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THE EFFORTS OF TEACHERS OF THE AL-QUR'AN EDUCATION PARK OF THE AL-QUR'AN INTERPRETATION ASSEMBLY OF THE KEDAWUNG 4 BRANCH IN IMPROVING THE QUALITY OF NON- FORMAL ISLAMIC EDUCATION LEARNING

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ABSTRACTS

The purpose of this study is to discuss the efforts of teachers of the Kedawung 4 Branch Al-Qur'an Interpretation Assembly in improving the quality of non-formal learning. The type of research used is qualitative research with a case study research approach. This research data collection uses three techniques, namely observation, interviews, and documentation. The validity of this research data uses triangulation techniques. The data were then analyzed through data reduction, data presentation and conclusion drawing. The key in running education as educational empowerment is needed in improving the quality of reliable and professional teaching, qualified infrastructure, institutional quality and the efforts of teachers to carry out their profession. This study shows the efforts of TPQ teachers in learning as an effort to improve the quality of non-formal Islamic education. The steps used as teacher efforts, starting from creating creative learning ideas so as to foster learning motivation, educational activities to improve the quality of TPQ, and the training and coaching of TPQ teachers.

A. INTRODUCTION

Good education is education that creates human resources to achieve certain goals. It is proclaimed to give birth to strong generations for the nation and state. The higher the quality of education, the easier it is for a nation to achieve its desired goals. Quality education is an important foundation in developing human potential and quality. The educational process is an effort made to foster human resources in a comprehensive and functional manner. There are five important elements in education, namely first there are efforts or activities that are guidance carried out consciously, second the existence of educators or mentors who play an active role, third there are individuals who will be educated as the main focus, fourth guidance based on clear goals and fifth there are facilities and infrastructure that support the smooth running of the educational process. (Nata 2001).

The availability of competent Human Resources (HR) in the mastery of science is very important for all circles. However, science must be balanced with good moral quality, without the support of moral and religious values, it will be left behind and carried away in the competition between competitive nations. (Murniyati 2010). One way to create humans who have mastery of science and good morals is to start the process of teaching and learning Islamic Religious Education material or *ukhrowi*, carried out in formal and non-formal teaching. Formal education can be pursued by using the facilities at school while if non-formal is pursued by organizing education in the surrounding community environment, such as institutional education, membership, attending Qur'an Education Park education and other useful seminar activities.

Formal and non-formal education is a bridge for children to carry out knowledge, it cannot be separated from environmental factors to support the behavior of each child's development. A qualified environment comes from good factors in supporting the quality of moral education in it, such as 1) parents who are the first education in child development and provide examples of life for children, 2) teachers, who are facilitators in conveying knowledge in both formal and non-formal education, 4) good and quality materials 5) quality infrastructure. (Rufaedah 2020).

In the modern era, the significance of non-formal education has grown immensely. The rapid pace of globalization poses challenges to the preservation of religious values and moral teachings. As global cultures interact and sometimes clash, younger generations often find themselves at the crossroads of diverse value systems. This has led to an increasing need for educational institutions that instill strong moral foundations while embracing the benefits of modernity. Globalization has introduced advanced technologies, shifting societal norms, and unprecedented access to information. While these developments offer tremendous opportunities, they also expose individuals, especially youth, to potentially harmful influences. Non-formal education, such as programs at Qur'an Education Parks (TPQ), plays a pivotal role in countering these influences by emphasizing Islamic values, moral teachings, and community cohesion. The non-formal education system offers an alternative approach that complements formal schooling. Programs at institutions like TPQs focus not only on academics but also on moral and spiritual development. This holistic approach ensures that students emerge as well-rounded individuals who contribute positively to society and uphold Islamic principles in their daily lives.

Learning in an education is obtained by formal and non-formal systems, this is done to provide scientific distribution and develop good values for students in it. This is done so that educational equality in the formal or non-formal realm is equally important in carrying out its role. Non-formal education is not only education whose function is to complement and add to the formal education pathway, but non-formal education has education that is parallel and equal to other education. (Mulyono 2012).

Non-formal education that is equivalent to other education is having a quality program. For example, by having an education system with clear objectives, running programs, techniques and approaches to the learning process that are reliable and diverse and qualified facilities to facilitate the learning process. If this is implemented as well as possible, it will give birth to a generation that has good morals, morals, empathy, responsibility and has a noble attitude for the nation and its religion. (A. Nawawi 2018).

