

THE ROLE OF TPA DAARUL IQRO TEACHERS IN FOSTERING CHILDREN'S MORALS IN BABAKAN LEBAK BOGOR CITY

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ABSTRACT

Research at TPA Daarul Iqro is a highlight that makes how the morals of the children at TPA Daarul Iqro are considered. The purpose of this study was to determine the role of the Daarul Iqro Al-Qur'an Education Park (TPA) Teacher in fostering children's morals. To find out the influencing factors in fostering children's morals at TPA Daarul Iqro. This research uses qualitative methods with a field study approach. Techniques in data collection used in this study are; observation, interviews and documentation. The type of interview used is an unstructured interview. The results of this study found that the role of the TPA teacher is not only teaching but also being a mentor, moral coach, as a guide / role model, TPA teachers must also be able to act as facilitators and motivators. supporting factors for moral development are parents, motivation and the surrounding environment, as well as inhibiting factors Peer groups and mass media. So, it can be concluded that the role of the TPA teacher in fostering morals is that the teacher not only play a role as a teacher, but also the teacher must be able to be a mentor, moral coach and facilitator.

Keywords: Moral Development, Role Teacher, Quranic Education Park

INTRODUCTION

Problems that often occur among early childhood, especially in Indonesia, are about morals. According to (Syukur et al., 2020) said that character is a trait that grows and blends in a person. For Muslims, praiseworthy morals (*mahmudah*) are like what is found in the Prophet Muhammad SAW. Because, the traits and temperament found in him are commendable traits and are the best *uswatun hasanah* (role model) for all Muslims. As we have already known that in everyday life we often hear the word morals. The morals referred here are morals as a system or norm in behavior in everyday life. Therefore, understanding morals is a fundamental issue in Islam. Morals are behaviors that arise from the combination of conscience, thoughts, feelings, innate and habits, which unite and form a unity of moral actions that are lived out in the reality of daily life. All that has been done will become moral feelings contained in man himself as fitrah, so that he is able to distinguish between what is beneficial and what is not beneficial, what is good and what is bad for him.

According to (Imam Tabroni & Juliani, 2022), morals are a character that is inherent in humans, these characters can arise either innate from birth or from habits in everyday life. Morals are divided into two, morals *mahmudah* (praiseworthy) and morals *mazmumah* (despicable). In Islamic teachings, morals must be fostered and instilled in a person from childhood, by always taking good things and discarding things that are considered bad. For this reason, every Muslim is required to always do good things in accordance with Islamic religious law, and in accordance with what Allah SWT has commanded in the Qur'an and As-Sunnah.

In line with (Kurniawan, Putri and Ardiwinata, 2023) words that it is important studying and developing Islamic education to give birth to superior human beings (*insan kamil*) by clinging to the

Qur'an and Sunnah (in addition to reason as well as revelation). is a form of absoluteness in the normative theoretical and normative-applicative realms? This means that the Qur'an and Sunnah are normative values that "must" be used as a framework that leads to a view of life, life attitudes, and life goals. life, life attitudes, and life goals, all of which must be Islamic and imbued with the teachings of Islam. imbued with teachings sourced from the Qur'an and Sunnah.

As Allah says in Q.S An-Nahl verse 79:

أَلَمْ يَرَوْا إِلَى الطَّيْرِ مُسَخَّرَاتٍ فِي جَوْ السَّمَاءِ ۗ مَا يُمَسِّكُهُنَّ إِلَّا اللَّهُ ۗ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّقَوْمٍ يُؤْمِنُونَ

"Do they not consider the birds which are enabled to fly in the sky freely. There is none that restrains them but Allah. Surely in such there are signs for those who believe."

From the verse above, it is explained that religion taught with a vision to create humans who are devoted to Allah SWT and have noble character. The emergence of moral awareness and human stance towards Him is an assessment that determines the pattern of human life. Manners, or morals, are patterns of action based on the absolute value of goodness, as religion has a very important role in the life of mankind. Religion becomes a guide in an effort to realise a meaningful, peaceful and dignified life. Realising how important the role of religion is for the life of mankind (Rahayu et al., 2019).

As in the hadith which explains about the teacher:

كُوِّنُوا رَبَّانِيْنَ حُلَمَاءَ فُقَهَاءَ عُلَمَاءَ وَيُقَالُ الرَّبَّانِيُّ الَّذِي يُرِي النَّاسَ بِصِعَارِ الْعِلْمِ قَبْلَ كِبَارِهِ

Be a compassionate educator, a fiqh expert, and a scholar. One is called an educator when one educates people by imparting a little knowledge that gradually becomes a lot (HR Bukhari).

