are currently occurring in Indonesia are accompanied by symptoms of a very concerning decline in morale. The moral crisis of adolescents is a widespread problem and must be resolved as soon as possible with the right handling. The moral crisis that is happening in Indonesia today can be overcome with education

and instilling religious values from an early age. Education is one of the most important elements in building human civilization. Without education, human civilization will never be as advanced as what we see like this. This is because education is a fundamental basis for change and development of the culture of a nation and state (Syafaruddin, 2012).

In Indonesia itself, education is divided into 3 types, namely formal, informal and non-formal education (Dewi, 2018). One of them is Taman Pendidikan Al-Qur'an who teach the students about Islamic values. Ramayulis (2005) explains that Islamic religious education is a conscious and planned effort in preparing students to know, understand, believe, fear, have noble character, practice the teachings of Islam from the main

source of the holy book al-Quran and al-Hadith, through guidance activities, teaching, training, and the use of experience. TPQ also be the most favorite parents to educate their child. Because there, their child can get the Islamic Religion deeply. Because as we know that one of parents' hope was their children will be sholih and sholihah. Then actually, the best gift from the parents to their child is the knowledge.

TPQ is a non-formal Islamic educational institution that focuses on developing religious values in early age groups such as PAUD, SD, MI who grow and develop in society (Abdurrohman et al., 2022). Apart from education in general, the Al-Quran Education Center also plays a very large role in the lives of its students or santri, including TPQ Al-Falah Sidengen. There are interesting things that the writer encountered while carrying out community service at TPQ Al-Falah Sidengen. The author finds the fact that many of the TPQ Al-Falah Sidengen students who have graduated from elementary school in formal education, they want to continue their schooling which is integrated with Islamic boarding schools or Pondok Pesantren. As we know that in this modern era, there are very few children who want to study at Islamic boarding schools. Therefore, in this article, the author feels interested in examining is there TPQ roles in instiling the students' princile and how big the role of TPQ in forming the principle of the importance of studying religion in Islamic boarding schools to the students with the title "The Role TPQ in Instilling the Students' Principles of the Importance of Seek Islamic Education at Pondok Pesantren "

Materials and Methods

Study Area

This study uses a qualitative method. Qualitative research methods are methods used to understand an event that occurred, which can be in the form of data, speech, interviews, as well as direct field observations (Abdurrohman et al., 2022). researchers observed and participated in teaching and learning activities at TPQ Al-Falah every Monday and Saturday during their tenure there.

This research is located at TPQ Al-Falah Dawuhan Village, Madukara District, Banjarnegara Regency which is a non-formal educational institution that refers to religious education. Geographically, TPQ Al-Falah is located in Sidengen Hamlet Rt 04 Rw 01 Dawuhan Village, Madukara District, Banjarnegara Regency. Not only the students, During their time at TPQ Al-Falah, researchers watched and took part in teaching and learning activities on every Monday and Saturday to teach about dakwah. The community, students, and ustadz ustadzah who founded TPQ Al-Falah also served as the research subjects.



Figure 1. *The Role of TPQ in Instilling the Students' Principles of the Importance of Seek Islamic Education at Pondok Pesantren found by author on TPQ Al-Falah Sidengen, Banjarnegara.*

Procedure

The qualitative data collected in this study consists of the information obtained during the pre-research, the process and the results of action research implementation and the results of the discussion between the teacher and the researcher. The qualitative data of the research is collected by using some techniques including:

- 1) Interview Interview is done before and after the research. The researcher was do the interview with the Students, ustadz-ustadzah, and community.
- 2) Observation The researcher will observe the classroom situation before and during the research. It is conducted to know deeper about the methods used by the teacher, the subject of the teacher and the teaching learning process condition that can affected their motivation. The

researcher also observes the TPQ condition generally.

3) Photos

The implementation of the research was recorded in photographs to get more accurate data.



Figure 2. The process of observation by author on TPQ Al-Falah Sidengen, Banjarnegara

Data Analysis

Here, the technique used by writer to analyze the qualitative data is an interactive model. It deals with phenomenological in nature or based on social interactions. Researcher uses this approach to present a holistic view of data. According to Miles and Huberman (1992) interactive model has four steps. They are as follows:

A. Data collection

The first thing to do in interactive data analysis is collecting the data. Most of qualitative data consists of words, phenomenon, photo, attitude and daily activity that are gained by the researcher. It is resulted from many techniques used including observation, interview, documentation, camera, video type, etc. The process of data collection involves informant, activity, setting and contextual condition. The researcher finds out information through what the researcher see, hear and monitor. Therefore, the data can consist of interview transcript, research diary, field note, photo, video, etc.

B. Data reduction

Data reduction is the time for researcher to select, simplify and transform the collected data into written form. The data reduction is

done to the ease of analysis and limitation of area related to issue being address.

C. Data display

After reducing the data, the researcher must show the data into the readable form. It can be displayed in a piece of text, diagram, chart, table, picture, etc. Conclusion drawing and verification.

