



## **Optimizing The Management Of The TPQ Curriculum In An Effort To Improve The Quality Of Al-Qur'an Reading And Writing At The Tsabita Al-Qur'an Education Park, Cirebon City**

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### **Abstract**

Curriculum management is one aspect that affects the success and quality of learning in national education, including learning to read and write the Qur'an. The success of achieving the TPQ curriculum will have a positive influence on the student environment, especially students' proficiency in reading and writing the Qur'an. This study aims to know information about curriculum management in an effort to improve the quality of reading and writing the Qur'an at TPQ Tsabita Cirebon City. In this study, researchers used qualitative methods with descriptive form, and data collection techniques were carried out by observation, interviews, tests and documentation. Data analysis uses data reduction, data presentation and data verification. Based on the result of the study showed that the management of the TPQ curriculum at TPQ Tsabita Cirebon City had not run optimally, so it had implications for teaching and learning activities of the Qur'an as a medium of transfer of knowledge at TPQ which aims to improve students' ability to read. and writing the Qur'an has not run optimally, so it affects the quality or quality of reading the Qur'an of the students of TPQ Tsabita Cirebon City which is still minimal.

## **1 Introduction**

The existence of this Qur'anic educational institution is inseparable from the science of management or management, including curriculum management. Because management shows more effective and efficient ways of achieving a goal of an educational institution, thus allowing us to reduce obstacles in the framework of achieving the goals that have been set. The curriculum also plays a very important role in the education system, because of the position of the curriculum as a reference, map, and direction in the process of teaching and learning activities, to realize educational goals. As stated by Ramayulis (Syafaruddin & Amiruddin, 2017, p. 23) that the curriculum is one of the very important components in determining the education system, because the curriculum is a tool to achieve educational goals and guidelines in the implementation of teaching at all types and levels of education. Curriculum management is one of the aspects that affect the success of learning in national education, so it can be said that the curriculum determines the quality or not of a learning activity in the Qur'an Education Park.

The TPQ curriculum used in the process of learning activities at TPQ, especially in TPQ Tsabita Cirebon City, refers to the 2010 TPQ curriculum guidelines (FKPQ, 2010) whose teaching content emphasizes more on religious aspects (Islam) by referring to its two main sources, namely the Qur'an and As-Sunnah. It is also limited

and adjusted to the level or level. The successful achievement of the TPQ curriculum will have a positive influence on the student environment, especially on students' proficiency in reading and writing the Qur'an. This is in accordance with the objectives of the TPQ contained in Government Regulation No. 55 of 2007 concerning Religious and Religious Education in Article 24 Paragraph 1 (FKPQ, 2010), it is stated that the purpose of education in this TPQ is to improve students' ability to read, write, understand and practice the content of the Qur'an.

Given the importance of the role of the curriculum in the education system and the development of students' lives, the preparation of the TPQ curriculum cannot be done without using a management foundation, so that the management of the TPQ curriculum needs to be maximized through curriculum management activities starting from the planning stage, organizing stage, implementation stage, to the assessment stage (Masupah, 2019, p. 81).

However, based on the results of observations and interviews with the Head of TPQ Tsabita Cirebon City (Esih, 2020) on November 11, 2020, it can be said that the management of the TPQ curriculum at TPQ Tsabita Cirebon City has not been optimal, it is proven that there is no systematic and written preparation of learning plans contained in the syllabus or learning implementation plan, the preparation of learning planning is carried out simply, only contained in the image of the educators' minds regarding the material and learning objectives to be achieved, the lack of educators who play an active role as curriculum implementers so that there is no grouping of people, tasks, as well as authority and responsibility in implementing curriculum programs so that in the implementation of the curriculum is often not in accordance with the goals or targets that have been set, this happens because of the lack of educators who handle students in the learning process to the delivery of the material are often not delivered, only written in the student's writing book.

The implication of the above conditions is that teaching and learning activities of the Qur'an as a *medium for the transfer of knowledge* in TPQ which aims to improve students' ability to read and write the Qur'an has not run optimally, to affect the quality or quality of reading and writing the Qur'an. Based on the results of observations, interviews, and tests, it shows that the quality of TPQ Tsabita students in Cirebon City in reading the Qur'an can be said to be not optimal or in other words is underprivileged, it is proven that the majority of TPQ Tsabita students in Cirebon City have not been able to read or recite the letters of the Qur'an properly in accordance with the rules of tajwid science or in other words can be called not yet fluent, both students who study iqro, juz 'amma or even the Qur'an. However, in TPQ Tsabita, Cirebon City, the knowledge of tajwid has been studied. The ability of TPQ Tsabita students in Cirebon City in writing Qur'an letters or Arabic numerals can be said to be quite good, because the majority of students are able to write hijaiyah letters according to their standards.