From the verses of the Quran and hadith, it is very noble for a teacher. Meanwhile, according to (Khudori et al., 2019) teacher competence Based on Law number 14 of 2005 concerning teachers and lecturers, article 10 paragraph (1) states that "Teacher competence as referred to in article 8 includes pedagogic, personality, social, and professional competencies obtained through professional education." Teachers are obliged to improve and further develop their academic quality and competence in accordance with the development of science and technology. In addition, teachers should know everything that hinders children in learning. Ideally, teachers should be able to provide appropriate teaching according to the needs of students. Teachers should know everything that hinders children in learning. Ideally teachers should be able to provide appropriate teaching according to the needs of students (Putri & Kurniawan, 2023). Herein lies the role of teachers and TPA educational institutions in fostering children's morals, one of which is the existence of a Al-Qur'an Education Park (TPA) institution. Regarding this TPA institution related to education, one of the most important components in education is the teacher. In Law Number 14 of 2005 it is said "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education in formal education, primary education, secondary education". .(Jannah, 2019).

Discussing the problem of teachers, TPA Daarul Iqro is a highlight that makes how the morals of the children at TPA Daarul Iqro are considered more carefully. From some teachers, there are those

who do not reflect a teacher or are not a role model for children, such as always coming late when teaching, always playing cellphones while learning, speaking rudely, often sleeping when teaching, which is how it all becomes a special concern for teachers at TPA Daarul Iqro so that they do not become teachers who are not good examples for their children. Lack of teacher personality competence that makes it sometimes still less of a role model for children. Therefore, it is appropriate that the role of this TPA teacher should be improved again, in order to become a qualified teacher.

Therefore, the role of TPA Daarul Iqro teachers in solving problems in Babakan Lebak must start instilling morals as soon as possible, because childhood, especially children aged 6-12 years is the most appropriate time to instil morals, where at this time children tend to instil morals much easier to get this direction than children who have reached adulthood. That is, easy, because in childhood every adult action is usually easier to observe, and children do not care whether the actions they imitate are good or bad. Children can only observe and imitate what they see around them.

Unlike older children, children at this age do not simply imitate what they see. Regarding this, as happened at Daarul Iqro TPA, after conducting a pre-survey by interviewing teachers, parents of children studying at the TPA, the author received information that children aged 6-12 years, especially children studying at Daarul Iqro TPA, many of them do not respect their teachers and parents. In addition, there are also children who dare to take things that do not belong to them, hurt friends and say bad words. There are also children who when reciting the Koran always come late during Koranic hours, disrespect for older students and so on. Children with low morals can be further transformed into children with noble morals. Because childhood is the best time to install morals, when the tendency of children to accept instructions is much easier than adults. As for introducing morals to children, it can be done by family (informal) and school (formal) educational institutions, as well as informal educational institutions in the community, one of which is the Al-Qur'an Education Park (TPA).

Therefore, the role of TPA, namely as an institution that exists and is close to the community environment, is very important, as it means that TPA (Al-Quran education park) is an institution or community group that organizes non-formal education of the Islamic religious type which aims to provide teaching and understanding of how to read Al-Qur'an from an early age, as well as understanding the basics of Islam in children of kindergarten age, elementary school, madrasah ibtidaiyah or even higher. to achieve these goals, the teacher plays an important role. Therefore, teachers in schools are not only transferring a number of knowledges to their students, but more than that, especially in fostering their attitudes and skills. To foster students' attitudes at school, of the many teachers in the field of study, the religious studies teacher is very decisive, because religious education is very decisive in terms of fostering students' attitudes because the field of religious studies discusses a lot about fostering attitudes, namely regarding aqidah and akhlakul karimah. Character education is the right solution for the sustainability of education in the future (Jannah, 2019).