The concepts of non-formal education are arguably lifelong education which teaches ongoing and unlimited activities. Such as educational institutions in the community that are poured in the form of majlis activities as broadcasting religious knowledge, of course, become educational institutions in the non-formal realm a place to teach the sharia of the Prophet Muhammad SAW.

The key in running an institution to optimize community empowerment in studying, namely improving the quality of reliable and professional teaching both in infrastructure, institutional quality, teacher efforts to carry out their profession, this is to balance the development of an increasingly advanced world so that Islamic education is not eroded by these developments. (Tamrin 2018).

lifelong education is not merely about acquiring knowledge but also about implementing it in ways that benefit the individual and society. By fostering an environment of continuous learning, TPQs help nurture individuals who embody the values of the Qur'an in their actions and interactions. The challenges posed by globalization demand innovative educational strategies. Islamic non-formal education must integrate traditional teachings with modern pedagogical methods to remain relevant. This includes utilizing digital tools to engage students, fostering critical thinking alongside rote memorization, and emphasizing the application of Islamic principles in contemporary contexts. Moreover, non-formal education addresses the disparities often found in formal education systems. By providing opportunities for underprivileged communities, TPQs bridge gaps in access to quality education. These programs not only teach children to read and understand the Qur'an but also equip them with life skills and ethical frameworks that prepare them for future challenges.

One of the core strengths of non-formal education lies in its adaptability. Unlike rigid formal curricula, non-formal programs can be tailored to the specific needs of the community. This flexibility allows TPQs to respond effectively to local challenges, whether they relate to economic conditions, cultural practices, or technological advancements. The success of non-formal education depends heavily on the commitment and sincerity of its educators. Teachers at institutions like TPQs often view their work as a form of worship, motivated by the intention to seek Allah's pleasure. This dedication creates an atmosphere of trust and mutual respect, which is essential for effective learning. In addition to teacher commitment, the involvement of parents and the broader community is crucial. Collaborative efforts between educators, families, and community members create a supportive network that reinforces the values taught

at TPQs. Such partnerships ensure that children receive consistent guidance both inside and outside the classroom. Despite its many advantages, non-formal education faces several challenges, including limited funding, lack of standardized curricula, and resistance to change. Addressing these issues requires a concerted effort from all stakeholders, including government bodies, religious organizations, and local communities.

The nature of community empowerment can be pursued in various fields, one of which is the field of education. The education taken is non-formal education, such as the Al-Qur'an Education Park (TPQ) is one of the education taken in the non-formal realm. Al-Qur'an Education Park is a place that is used as educating children by reading, writing, studying Islamic education so that one day they will become the next generation with a qur'anic spirit and practice it in their daily lives. (Muttaqin 2021). Al-Qur'an Education Park (TPQ) Majelis Tafsir Al-Qur'an (MTA) Kedawung 4 branch which is located in Mojodoyong, Kedawung District, Sragen Regency, Central Java Province is a religious education institution organized through non-formal channels to instill Islamic education in children which aims to form humans with faith and good morals in life. This educational institution in non-formal channels is carried out by the process of learning Al-Qur'an Education as a relay of da'wah in order to prosper life in the community.

B. METHOD

This research uses qualitative research. The qualitative research is field data obtained through informants, observation documentation related to the subject under study. The strategy in this study is to observe the learning process carried out at TPQ MTA Kedawung Branch 4 by establishing interaction with the Head of TPQ Management. The techniques used to conduct this research are observation, interview, and document study. Observation is the acquisition of information data through the technique of seeing and observing the situation or condition and then making it the object of research study. Interview is an event or process of interaction between the interviewer and the source of information or the interviewee through direct communication. The document study is a documented data collection technique, by collecting documentation at TPQ MTA Kedawung Branch 4 by documenting images. (Mutiah Muslimah 2024). This research uses data analysis techniques, namely the process of collecting data systematically to facilitate researchers in drawing conclusions. Data analysis by systematically searching and collecting information from interviews with TPQ parties, field notes on learning at TPQ, and other supporting materials, by taking steps, namely data reduction, data presentation and conclusion drawing. The data reduction process by selecting the main things and focusing on the things obtained from field data regarding the efforts of TPQ teachers in improving the quality of non-formal learning. Presentation of data is done by presenting a set of arranged information so that conclusions are drawn.