Based on the above conditions, the researcher considers this important for research to be carried out, because by remembering the word of Allah Almighty in the Qur'an surah Al-Muzammil verse 4 quoted through the book (Amir, 2014:14) this reads:

A and add to it and R Tel a Quran Trila

That is to say: or more than that (one-second) it, and read the Qur'an with tartil.

Departing from this verse, we can understand that in reading the Qur'an, it must be tartil (slowly). In an atsar, sayyidana Ali ibn Abi Talib mentioned that tartil is "*tajwidul letter, wa ma'rifatul wuquf*" meaning to heed the reading of letters, and to know about his waqaf. Therefore, from this we can understand that the science of tajwid becomes very important and must be studied and applied by us when studying or reading the Qur'an. Thus, the researcher is interested in raising the title of this study with the title "Optimization of TPQ Curriculum Management in an Effort to Improve the Quality of Qur'an Literacy at the Tsabita Qur'an Education Park in Cirebon City", with several problem formulations, including:

1. How is the implementation of the TPQ curriculum in TSABITA Tsabita Cirebon City?
2. What is the quality of reading the Qur'an at TPQ Tsabita Cirebon City?
3. How is the management of the TPQ curriculum in an effort to improve the quality of Qur'an literacy in TPQ Tsabita Cirebon City?

Based on the formulation of the problem, the objectives of this study are as follows:

1. To find out the implementation of the TPQ curriculum at TPQ Tsabita Cirebon City
2. To find out the quality of reading the Qur'an at TPQ Tsabita Cirebon City

To find out the management of the TPQ curriculum in an effort to improve the quality of Qur'an reading at TPQ Tsabita Cirebon City.

## 2 Materials and Methods

### 1. Types of Research and Research Approaches

Judging from the type of data, the type of research used in this research is qualitative research, with a descriptive qualitative research approach.

### 2. Data Sources

There are two sources of data in this study, namely primary and secondary data sources. Primary data is data obtained directly from the main sources in the field. In this study, primary data were obtained through observations, interviews, and tests, in which case observations were carried out at the TPQ Tsabita Cirebon City, and interviews were conducted with the head of the TPQ Tsabita Cirebon City on behalf of Mrs. Esih Sukaesih, S. Pd. and some of her students, and tests were carried out to test the ability of all students (34 students) of TPQ Tsabita Cirebon City in reading and writing the Qur'an. Meanwhile, secondary data in this study were obtained through documentation, books, as well as internet sites.

### 3. Data Collection Techniques

Data collection techniques in this study include the following:

#### a. Observation

In this study, observations were carried out at TPQ Tsabita Cirebon City to be precise on Jalan Kesambi in Gg. Pawi No.14 RT 01 RW 02 Kutagara Cirebon City which started from the initial stage or proposal to thesis, to be precise from November 2020 to May 2021.

#### b. Interview

In this study, the interview took place on February 20-26, 2021 at TPQ Tsabita Cirebon City Kutagara Cirebon City with several informants, namely the head of TPQ Tsabita Cirebon City and some TPQ students.

#### c. Documentation

The data collected with documentation techniques is secondary data, which in this case includes TPQ guidebooks, TPQ teaching materials, student achievement books, student books or others.

#### d. Your

In this study, the test used was an ability test, both with written and oral tests, in order to obtain data or information about the extent of the ability of TPQ Tsabita students in Cirebon City in reading and writing the Qur'an. The Qur'an reading ability test was held on Monday 01 March 2021, while the Qur'an writing ability test was held on Thursday 04 March 2021.

### 4. Data Analysis Techniques

The data analysis techniques used in this study consisted of:

#### a. Data Reduction

In this study, the researcher chose data that was important or vice versa as well as classifying research data obtained through various data collection techniques, including observations, interviews, documentation and tests that were relevant to the research formulation.

#### b. Data Presentation

In this study, the form of presenting the data is in the form of narrative text, tables, and images, so that it can make it easier to read conclusions.