D. Conclusion drawing and verification.

Conclusion drawing includes the researcher thinking about the data display. Besides, the researchers' conclusion in analyzing the data should be connected to the questions at hand. Verification is closely related to conclusion drawing. The researcher should verify or recheck the data as many as possible to ensure the data are accurate to be the proofs of conclusion.

Results and Discussion

There are some role of TPQ in instilling students' principle to seek knowledge at Pondok Pesantren:

The first factor is because there are an advice from the teacher at TPQ Al-Falah Sidengen to the students. Yana (2016) said that teacher has role as a mentor to individuals or students, to gain understanding and self-direction. Basically, all teaching staff at TPQ Al-Falah Sidengen are affiliated with the Nahdlatul Ulama organization. Because of this, many teaching staff at TPQ Al-Falah Sidengen recommend and direct their students to continue their next education at Pondok Pesantren which are affiliated with Nahdlatul Ulama to seek islamic education deeply. Santri are also motivated so that one day they can become a generation who are good at religion so that one day they can become the successors of Ulama in preaching. Because the Kyai want his students to be able to preserve the teachings of Ahlussunah Waljama'ah. It is in line with research conducted by Nurul, et al (2019) that actually the kyai want their students to preserve the teachings of shari'ah, aqidah, and akhlaq ahlussunah waljama'ah. So, Kyai recommended their students to seek islamic education deeply at pondok pesantren. Imam (2017) stated that Prof. Dr. Mukti

Ali once said that there had never been a scholar who born from institutions other than pesantren.

There are something interesting thing in between the relationship between kyai and santri. It is well-nown that santri usually always obey the direction or advice from their kyai because they believe that kyai can give blessings for them. It is in accordance with the opinion Nurul, et al (2019) which states that Santri have an attitude of submission and do not want to argue with what the kyai says. In the process of studying, students are also told not to be careless in learning. It is not permissible to rely on the media to seek knowledge without a teacher, therefore, studying religion in pondok pesantren is very good. Because pondok pesantren has clear scientific source that is the Prophet Muhammad SAW. Because sanad is very important in studying islamic education. As fathurahman (2013) said that. Sanad's attention make slight difference that stands out between pondok pesantren and non pondok pesantren.

The second factor is the the clear curriculum at TPQ Al-Falah Sidengen. As we know that TPQ are also required to have a clear educational curriculum. The curriculum itself is a set of educational program plans designed to achieve the goals of the planned education (Prof. R. Ibrahim, 2021). The non-formal education curriculum. The curriculum applied to education in the Al-Qur'an Education Center is generally the Al-Qur'an education curriculum. The Al-Qur'an Education Curriculum itself is educational plans or programs that integrate a lot of or take the good values contained in the Al-Qur'an and Hadith (Hidayat, 2022). The Al-Qur'an education curriculum which is popularly used in Indonesian society contains religious material that is not learned in formal schools such as reading the Al-Qur'an, procedures for purification and others. The curriculum that has been defined and prepared requires a method for its implementation. The method itself is a procedure used to achieve a target or goal, it can also be interpreted as a science that can formulate the rules of a procedure (Nurjannah, 2015).

Then third is motivation factor. Kyai and the teacher in this TPQ themselves are graduates from well-known pondok pesantren. Apart from playing a role in developing and training students'

academic abilities in the field of religion, the Al-Qur'an Education Park also plays a more or less role in building the personality and life of the students (Dewi, 2018). One thing that can be seen is that the teaching staff at the Al-Qur'an Education Park in the form of Usatdz and Ustadzah can build the educational motivation of their students. Not only in non-formal education but also non-formal education. Motivation means the will or psychological drive to achieve goals or achievements (Suharni, 2021). Motivation can also be interpreted as the energy and enthusiasm that is obtained by a person or group of people to get what a person or group of people aspires to. Educational motivation between one student and another cannot be generalized, or it can be said to be relative. In addition, the TPQ caretaker also brought the madrasah diniyah method in Pondok Pesantren to TPQ Al-Falah Sidengen. In the madrasah diniyah method, there are several class divisions for the students, namely the Awaliyah, Wustho, and Ulya classes. The teaching method provided is adjusted to the age of the existing students. For example, at the Ulya level students, students are taught through the bandungan and sorogan methods. This is done to make it easier to provide the right material to students according to age and ability. From these we can see that the method affected students motivation. Each motivation is closely related relationship with a goal or an aspiration, then the more the higher the price of a goal, the stronger someone's motivation to achieve goals (Nunuk, 2019). It make the students principle to get higher class in seek islamic education improved.

Not only that, Al-Qir'an Educational Park is the first place for early childhood to elementary school age in rural areas to study religion. Al-Qur'an Education Park is a place for parents in rural areas to entrust their sons and daughters to deepen their religious knowledge as well as learn to read the Al-Qur'an. Departing from this, Kyai founded the Al-Falah Al-Qur'an Educational Park which is located in Sidengen Hamlet, Dawuhan Village, Madukara District, Banjarnegara Regency. TPQ Al-Falah Sidengen is one of 8 Al-Qur'an Education Parks registered in Dawuhan Village and is one of the pioneers of TPQ in Dawuhan Village. Like TPQ in

general, Al-Falah Sidengen Al-Qur'an Education Park has students who on average are still in PAUD, Kindergarten, SD/MI, none of the TPQ students are in SLTP. According to Kyai there, almost all of the TPQ Al-Falah Sidengen students who have graduated from elementary school will continue their education at junior high schools which are integrated with Islamic boarding schools or pondok pesantren.