C. RESULT AND DISCUSSION

Profile of TPQ MTA Kedawung Branch 4

TPQ MTA is an institution in MTA non-formal education that is engaged in fostering and teaching diniyah knowledge to children and young people in representatives or branches throughout Indonesia. TPQ MTA is one of them in

Kedawung Branch 4 which is located in Mojodoyong, Kedawung District, Sragen Regency, Central Java. TPQ MTA Kedawung 4 Branch is a Al-Qur'an Education Park under the auspices of the Al-Qur'an Interpretation Assembly institution in the realm of non-formal education. TPQ education was established as an Islamic education in the community in order to improve and build the quality of community empowerment, so that it will realize a generation that has good morals and is able to compete with the challenges of today's times.

1. Efforts of Teachers of TPQ MTA Kedawung Branch 4 in Improving the Quality of Non-formal Islamic Education Learning

- a. Intention and sincerity to carry out tasks for the sake of Allah

In carrying out activities, the most basic is intention. In the words of the Prophet Muhammad Saw. states that one's deeds depend on intentions. Intention is a determinant for one's charity so that it becomes the main foundation in carrying out activities or activities. In a person's intention before taking an action is very important, because the intention determines whether or not the person is doing the behavior. (Nurulhaq 2019). According to Ibn Jama'ah, sincere and good intentions for an educator will bring blessings, get abundant wisdom and knowledge, a bright heart, can achieve goals and degrees that are elevated on the Day of Judgment. (Priyatna 2016).

The implication of intention is very influential in one's life (An-Nawawi, 1987, p.29) Imam Nawawi states that a teacher must establish his intention in every scientific activity, both in learning and teaching, with the sole purpose of seeking the pleasure of Allah SWT. the desire to obtain the pleasure of Allah is a very basic form of sincerity. This idea is a solution to the various educational problems that exist today. By learning and teaching sincerely, the problems faced by teachers can be minimized. This means that there will be no more teachers who violate religious rules or codes of ethics, because only teachers who obey and teach wholeheartedly can carry out their duties well. (Dadan Nurulhaq 2019).

A teacher teaches without prioritizing worldly gain. He must be able to instill in himself that teaching is an act of worship. All this is done to keep his intentions from being disgraced. As a reminder for teachers, so that they still feel blessed in the teaching process. (I. d. Nawawi 2018) and believe that by carrying out the teaching, Allah's help will come in facilitating worldly affairs. The statement that Allah will send down help for anyone who is sincere in doing charity including teaching is a statement from the TPQ MTA Kedawung Branch 4 teacher, by being serious in teaching, Allah includes the world after prioritizing the affairs of the hereafter. Because knowing the nature that teaching with full intention and sincerity is the main basis of a teacher before doing actions and activities. Being serious in carrying out teaching will create perfect activities for educators and students at TPQ MTA Kedawung Branch 4.

- b. Has High Morale Value

Passion in teaching is a strong feeling that teachers must have in order to achieve learning goals. High teacher morale is one of the important and basic aspects in the implementation of the learning

process. Morale in action is the attitude and actions of the teacher that appear as long as he works and carries out his duties, an attitude of being passionate about working, earnestly and carrying out maximum responsibility and doing it well. (Nadifa Septiani 2024).

Teachers who have high enthusiasm strive to improve existing qualities both internally and externally. Having a high spirit to explore knowledge, discuss a lot, improve the quality of teaching and be able to collaborate with students is an effort to connect with each other, because in essence teaching is a process of learning from each other. (T.Nadifa Septiani 2024). The teacher's efforts made at TPQ MTA Kedawung Branch 4 strive to instill a high spirit value for TPQ teachers, because by doing so enthusiastically, they can carry out activities well and as an effort to approach learning with students at TPQ. In the learning process at TPQ, if it is carried out with enthusiasm between teachers and other teachers, teachers and students or supporting elements, it will create quality non-formal education.

High morale is not only a reflection of a teacher's enthusiasm but also serves as a driving force behind the quality of education delivered. Teachers with high morale often display creativity, perseverance, and adaptability in their teaching practices. At TPQ MTA Kedawung Branch 4, this value is cultivated through consistent encouragement and support from the institution, which motivates teachers to overcome challenges and strive for excellence. The teachers are not merely instructors but role models who inspire students to develop a love for learning and imbibe Islamic values in their daily lives.

