

## LEARNING MANAGEMENT OF TPQ AL-HILAL MALANG IN SOLVING ILLITERACY READING THE QURAN AND INCREASING STUDENT CREATIVITY

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### ABSTRACT

**Keywords:** Learning Management, Qur'an Education Park, Student Creativity.

Al Quran Education Park is a non-formal educational facility that aims to improve the ability to read and write the Quran and understand Islam. The number of bad records regarding the management of the Qur'an Education Park (TPQ) and the large number of generations of Indonesian Muslims who are illiterate of the Qur'an seems to be caused by a lack of knowledge of the Qur'an and implementing learning management properly and correctly. This study aims to describe learning management in the Al-Qur'an Al-Hilal Education Park Malang. This research uses qualitative or field. The results obtained in the learning planning stage are held monthly between the management and the ustadz/ustadzah. In organising learning, learning grouping activities consist of TPQ al-Hilal consisting of group division, division of guardians and group assistants, compiling, student entrance schedules, learning implementation times, determining the material to be taught, and choosing the method used. In the implementation of learning, it consists of 3 stages of learning, namely introduction, core, and closing. There are two evaluations in the evaluation of learning at TPQ al-Hilal: monthly and annual. The learning used the UMMI Qur'an method and added creative archery, colouring, or calligraphy activities.



### Introduction

Studying the Quran in the form of readings, writings, and contents contained in it is the obligation of every Muslim so that it can be used as a guide in living life to achieve the pleasure of Allah SWT (Nidhom, 2021). However, there are still many Indonesian people who are illiterate about the Quran, so it needs to be faced seriously by Muslims in Indonesia. This is by field facts where, according to research by the Institute of Qur'an Sciences (IIQ) Jakarta states, in 2022, as many as 3,111 Muslims as a sample spread across 25 provinces, 72.25% cannot read the Qur'an (NURHAFIDA, 2020). Previously, data from the Indonesian Council of Mosques said that in 2019, as many as 65% of the 223 million Muslims in Indonesia were unable to read the Qur'an. Data on the phenomenon of Qur'an illiteracy in Indonesia is very worrying; Muslims, especially in Indonesia, must have high awareness, and parents need to instil this Qur'anic knowledge from an early age in their children (Toha, Azis, Rao, & Abdurrahman, 2024). This is because Muslims are the legitimate heirs of this Qur'an. After all, Allah has bequeathed it to the servants of humanity, especially us who are Muslims.

Fatma explained that so that the number of Muslims who are illiterate of the Quran does not increase, TPA education is the right choice to avoid this. Therefore, by making

TPA (Taman et al.) a non-formal Islamic educational institution in the community, it can provide opportunities for parents to educate their children and deepen Islamic education so that TPA plays an essential role in preparing the next generation to be the development and future of Indonesia.

Therefore, with the education organised by TPA, it is hoped that students, after attending TPA, can read, write, understand, and practice the content of the Qur'an in everyday life. To achieve this, quality TPA learning is needed for enjoyable, effective, and efficient learning.

Students not only understand the Quran but also increase their creativity so that the Quran and creativity can answer future challenges. To realise quality, practical, and efficient learning, proper management is needed to support achieving educational goals. Good management determines good or bad learning (Pasaribu, 2017). Learning will succeed if managed well. Every time a teacher teaches a class, he must prepare in advance the materials to be taught so that learning can run smoothly. Make evaluations of the material to help students understand better (Norma Wati, 2023). Therefore, in this case, researchers are interested in managing Tpq Al-Hilal Malang Learning to solve illiteracy in reading the Quran and increase creativity.

There are several similar studies that are almost similar to this research as follows: 1) Training on Organizational Management of Al-Quran Education Park, Local Community Development by (Fatma & Badaruddin, 2016) 2) Management Analysis of the Al-Qur'an Tahfidz Program at Tpq Al-Munajah, Gowa South Sulawesi by (Nurfaimin, Sumiati, & Muchtar, 2022), Sumiati 3) Education Quality Management in Improving Student Achievement in MAN Kota Batu by Shobich Ulil Albab 4) Head Strategy Management School in Building Organizational Culture in SMP Islam Terpadu Luqmanul Hakim Aceh Besar', Management Strategy of the Principal in Building Organizational Culture in SMP Islam Terpadu Luqmanul Hakim Aceh Bear by (Ilham & Rahmat, 2021) 5) Education Management in Al-Quran Education Park by Ramadhana Feni Sucia 6) Guidance Management of Al-Qur'an Education Park (TPA) in Arofah Mosque, Bandung Hamlet and Songbanyu Hamlet 1, Songbanyu District, Gunung Kidul, Special Region of Yogyakarta by (Muntoha, 2015) 7) Improving the Quality of Literacy of the Qur'an by Al Ulum et al.

From the seven studies above, we can group them into four things: leadership management in institutions. Management training in tahfidz programs, program management analysis, and education management within institutions. With this, things that have not been deeply touched are related to TPQ management, especially in eradicating Quranic illiteracy and increasing students' creativity in an institution, where the institution chosen in this case is the Al-Quran Education Park (TPQ) Al-Hilal Malang City.