RESEARCH METHODOLOGY

This research uses qualitative research methods, or a descriptive approach, based on a discussion of the results of library research through various book sources, scientific articles from

journal sources, and related scientific research results that are relevant to previous research. A descriptive approach researches whose data leads to a description of the problems discussed on the topic, giving descriptions that occur in real life. (Alfaien et al., 2023) This research was conducted at TPA Daarul Iqro Bogor. The address of the TPA is Babakan Lebak No. 48, Balumbang Jaya Village, West Bogor District, Bogor City. The research time is January–May. The sources used by the author in this study are classified into two categories: the main source data (primary) and additional data (secondary). Data collection procedures and techniques Observation, interviews, and documentation Triangulation is an attempt to check the validity of data or information from different perspectives on what the researcher has done. In this study, researchers used the triangulation method. Triangulation is an attempt to check the validity of data or information from different perspectives on what the researcher has done. The triangulation technique is a triangulation technique to test the credibility of data by checking data from the same source with different techniques. The data analysis procedure is data collection, data reduction, data display, and data verification. The reason the author uses this type of qualitative research is because the research subject is more appropriate when using qualitative research, besides that the problems studied by the author are meaningful so it is difficult to do if using quantitative research. The problem studied by the author is the role of the teacher (TPA) in fostering children's morals at TPA Daarul Iqro. (Muhammad Fahri, Khaidir Fadil, 2022)

RESULT AND DISCUSSION

Based on the results of observations, interviews, and documentation that have been carried out, researchers obtained findings from the results of the research that has been carried out, namely "The Role of TPA Teachers in Developing Children's Morals in Babakan Lebak, Balumbang Jaya Village, Bogor City" In these observations it is known that the role of teachers in fostering children's morals includes:

The Role of TPA Teachers in Developing Children's Morals in Babakan Lebak, Balumbang Jaya Village, Bogor City

1. TPA Teacher as a Mentor

A TPA teacher must be able to become a guide who guides and guides and directs children in their development, especially in TPA Daarul Iqro by providing appropriate direction and support about fostering children's morals at TPA Daarul Iqro.

This is in line with Sapitri's research which states that the teacher as a guide is the same as a tour guide, as a tour guide the teacher must apply his knowledge and experience and be responsible for the smooth running of the trip. The journey here can be likened to the learning process, the teacher as a guide in the learning process. As a mentor the teacher must have four skills to carry out his role. The first is the ability to plan, teachers must have goals to be achieved for a learning process in accordance with educational goals. Second, the skills to succeed during the learning process, teachers must see and observe the teaching and learning process of students both physically and psychologically, therefore teachers must first know the character, learning style and cognitive abilities of each student. Third, the ability to use varied, creative and innovative learning media and methods, teachers must be able to form effective, active and fun

learning activities in various forms and methods so that students are not bored and so that students are able to understand the subject matter delivered properly. Finally, assessment, teachers must conduct an assessment or evaluation of the learning process to determine the success or deficiencies in the learning process, of course, also being a teacher must be sensitive to students who experience difficulties or obstacles in learning, diagnose and help them provide solutions to overcome the difficulties they face. (Sapitri et al., 2023)

2. The TPA teacher as a role model

The role of the teacher in addition to guiding his children also provides a good example (Uswah) for children as a form of manifestation of character building (morals) The teacher is an important element in learning. Which is how the teacher is defined as "*digugu dan ditiru*", so that when a teacher will provide an example for his children, previously the teacher must first set a good example for his children, when at TPA Daarul Iqro when he comes before learning to say greetings, come not late, salim to his elders, therefore through this it can be a good example, when his children see it, they will think of doing good things like that.

3. Teacher As a facilitator.

The emphasis that the teacher is now more than a facilitator is intended to make the class livelier and more vibrant. Learners will be more active both physically and mentally. This will automatically shift the teaching paradigm from teacher-centred to student-centred. The practice of learning through lectures must begin to be replaced with learning that activates students. Often in TPA Daarul iqro, the teacher is not the centre of attention because of the lack of teacher competence in positioning themselves as facilitators.

According to the theory proposed by Mulyasa (in Okianna, 2018: 2) as a facilitator, teachers must have a good attitude, understanding of students through activities in learning and have competence in addressing individual differences in students. This theory explains that as a facilitator, teachers need to prepare themselves before carrying out their duties at school and prepare all the material that will be given to students during the learning activity process. Teachers must also be ready to respond to the different characteristics of students by being fair. (Sabila & Ain, n.d.)

4. Teacher as a Motivator

One of the factors that can improve morals is motivation because children who are highly motivated will change their moral behavior from bad to good. Therefore, teachers must be able to generate motivation to improve good morals in order to improve the quality of learning. The best learning outcomes will be achieved when there is the right motivation. The teacher's job is to help learners develop their own motivation to keep learning, especially learning to keep improving themselves for the better. Teachers at TPA Daarul Iqro every time they start a lesson always provide motivation to children, especially for the next generation, and TPA teachers do not get tired of repeating motivations that encourage children's fighting spirit in studying.