#### c. Conclusion Drawing

Conclusions are the quintessence of the research findings that describe the final opinions that are based on previous descriptions or, decisions obtained based on inductive or deductive thinking methods. In this study, the conclusions made are relevant to the research focus, research objectives and research findings that have been interpreted and discussed.

### 3 Results and Discussions

#### 1. Implementation of the TPQ Curriculum in the Tsabita Qur'an Education Park, Cirebon City

According to Tita Lestari whose opinion was quoted by (Syaraffuddin, 2017, p. 41) in the implementation or implementation stage of the curriculum including, preparation of learning plans, elaboration of materials, determination of learning strategies and methods, provision of learning resources, tools, and facilities, determination of ways and tools for assessing learning processes and outcomes and setting the learning environment. Based on the findings in the field, it can be analyzed that the implementation of the TPQ curriculum at TPQ Tsabita Cirebon City has not run optimally because it is known by several factors, including:

- a. There has been no preparation of a learning plan, even though it is in the Minister of Education and Culture of the Republic of Indonesia No. 65 of 2013 concerning process standards in the appendix to Chapter III, namely learning planning is designed in the form of a syllabus or learning implementation plan that refers to the content standar. The preparation of the lesson plan at TPQ Tsabita Cirebon City is carried out simply, only contained in the imagination of the educators' minds regarding the material and learning objectives that will be delivered at each meeting. This is in line with Sanjaya's pendapat in the book (Prastowo, 2015, p. 36) states that a plan is not an expectation that exists in a wishful thinking that is imaginary and stored in the mind of a teacher, but rather hope and wishful thinking and how the steps that must be implemented as an effort to achieve goals must be clearly described in a written document, syllabus or learning implementation plan, so that the document can be used as a guide in the implementation of learning.
- b. Elaboration of material that is often not conveyed  
The implication of the absence of a preparation of a learning implementation plan or syllabus at TPQ Tsabita Cirebon City makes the delivery of material often not conveyed by ustazah personnel, TPQ subject matter is only written in student writing books, this happens because of the exhaustion of the allocation of learning time,  
This problem is in line with Rosyada's opinion, whose opinion was quoted by (Prastowo, 2015, p. 42) who stated that efforts to improve the effectiveness of the learning process to achieve the best learning outcomes in accordance with the target, learning planning is something that must be prepared by every teacher before the implementation of learning, because effective or good learning will not be realized without a good planning.
- c. The lack of provision of resources, tools, and learning facilities, especially the limited classrooms, in this case only one classroom is available. In accordance with the Decree of the Director General of Pendis no. 91 of 2020 Chapter III Registration and Closure of Educational Institutions of the Qur'an letter A number 4 concerning LPQ Infrastructure (Singorejo, 2020) it is stated that "The availability of representative and adequate learning places and facilities in the form of buildings / mosques / mushalla / houses and or other places, for TPQ is required to have a study room, teacher's room, head room, administrative rooms, prayer rooms, playrooms and sanctified places". Based on the decree, it can be analyzed that the TPQ Tsabita facilities in Cirebon City are very minimal, because in TPQ Tsabita Cirebon City there is only one classroom available, as well as one bathroom in the house of the head of the TPQ which is used as a TPQ facility.

2. **The Quality of Qur'an Reading and Writing at TPQ Tsabita Cirebon City** Based on field findings, it can be said that the quality of TPQ Tsabita students in Cirebon City in reading the Qur'an has not been maximized, because the majority of students have not been able to read the Qur'an with tartil and fluency both in the pronunciation of hijaiyah letters and the application of the law of tajwid science. In terms of the pronunciation of the letters hijaiyah the case that occurs is the pronunciation of the letters hijaiyah which does not correspond to the makhorijul of the letters and shifatul letters, as in the pronunciation of the letter 'Ain which is often equated with the pronunciation of the letter alif, the letter Tsa-Sa-Syin is considered the same in its pronunciation. Even though these letters certainly have differences between one another both in terms of makharijul letters (where letters come out) or shifatul letters (properties of letters). As in the letters Alif and 'Ain makhorijul the letters are Al-Jauf (oral cavity) and shifatul the letter is Syiddah (strong), while

makhori jul the letter on the letter 'Ain is washthul halqi (mid-throat) and shifatul the letter is Tawasuth (upright) (Amir, Salimi, Syahroni, Hafid, Rifa'i, & Hakim, 2014).