Based on the information above, the research team moved to conduct research on why almost all of the students from TPQ Al-Falah Sidengen continued their education at junior high schools which were integrated with Islamic boarding schools. As we know that motivation is generally divided into 2 parts, namely motivation that comes from oneself (intrinsic motivation) and motivation that arises from outside the individual (extrinsic motivation) (Suharni, 2021). Intrinsic motivation can be interpreted as an individual's personal will, without any encouragement from outsiders. Meanwhile, extrinsic motivation can be interpreted as environmental will, encouragement from the environment, both family and society. Both have the same psychological effect, which is to generate encouragement and enthusiasm for students / santri in carrying out their education, both formal and non-formal education. There are several indicators that can be seen to ensure and know the learning motivation of students/santri (Suharni, 2021) that is:

1. The strong will of students / students in trying
2. The amount of time provided to try to achieve the goal
3. Voluntarily leave obligations or other duties for the sake of goals
4. Perseverance in doing tasks related to achieving its goals.

After I ask the students, the researcher found that they have both extrinsic and intrinsic motivation. So, they have principle to seek Islamic education at pondok pesantren to achieve the goal.

Then fourth, in this TPQ the Kyai also always give good example and good knowledge for the students. The santri often saw their ustadz and ustadzah do the dakwah. All teaching staff at TPQ Al-Falah Sidengen are affiliated with the Nahdlatul Ulama organization. Nahdlatul Ulama or

popularly known as NU is a religious organization founded by K.H Wahid Hasyim in 1926 with the aim of stemming the radical Islamic renewal movement at that time (Jati, 2013). NU has many Islamic boarding schools which are spread in almost all cities in Indonesia. Because of this, many teaching staff at TPQ Al-Falah Sidengen recommend their students to continue their education at Islamic boarding schools which are affiliated with Nahdlatul Ulama. So they can become NU Ulama. Because the ustadz and ustadzah wants his students to be able to preserve the teachings of Ahlussunah Waljama'ah. This is in line with research that has been conducted by (Nurul, et al, 2019) that the clerics want their students to preserve the teachings of shari'ah, aqidah, and akhlaqahlussunah waljama'ah. It's build the extrinsic motivation of the students to achieve more abilities in the field of religion, so that many students from TPQ Al-Falah Sidengen continued their formal education at junior high schools which were integrated with Islamic boarding schools, and continued their non-formal education at madrasah diniyah in Islamic boarding schools.

Then the ustadz and ustadzah also always reciting qur'an, Murojaah kitab, and they was very zuhud and ordinary. The students at TPQ were also given advice during the lessons so that the students did not stop reciting the Qur'an and their hearts should not be inclined towards the world but also towards the Hereafter. Because life in the hereafter is basically the real life and will be eternal in it. This TPQ also give many useful activities and knowledge such as memorizing short Al-Qur'an letters, tahsinul kitabah, teaching Aqidah Material, Morals, and so on. So that, TPQ Al-Falah sidengen students who have memorized a lot of the Qur'an, memorized the book and have studied it deep enough will feel dissatisfied if the knowledge they have obtained is not deepened. They also want to be someone like their Kyai. That is the reason why the students of TPQ Al-Falah Sidengen have principle after graduating from elementary school continue their education especially islamic knowledge at school which integrated with pondok pesantren It shows that this TPQ has succeeded in growing the motivation of students to

deepen the religious knowledge through religious practices that are often carried out in Pondok pesantren. So that sense of desire and principle to study at pondok pesantren growth. As we know that if the teacher be good role model, so their students want to be someone like them. It is strengthened by Ranam et al (2021) that teacher can be their role model if they give good example.

Conclusions

The existence of TPQ Al-Falah Sidengen has a major impact on children's learning motivation to continue their education at Madrasah Tsanawiyah which is integrated with Islamic boarding schools. There are various factors that cause children to have children's learning motivation to continue studying religion in Islamic boarding schools, because of the direction or advice of the teaching staff at TPQ Al-Falah Sidengen. This indoctrination was carried out by teaching staff at TPQ Al-Falah Sidengen who recommended their students to continue their education at Islamic boarding schools. The second factor is the teaching curriculum at TPQ Al-Falah Sidengen which adopts the madrasah diniyah method which is generally used in Islamic boarding schools. So that the students at TPQ Al-Falah Sidengen are familiar with the madrasah diniyah system and intrinsic motivation appears in the students to continue their education at educational institutions that have the same learning system as madrasah diniyah, and that can only be found at pondok pesantren. With a high learning motivation to continue their education at junior high schools affiliated with pondok pesantren. It certainly has a positive impact on the students themselves. With this motivation, children can become the next generation of a nation who are moral, religious, accomplished and technologically literate. So, we can conclude that TPQ Al-falah sidengen was very well organized, professional, and not only teaching but also educate their santri.

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