During the learning process students need appreciation and praise given by the teacher, which makes students motivated to learn. Teachers can understand the feelings or needs of students, if the teacher knows that the role of the teacher is not only limited to transferring knowledge to students. Motivation is needed by students. if students have strong learning motivation, it is certain that the student learning process will improve. So, the motivation or

encouragement given by the teacher must be applied to students, so that students are able to achieve their goals optimally. Teachers can provide motivation in the form of appreciation to students, such as giving thumbs up or giving applause. After students can perform in front of the class, the teacher can encourage what the student has done. (Mukhlis, n.d.)

Influencing Factors in the Development of Children's Morals at Daarul Iqro TPA

a. Supporting factors

In the effort of moral development, in TPA Daarul Iqro children are influenced by several driving factors both from within the child and from outside him. These factors include;

1) Parents

After conducting research, it was found that the factors that encourage children to have good morals are parents, parents are an important part of a family who have an important role as the main and first educator for their children because it is from them that children begin to receive education, as parents are required to provide noble moral guidance to children, and what parents do automatically children also follow what their parents do. Then those who provide the first and main education are parents. Whether a child's character is noble or not is determined by the education they get from childhood, starting from the family environment. Because parents are fully responsible for the implementation of children's education.

2) Motivation

The second factor, motivation, stems from the word "motive" which can be interpreted as something that exists in a person that encourages that person to behave and act in order to achieve certain goals." There are also those who interpret "motivation is the power of self in individuals that moves individuals to act." From this understanding, it can be understood that motivation is the power of self that moves individuals to carry out certain activities to achieve a goal. And motivation cannot be observed directly but can be interpreted in behavior, in the form of stimulation, encouragement or other factors. The lack of good morals of the children at TPA Daarul Iqro is the lack of motivation of the children in themselves, such as that the children are not directed properly to have good morals.

3) Environment

Regarding the next factor, namely the environment in its understanding "The environment is a condition outside the individual that affects the social development of children. And the environment can be divided into three, namely: natural environment, culture, and society." Society is a place and vehicle for education. In a detailed sense, society is one of the educational institutions that make good citizens and is based on values, norms, ethics and good habits in society. The task of society is seen in habits, traditions, thoughts on various events, culture in general as well as in spiritual direction and so on. A good community environment is likely to produce good children. Basically, society must educate children in a good and correct way. Therefore, the environment is very influential in the process of moral growth in the child's soul, because through this environment, habits will be created and the process of imitating what morals the child has seen.

b. Inhibitors factors

There are several factors that can hinder children's moral development, among others:

1) Peer Group

According to Damsar in (Janah, 2018) Peer group is a group of people of the same age and status, with whom a person generally relates or associates." From this understanding, humans live in constant contact with other humans, which is why humans have to get along. In the association will influence each other in thought, nature and behaviour. For example, a child who hangs out with good friends will be good too. So that friends hang out it is very influential in shaping children's morals. At TPA Daarul Iqro there are often many children whose morals are not good because of their friends who are not with them in TPA. Because when outside the child always plays with his peers who can always be together when playing, and that will cause the child's morals to be affected, when the friend is good then the child will be good, and vice versa when the friend is not good, the child can very likely be bad, because in TPA there are still some children like that.

2) Mass Media

"Mass media is an agent of socialisation that is increasingly strengthening its role. Mass media, both print media and electronic media such as radio, television, and the internet are increasingly playing an important role in influencing a person's perspective, thinking, actions, and attitudes." Thus, from several factors that have been explained above, it is very clear that all of these factors will affect the development of children's morals. And a Daarul Iqro TPA Teacher in this case has a very important role, function and task in fostering children to have noble morals. More precisely directing, if the child is given facilities in the form of a mobile phone by his parents, the teacher must provide direction as well as guidance so that the child is not complacent with what is given by his parents at home, which causes it to be a nuisance or destroyer of the child's morals.

CONCLUSION

Based on research that has been carried out with the title "The Role of Daarul Iqro TPA Teachers in Developing Children's Morals in Babakan lebak, Balumbang Jaya village, Bogor City": The role of TPA Daarul Iqro teachers in fostering children's morals as mentors, role models, facilitators, motivators. And the role of the teacher is supported by other teacher factors. However, the role of the teacher cannot be implemented totally, so it also affects the process of instilling morals in children who cannot function optimally. There are influencing factor in the Development of Children's Morals at TPA Daarul Iqro, namely the encouraging factors of parents, the motivation of the child himself and the inhibitors factors, namely peers and social media or mobile phones and so on.

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