### 3. TPQ Curriculum Management in an Effort to Improve the Quality of Qur'an Reading in TPQ Tsabita Cirebon City

#### a. TPQ BTQ curriculum planning

Based on the findings of the curriculum planning field at TPQ Tsabita Cirebon City which is carried out in improving the quality of Qur'an literacy, which begins with setting graduation competency standards for TPQ students, setting goals, goals, methods, learning media for literacy of the Qur'an, designing the content of BTQ subject matter through tajwid subjects, Qur'an learning, tahsinul kitabah and memorization, and BTQ learning evaluation tools. This is in line with the opinion (Syafarudin & Amirudin, 2017, p. 57) which states that curriculum planning is a process of setting goals, objectives, material / content of subjects, methods, media, and evaluation of curriculum programs which are guidelines for the implementation of learning in achieving educational goals in institutions.

Based on this theory, it can be analyzed that the curriculum planning at TPQ Tsabita Cirebon City is in accordance with the theory. However, this is very unfortunate, because based on the results of observations and interviews, information was obtained that the curriculum planning at TPQ Tsabita Cirebon City in its implementation has not run effectively and efficiently, especially in achieving targets that are not in accordance with the set time, this is against the background due to the lack of ustadzah energy, and infrastructure that supports the implementation of the curriculum. In accordance with the opinion (Syafaruddin & Amiruddin, 2017, p. 54) which states that curriculum planning must be supported by managers, teachers, education personnel, facilities and infrastructure, and adequate financing. Meanwhile, what happened in this research field was the lack of infrastructure and teachers, so that curriculum planning would not be realized effectively and efficiently.

#### b. Organizing the TPQ BTQ curriculum

In accordance with the results of the study, the organization of the curriculum in an effort to improve the quality of BTQ at TPQ Tsabita Cirebon City, namely by grouping students into units

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or classes, grouping subjects and subject matter content related to reading and writing the Qur'an into the subject schedule, determining the allocation of learning time, so that Qur'an teaching and learning activities can be carried out effectively. This is in line with Amalia's opinion, whose opinion is quoted by (Saajidah, 2018) argues that the organization of the curriculum includes the organization of subjects, the allocation of time, a clear division of tasks and others.

However, the problem in organizing the curriculum at TPQ Tsabita Cirebon City is that there is no grouping of teachers on tasks, as well as authority and responsibility in implementing curriculum programs, this happens because of the lack of educators or ustadzah who play an active role as implementers of curriculum programs so that in its implementation often the head of TPQ feels overwhelmed, to the point of affecting the achievement of suboptimal targets. In accordance with the Decree of the Director General of Pendis no.91 of 2020 Chapter III Registration and Closure of Qur'an Educational Institutions, it is stated that the standard teacher or ustadzah in TPQ is 1 teacher for 20 students, while in TPQ Tsabita Cirebon City, 1 teacher for 34 students, thus the head of TPQ feels overwhelmed, to the effect on his performance.

#### c. Implementation of the TPQ BTQ curriculum

Among the problems in the implementation of the BTQ curriculum at TPQ Tsabita Cirebon City in accordance with the field findings is the absence of preparation of the BTQ learning plan contained in the syllabus or learning implementation plan, even though in the context of learning in Indonesia, Government Regulation of the Republic of Indonesia number 19 of 2005 concerning National Education Standards in the Process Standards section in Article 20 mentions several minimal components in the plan implementation of learning (learning implementation plan). Learning process planning includes a syllabus and learning implementation plan that contains at least learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes (Rahmat, 2017, p. 7). The lack of learning resources and facilities, especially in classroom facilities that directly support TPQ KBM at TPQ Tsabita Cirebon City is only one room, even though in accordance with the

theory (FKPQ, 2010, p. 64) the learning facilities needed in TK / TPQ Al-Qur'an consist of learning facilities and play facilities, including game tools that are considered appropriate and support the success of teaching objectives, it refers to the psychological consideration that the child's world is the world of play. While at TPQ Tsabita Cirebon City there is no availability of playing facilities, there is only one classroom, so students also play in the classroom with the provision of congklak games.