The purpose of research, in this case, is to provide the latest images and ideas as well as information to readers and the general public related to management in eradicating Quranic illiteracy and also increasing the creativity of students so that with these two things running, it is not surprising if it makes TPQ more popular because of the many

activities carried out. The benefit is that this research can be one of the reference sources in managing the Quran Education Park (TPQ) to make Muslims interested in participating in it, especially young people and children.

### **Research Methods**

The object studied and focused on is TPQ Al-Hilal Learning Management. The type of research used is qualitative, also known as the field. This selection is because this study seeks to express meaning descriptively through data sourced from literature related to the problem of meaning contained through several data sources so that it can answer the learning management. The approach used is descriptive, which the researcher will describe in full detail.

The data sources used are primary and secondary. The primary source is observing and interviewing the management and teachers from TPQ Al-Hilal in the field. Secondary sources are obtained from reports, journals, books, articles, and others that describe related learning management in TPQ.

The Analysis Method used belongs to B Miles and Huberman, which includes 1) data reduction by collecting research data from primary and secondary sources related to the focus of the problem under study, 2) data reduction by dividing data into several parts between problem formulation and dividing into analysis, 3) data presentation 4) drawing temporary conclusions for input and improvement, 5) Conduct analysis, and 6) Conclude.

### **Results and Discussion**

#### **Learning Management TPQ Al-Hilal Malang**

##### **1. Learning Planning**

All activities must be based on planning because planning is essential in organisations, especially lesson plans that connect teachers and students. Teachers hold monthly meetings to plan lessons to discuss TPQ's vision statement (mission, goals, curriculum, and lesson plan).

After planning the vision, mission, and goals of TPQ al-Hilal, namely curriculum planning that will be used as a guide in teaching, the curriculum at TPQ consists of subjects and extracurriculars. The subjects themselves are more about reading and writing the Quran by grouping them into specific classes, namely the lower, middle, and upper classes. The purpose of this division is to find out the children's abilities so that they can be grouped in their respective classes so that the goal of reading and writing the Quran will be more effective. As for extracurriculars, they are divided into archery and colouring as an additional form of creativity for students at TPQ.

In addition, the management also plans a particular learning schedule and training for administrators and ustadz/Ustadzah. The schedule is more for students, both in class and outside the classroom. Meanwhile, training is more for teachers by bringing in certain resource persons by the capacity and purpose held. This activity is usually carried out only once a year.

##### **2. Learning Grouping**

After a meeting with the ustadz and ustadzah TPQ. Then, the core management determines the division of classes. In TPQ Al-Hilal, the division of groups is based on the grade level of elementary school and the level of ability to read the Quran. In this case, there are three levels. The initial level is usually high for students still in PAUD, kindergarten, and grade 1. The intermediate level is usually grade 2 to grade 5 elementary school, while the upper level is grade 6 elementary to junior high. However, this does not apply when there are more intelligent students, meaning that the reading and writing of the Quran are excellent, so they are adjusted to the class level of the Quran.

### 3. Learning Implementation

Learning must be carried out according to schedule and with ustadz/ustadz, ustadzah, and group assistants who are planned and in groups. However, if you have an RPP in Ustadz or Ustadzah and have not appeared, find the Ustadz or Ustadzah or change it temporarily. In addition, the Chairman also always provides motivation and participation to Ustaz and Ustaza to improve their performance in TPQ studies.

The implementation of daily learning is usually only carried out Monday to Friday except on holidays or red dates. Wednesday's focus is on extracurricular learning of archery and coloring. Monthly or semester activities are usually carried out in the middle of the month, namely by outdoor learning or outside the classroom.

### 4. Learning Supervision

Supervision activities carried out in learning management aim to control the activities of the learning process. This activity was carried out in the mosque room located at the Al-Hilal mosque in Malang. In the activity of written learning, namely group 3, students are given questions to do, and supervision carried out by ustadz / stanza is waiting for students to do and control so that students do not cheat and do not make noise; this is in (Mahanani, Mustari, Kurniawansyah, & Alqadri, 2023) opinion that supervision is an effort to observe systematically and continuously, record, give explanations, instructions, coaching and straighten out various things that are not right, as well as correcting errors, and is the key to success in the overall management process.

### 5. Learning Evaluation

Learning evaluation is an assessment carried out by the ustadz / ustadzah to determine students' level of ability during the learning process. At TPQ Al-Hilal, learning evaluations are found in student achievement books. The student achievement sheet consists of the student's name, volume, class, student address, day/date of the student reading, page, re-information/resume, name of the ustadz/ustadzah who taught, and teacher's check.

In addition, the evaluation carried out in this case for students there are monthly and year-end evaluations. Where the monthly evaluation is only to see the activeness of TPQ students, while the year-end evaluation is to see the ability of students so that in the end-of-year exam, there are oral and practical exams. This aligns with Elis and Rusdiaya's opinion that learning evaluation is a process to determine the value of learning through measurement and assessment activities.

## **Conclusion**

From the results of the research that the author conducted on learning management at TPQ Al-Hilal Malang, it can be concluded that the learning management process at TPQ has carried out the functions of the learning management function itself, such as learning planning, organising learning, implementing learning, supervising learning, and evaluating learning. Its implementation in learning includes subjects that include reading and writing the Quran through the Ummi and extracurricular methods as a forum for developing creativity abilities through archery and colouring or calligraphy. All these things are done to make students able to read and write the Quran so that it is far from the illiteracy of the Quran and increases students' creativity.

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