Furthermore, high morale fosters a sense of purpose and fulfillment among teachers. When educators feel valued and recognized for their contributions, they are more likely to dedicate themselves wholeheartedly to their roles. TPQ MTA Kedawung Branch 4 has implemented strategies to maintain teacher morale, such as periodic evaluations, feedback sessions, and professional development programs. These initiatives not only enhance the teachers' skills but also reaffirm their importance within the institution, further boosting their enthusiasm and commitment.

Collaboration among teachers also plays a significant role in maintaining high morale. At TPQ MTA Kedawung Branch 4, teachers are encouraged to share their experiences, challenges, and solutions with one another. This culture of mutual support and learning helps create a positive and dynamic environment where teachers feel motivated to innovate and experiment with new teaching methods. Collaborative efforts ensure that teachers do not feel isolated in their struggles and can draw strength from the collective wisdom of their peers.

The impact of high teacher morale extends beyond the classroom. Students are directly influenced by the energy and passion their teachers bring to the learning process. A teacher who is enthusiastic and motivated creates an engaging and stimulating classroom atmosphere, encouraging students to actively participate and immerse themselves in the learning process. This is particularly important in non-formal education settings

like TPQs, where fostering a strong teacher-student bond is critical to achieving educational goals.

Lastly, high morale contributes to the sustainability and growth of the institution. Teachers who are passionate about their work tend to remain committed to their roles, reducing turnover rates and ensuring continuity in the educational programs offered. Their dedication also inspires the broader community to support the institution's mission, whether through financial contributions, volunteer work, or active participation in its programs. In this way, the enthusiasm of teachers at TPQ MTA Kedawung Branch 4 becomes a cornerstone of its success, helping it thrive as a center of non-formal Islamic education.

c. Creating Creative Learning Ideas and Motivating Learning

Teaching with full creativity is an important reference for teachers, this creativity is to develop ways of learning, learning methods, learning activities and classroom atmosphere according to the circumstances of students (Lestari 2021).

TPQ teachers must have creativity in teaching by understanding formal school strategies in general, by taking an approach, how students can absorb knowledge well. The way students learn knowledge is through audio (listening), audiovisual (seeing and listening) and learning outside the classroom (learning games). TPQ MTA Kedawung 4 Branch teachers have a strategy for how Islamic learning can be embedded in students, because by having a variety of teaching strategies for students, TPQ teachers will learn a lot about the strategies and methods used, so they can apply effective learning methods. The learning strategy is so that learning in TPQ is not monotonous, which usually only reads *Iqro'* with the boring lecture method. With a variety of creative ideas in teaching, it will liven up the learning process in TPQ.

Growing learning motivation for students at TPQ MTA Kedawung Branch 4 has various kinds, such as creating a pleasant learning environment, recognizing students personally, providing good guidance, the involvement of parents, the surrounding community that supports the learning process, sufficient funds and facilities that support learning. With various strategies in fostering learning motivation is the teacher's effort to run education in TPQ to run well, because these supporting factors have a very important role in learning at TPQ.

Creativity in teaching goes beyond simply varying methods; it involves tailoring educational content to meet the specific needs and characteristics of students. At TPQ MTA Kedawung Branch 4, creativity is implemented by designing interactive and engaging activities, such as storytelling sessions where Quranic stories are narrated in a way that captivates young learners. This method not only helps students understand Islamic teachings but also strengthens their memory and ability to relate these teachings to real-life situations.

Another creative approach adopted by TPQ teachers is the integration of technology into the learning process. While traditional methods remain significant, the use of audiovisual aids, such as videos,

animations, and interactive apps, has proven effective in enhancing students' understanding and retention of Quranic verses. For instance, multimedia tools are used to visually explain tajweed rules, making the learning process more dynamic and accessible for students with different learning preferences.

Outdoor learning activities are another innovative strategy employed by TPQ MTA Kedawung Branch 4. Teachers organize excursions, such as visits to mosques or community service events, where students can apply Islamic teachings in real-world contexts. These activities encourage experiential learning, allowing students to internalize lessons while building stronger bonds with their peers and teachers. Additionally, such initiatives foster a sense of belonging and instill the values of teamwork and responsibility.