The lack of ustadzah manpower in TSABITA TSABITA Cirebon City. In accordance with the Decree of the Director General of Pendis no.91 of 2020 Chapter III Registration and Closure of Qur'an Educational Institutions, it is stated that the standard teacher or ustadzah in TPQ is 1 teacher for 20 students, while in TPQ Tsabita Cirebon City, 1 teacher for 34 students, thus the head of TPQ feels overwhelmed, to the effect on his performance. The impact of this problem is that in the implementation of the Qur'an literacy curriculum at TPQ Tsabita Cirebon City is not in accordance with the curriculum planning that has been set, both in terms of goals, objectives, content of subject matter or others.

d. TPQ BTQ curriculum evaluation

An effort in assessing the implementation of the curriculum in order to determine the success rate of educational goals both from the development, changes, constraints of students in the learning process at TPQ Tsabita Cirebon City, namely through tests and non-tests. This evaluation technique can already be said to be quite good because it is in accordance with the TPQ curriculum evaluation guidelines (FKPQ, 2010, p. 71). However, the problem in curriculum evaluation according to researchers based on observations at TPQ Tsabita Cirebon City is the lack of response of the head of TPQ Tsabita Cirebon City to follow-up efforts or solutions to various obstacles in TPQ learning. In line with the Minister of Education and Culture Number 159 of 2014 explained that "curriculum evaluation is a series of planned, systematic activities, in collecting and processing information, considering in decision making to improve the curriculum". Based on this theory, it can be said that the evaluation of this curriculum is not only collecting and processing information, but must also be considered solutions to improve it. For example, from the obstacles faced in an effort to improve the quality of reading the Qur'an, one of which is the lack of ustadzah.

The lack of educators or ustadzah who play an active role as implementers of educational programs at TPQ Tsabita Cirebon City, makes the implementation of education not optimal, until the head of TPQ often feels overwhelmed and rushed in the process of learning the Qur'an, this will certainly greatly affect the quality of education including the quality of reading the Qur'an, it has been proven that the quality of reading the Qur'an at TPQ Tsabita Cirebon City is very minimal, because there are still many students who do not apply the rules of tajwid science properly when learning the Qur'an or studying activities even though at TPQ Tsabita Cirebon City, they have studied their tajwid knowledge.

In accordance with the Decree of the Director General of Pendis no.91 of 2020 Chapter III Registration and Closure of Qur'an Educational Institutions, it is stated that the standard teacher or ustadzah in TPQ is 1 teacher for 20 students, while in TPQ Tsabita Cirebon City, 1 teacher for 34 students, then the head of TPQ Tsabita Cirebon City should have made a decision to recruit new teachers, so that you no longer feel overwhelmed and rushed in the process of learning the Qur'an, until later it will also affect the quality of reading the Qur'an to the maximum. So the right solution in dealing with the problem of the lack of ustadzah energy in learning to read and write the Qur'an is not only to maximize BTQ teaching with enthusiasm and patience, but better by recruiting new employees as well.

#### 4 Conclusion

Based on the results of research and discussion, it can be concluded that the management of the TPQ curriculum in an effort to improve the quality of reading the Qur'an at the Tsabita Qur'an Education Park in Cirebon City has not run optimally, this is against the background of obstacles that hinder in carrying out the process of curriculum management stages, both from curriculum planning the obstacle is the absence of preparation of learning plans contained in the syllabus or RPP, curriculum organizing the obstacle is the lack of teachers as implementers of the curriculum program so that there is no grouping of people on the duties and authorities in carrying out the curriculum

program, so that the implementation of the curriculum is not in accordance with the established curriculum planning, this is due to the lack of educators and the lack of infrastructure.

The implications of these conditions, making qur'an teaching and learning activities as a medium for the transfer of knowledge in TPQ which aims to improve students' ability to read and write the Qur'an has not run optimally, to the point of affecting the quantity or quality of reading and writing the Qur'an. Based on the results of observations, interviews, and tests, it shows that the quality of TPQ Tsabita students in Cirebon City in reading the Qur'an can be said to be not optimal, it is proven that the students of TPQ Tsabita Cirebon City have not been able to recite the letters of the Qur'an properly in accordance with the rules of tajwid science or in other words can be called by not being fluent in both students who study iqro, juz 'amma or even the Qur'an. However, in TPQ Tsabita, Cirebon City, the knowledge of tajwid has been studied. The ability of TPQ Tsabita students in Cirebon City in writing Qur'an letters or Arabic numerals can be said to be quite good, because the majority of students are able to write hijaiyah letters according to their standards.

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