Motivating students is an equally critical aspect of ensuring successful learning outcomes. At TPQ MTA Kedawung Branch 4, teachers adopt personalized approaches to understand the unique needs and motivations of each student. By recognizing their individual strengths and challenges, teachers can create customized learning plans that encourage students to stay engaged and enthusiastic. For example, teachers celebrate students' progress through small rewards or recognition in class, which boosts their confidence and eagerness to learn.

Parental and community involvement also plays a pivotal role in fostering student motivation. Teachers at TPQ MTA Kedawung Branch 4 actively collaborate with parents to ensure a supportive learning environment at home. Regular communication between teachers and parents helps identify and address any barriers to learning. Moreover, the community is encouraged to participate in educational activities, such as organizing Quranic recitation competitions or providing financial support for learning materials. These collective efforts ensure that students feel supported not only within the classroom but also in their broader social environment.

By combining creativity with personalized motivation strategies, TPQ MTA Kedawung Branch 4 has successfully transformed traditional learning methods into a more dynamic and engaging educational experience. These efforts not only enhance the quality of Islamic education but also prepare students to become confident, knowledgeable, and morally upright individuals in their communities.

d. Training and coaching for TPQ teachers

In teacher training and coaching is an effort aimed at making teachers who are still in the learning stage can develop to become more competent in the teaching process, able to manage learning, get qualified and accredited. (Aziz 2015). Thus it is necessary to improve teacher professionalism with coaching and training to create professional TPQ teachers. The training and coaching can be developed from two sides, namely internal and external sides. Training and coaching from the internal side can be developed from within oneself, there is passion and intention in improving the abilities that exist within oneself. The external

side can be developed by training and following coaching from TPQ institutions.

TPQ MTA Kedawung 4 Branch conducts training and coaching for TPQ teachers intensively so that teachers who carry out teaching become directed. The training carried out for teachers at TPQ MTA Kedawung 4 Branch with two aspects, namely providing motivation (internal) whether the teacher is ready to carry out the role of TPQ teacher sincerely and is able to improve the ability within himself. From an external perspective, there is programmed training from the MTA Education center, namely the Tahsin training and al-Islam Education. The implementation of TPQ Teacher coaching by holding a grand coaching from all levels of MTA TPQ Teachers throughout Indonesia, in order to find out the evaluation of the TPQ program.

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e. Educational activities to improve the quality of TPQ

Education is a conscious effort to pass on knowledge and values from one generation to the next. Education is realized with a learning atmosphere and learning process so that students can develop their potential in order to have strength in spirituality, self-control, personality, intelligence, noble character, and skills needed in society. (Kenmandola 2022).

Educating is not an arbitrary activity because it involves the life and fate of the next generation, namely humans as dignified beings with human rights. That is why implementing education is a moral task that is not easy. (Alpian 2019). Because morals are the main milestone in realizing the knowledge that has been obtained, to achieve qualified human quality, educational activities are needed that support the realization of good morals. Like non-formal education at TPQ, it is a place to get a good education and create a generation with good morals.

Activities in education are efforts to provide the best knowledge for students in order to achieve the quality and goals of educational institutions. Good educational activities are education that can guide, direct and form a strong generation, so that positive activities are needed so that running education can be directed and achieve perfect goals. TPQ MTA Kedawung Branch 4 has educational activities as an effort by teachers to improve the quality of TPQ education. TPQ MTA Kedawung 4 Branch activities have activities such as learning based on the central curriculum of the Al-Qur'an Education Park of the Al-Qur'an Interpretation Assembly as a guideline for teachers who teach, making interesting activities such as learning in the classroom and outside the classroom by holding outbound rihlah, participating in the district or city level Al-Khusna competition held from the central TPQ MTA and at TPQ MTA Kedawung 4 Branch has TPQ graduation requirements, namely the graduation of tahfidz juz 30, reading the Qur'an and how to worship fluently as a requirement to get a TPQ certificate. Thus these activities are the teacher's efforts to support education at TPQ to run in accordance with Islamic propagation.

2. Teacher Constraints in Learning Implementation

According to the Big Indonesian Dictionary, constraints can be interpreted as factors that limit, hinder, prevent the achievement of goals and cancel the implementation of activities. (KBBI 2016). Obstacles in an activity can occur due to internal and external factors. Internal constraints occur due to a lack of motivation for teachers to teach so that they are hindered by bad intentions, while external constraints can occur due to external demands, which can be due to work, economic demands, family and other factors. The obstacle for TPQ MTA Kedawung Branch 4 teachers in carrying out the learning process for teachers is the difficulty of dividing time to be able to teach. Because of the many activities other than teaching, therefore, to teach at TPQ, they try to manage their time as well as possible.

The second obstacle is students who are lazy to come to TPQ, because it can be influenced by the environment and gadgets because it is an obstacle to implementing the next stage of the TPQ program. For example, learner A is already fluent in reading Iqro' because he often does not come in he will be left behind with fellow TPQ friends who can read the Qur'an, so he does not want to come again to study at TPQ because he is behind with TPQ friends.

Obstacles in the implementation of learning at TPQ MTA Kedawung Branch 4 often stem from a combination of internal and external factors that directly impact the effectiveness of teaching and learning. Internally, one of the challenges faced by teachers is the difficulty of maintaining consistent motivation amidst personal or professional demands. Many teachers juggle multiple responsibilities outside of their teaching roles, such as family commitments, other jobs, or community obligations. These competing priorities can lead to fatigue and reduced focus, which ultimately affect the quality of their teaching.

Time management is another pressing issue faced by teachers. With many of them involved in various activities beyond their teaching duties, finding a balance between personal, professional, and educational responsibilities becomes a significant challenge. This situation is exacerbated by the fact that teaching at TPQ is often viewed as a voluntary or supplementary role, which can deprioritize it in comparison to other obligations. As a result, teachers may struggle to prepare adequately for lessons, reducing the impact of their instruction.

From an external perspective, environmental factors also play a critical role in creating obstacles for teachers. The rapid proliferation of technology and gadgets has significantly altered the habits and preferences of students. Many children are now more inclined to spend time on their devices rather than attending TPQ sessions. This shift in behavior presents a major challenge for teachers, who must compete with the allure of digital entertainment while trying to foster a love for Islamic education. For example, students who miss classes due to excessive gadget use often find themselves falling behind their peers, which further demotivates them from returning to TPQ.

Another external challenge is the lack of sufficient resources and facilities to support effective teaching and learning. Teachers may find it difficult to conduct engaging lessons due to the unavailability of adequate teaching

materials, such as interactive learning aids or modern infrastructure. While TPQ MTA Kedawung Branch 4 makes efforts to provide resources, the reliance on community support and limited funding often constrains what can be offered. These resource limitations place additional pressure on teachers to innovate and adapt, which may not always be feasible given their other constraints.

Lastly, the influence of family and social environments can either support or hinder student participation. Parents who do not prioritize religious education may inadvertently discourage their children from attending TPQ sessions, viewing it as less important compared to formal education or extracurricular activities. On the other hand, a lack of parental involvement can lead to students feeling unmotivated or unsupported, further contributing to their reluctance to attend. Teachers are often left to bridge this gap by engaging with parents to emphasize the importance of TPQ education.

Overall, the combination of internal and external constraints highlights the complex and multifaceted nature of the challenges faced by TPQ teachers. Addressing these issues requires a comprehensive approach that includes better resource allocation, time management training, stronger parental involvement, and innovative strategies to make Islamic education more appealing in the digital age.

3. Solutions in Resolving Obstacles at TPQ MTA Kedawung Branch 4

A solution is a method or path used to find and overcome problems in various ways without pressure. (Munif Chatib 2011). So that from the solution to the emergence of problem solving, problem solving is a thought process that focuses directly on finding a solution or solution to a particular problem. (Mawaddah 2015). The solution to solving problems is an effort made to overcome various problems that arise, so that the problem can be resolved properly, so that the problems that occur can be resolved properly to carry out activities again with the desired goal.

The solution in resolving obstacles at TPQ MTA Kedawung Branch 4 has several steps, as for the kinds of obstacles faced such as teachers who are difficult to manage time and students who break down to study at TPQ. The first solution for teachers who find it difficult to divide their time in teaching, the solution from the TPQ MTA Kedawung 4 Branch institution is to hold an evaluation after each TPQ and there is a special evaluation for TPQ MTA Center teachers, the evaluation includes what obstacles occur, such as teachers who find it difficult to manage time is an obstacle that often occurs. The solution is to provide motivation together to straighten the intention again that teaching is a field of reward as a direct mandate from Allah, because only a proud heart is able to carry out this task and given a solution in the form of managing time as well as possible, which primary and secondary interests, said Mrs. Siti Badriyah as the chief supervisor of TPQ MTA Kedawung Branch 4. The second solution for students who do not participate in TPQ activities, in the handling carried out by approaching and cooperating with the parents of students, the efforts made are to find out about the condition of students why they do not participate in TPQ activities, with this approach the teacher will find out the problems that exist and provide solutions for parents so that students want to return to TPQ activities.

The solutions implemented by TPQ MTA Kedawung Branch 4 reflect a comprehensive and systematic approach to overcoming both internal and external challenges. One of the key strategies to address time management issues among teachers is through structured workshops and time management training. These workshops focus on helping teachers prioritize their tasks effectively, distinguishing between primary and secondary obligations. By equipping teachers with practical tools and techniques, such as creating daily schedules and setting achievable goals, the institution ensures that teaching responsibilities can be managed alongside personal commitments.

To further support teachers in managing their time, TPQ MTA Kedawung Branch 4 has adopted a collaborative teaching model. This involves assigning teaching tasks to small groups of teachers rather than individuals, allowing them to share responsibilities and reduce the burden on any one person. This approach not only alleviates time constraints but also fosters teamwork and collective problem-solving among teachers, enhancing the overall teaching environment.

Addressing the issue of student absenteeism requires a multifaceted approach that involves both the students and their families. Teachers at TPQ MTA Kedawung Branch 4 actively engage with parents to emphasize the importance of regular attendance. Through regular parent-teacher meetings, the institution creates an open dialogue where parents can express their concerns and receive guidance on how to support their children's learning. This collaborative relationship ensures that parents understand their role in encouraging consistent participation in TPQ activities.

In addition to engaging parents, the institution has introduced motivational programs specifically designed for students. Activities such as small-group discussions, storytelling sessions, and creative competitions aim to make learning at TPQ more enjoyable and less intimidating. By fostering a positive and engaging learning environment, students are encouraged to return to TPQ with enthusiasm, overcoming any reluctance they may have felt previously.

Another innovative solution is the integration of technology to attract and retain students. TPQ MTA Kedawung Branch 4 has started incorporating digital tools, such as educational apps and interactive media, into its teaching methods. This modern approach resonates with students who are accustomed to using gadgets in their daily lives. By utilizing technology in a constructive manner, TPQ not only competes with external distractions but also enriches the learning experience for students.

Lastly, the institution has established a mentorship program where senior teachers mentor newer or less experienced educators. This program provides a platform for teachers to share their challenges and receive personalized guidance. The mentorship initiative not only addresses professional development needs but also creates a supportive community where teachers feel valued and motivated to overcome their obstacles.

Overall, the solutions implemented at TPQ MTA Kedawung Branch 4 demonstrate a proactive and adaptive approach to problem-solving. By addressing both teacher and student challenges through targeted strategies, the institution ensures the sustainability and effectiveness of its educational

programs, contributing significantly to the development of non-formal Islamic education.

D. CONCLUSION

A good education is one that creates human resources to achieve the success of certain goals so as to create strong generations for religion and nation. Good quality education is a development process in improving human quality by carrying out a process and efforts made to foster human resources as a whole and functionally.

The availability of reliable Human Resources (HR) in the mastery of science is needed for all circles, but science must be balanced with good moral quality, if not balanced with morals (Religion) will be left behind and carried away in competition between nations. One way to form humans who have mastery of science and good morals is to start the teaching-learning process of Islamic Religious Education (PAI) or *ukhrowi* material. Education with moral cultivation is one of them is non-formal education, because this non-formal education can be said to be lifelong and unlimited education. Non-formal education such as community environment education, studies in assemblies and Al-Qur'an Education Park (TPQ).

TPQ MTA Kedawung Branch 4 is a non-formal educational institution to instill Islamic education in children which aims to form humans with faith and good morals in life. This education runs well because of the teacher's efforts in empowering education in it. This is done with various methods and strategies to maintain the quality and improve the quality of non-formal Islamic education.

The key in running education is as a community empowerment in demanding knowledge, namely improving the quality of reliable and professional teaching, both in infrastructure, institutional quality, teachers' efforts to carry out their profession, this is to balance the development of an increasingly advanced world so that Islamic education is not eroded by these developments.

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