


The Assistance of Social Harmony Character of Children at Taman Pendidikan Al-Quran (TPA) Ar-Rahman East Metro City

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Abstract	Article Info
<p>The emergence of social conflicts with religious backgrounds such as blasphemy, destruction of houses of worship, hate speech on social media and mutual discredit between one congregation and another, or one congregation with another congregation. The conflict, if examined, is actually rooted in a failure to have a dialogue between religious understanding and social realities in a diverse, plural and multicultural society. So from these problems that the character of harmony for the general public is very important in the midst of daily life activities, considering that the diversity of society often causes various kinds of conflict problems, both between individuals and between groups with each other. The character development of children's harmony from an early age is an activity that is quite effective as a transfer of value, so this is deemed very necessary to be done as an alternative step in fostering the character of children's social harmony in the Tejoagung Metro Timur environment. The purpose of the social harmony character development activity is to provide knowledge and understanding regarding the importance of harmonious character values, assist children's habituation in implementing the harmony character and provide capacity building and quality strengthening for TPA teachers. This activity was carried out for the children of the Al-Qur'an Ar-Rahman Tejoagung Education Park in Metro City, the main activity was coaching by socializing using various strategies including coordination with TPA teachers, socialization of harmony values to teachers and students, visualization of images, religious multicultural images and learning methods using habituation, demonstrations, lectures, role models and games. The development of the character of harmony goes quite smoothly and has quite an impact on the students and teachers because it provides knowledge and understanding regarding the importance of the values of the character of harmony, children and teachers can implement the character of harmony in their daily lives</p>	<p>Article History Received : October 30 2021 Revised : November 08, 2021 Accepted : November 17, 2021</p> <p>Keywords: Social Harmony Character, Social Harmony, Assistance Social Character</p>

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INTRODUCTION

The phenomenon of religious life in Indonesia is getting enough attention from various parties at home and abroad. This is due to the increasing number of social conflicts with a religious background in the community (Suprpto, 2015; Kawangung, 2019). Various kinds of cases such as blasphemy, destruction of houses of worship, hate speech on social media and mutual discredit between one congregation and another, or one congregation with another congregation (Sinaga, 2019; Azhar, A. F., & Sponyono, 2020; Priatmoko, 2019; Nurdin, 2017). These phenomena can unwittingly sharpen religious sentiment in Indonesia. As a result, harmony and a sense of kinship as a nation become tenuous and fragmented based on their

respective religions and beliefs. Social conflicts with religious backgrounds as mentioned above, if examined actually stem from the failure to have a dialogue between religious understanding and social realities in a diverse, plural and multicultural society.

So from these problems that the character of harmony for the general public is very important in the midst of daily life activities, considering that the diversity of society often causes various kinds of conflict problems, both between individuals and between groups with each other. Conflict is a humanitarian tragedy that leaves lasting wounds and causes losses to many parties. A society will be in order, peace and comfort, if it succeeds in building social harmony. As social beings, everyone will never live without the help of others around him. Not only to help each other but also to build a social community that supports each other and works together to achieve the desired goals.

The character of harmony is a value that needs to be instilled into the soul of the community since it is at the level of children, it is necessary to have an understanding and habituation so that the value of harmony is able to live in the soul of the child (Zarro & Anwer, 2017; Rahmijati, 2019). As is the case with children in the Tejoagung Metro Timur environment, they live in the midst of religious diversity such as Islam, Christianity, Catholicism, Hinduism and Buddhism which are spread across various blocks so that tolerance values and mutual understanding of each other's conditions are needed to grow character. harmony in the soul of the child. Several cases were found in the author's previous research that there were children who did not know the values of religious differences from one another so that apart from making fun of each other, there were also those who tolerated beyond the limits of aqidah due to their ignorance of where the tolerance limit in harmony was. .

The character development of children's harmony from an early age is an activity that is quite effective as a transfer of value, so that it can be one of the steps that are rarely carried out by most of the general public, so this is considered very necessary to be done as an alternative step in fostering the character of children's social harmony in the environment. East Metro Tejoagung. The purpose of the social harmony character development activity is to provide knowledge and understanding regarding the importance of harmonious character values, assisting the habituation of children in implementing the harmony character and strengthening the capacity and quality of TPA teachers.

METHOD

To achieve the goals that have been formulated previously, implementing community service is carried out in several steps involving field research methods in the form of:

1. Problem identification which is carried out as a first step to formulate what will be used as material for system design and coaching materials in this service activity .
2. Conducting field surveys and coordinating with the Ar-Rahman TPA Management as the place for the activities to be carried out. Then conduct a process of interviews and discussions with the teacher to identify problems that occur in the TPA.
3. Literature review for reference materials used during this service activity.
4. Designing social harmony development activities for TPA stakeholders
5. Conducting coaching with the following approach:
 - a. Persuasive, namely an approach that is an appeal and invitation with wisdom and wisdom without being based on any form of coercion, so that children are motivated to grow the character of harmony.
 - b. Educational, namely an approach that in the program and implementation of service contains an element of education that can dynamically move the community towards the desired progress.
 - c. Participatory, namely an approach oriented to efforts to increase community participation directly in various processes and implementation of service.
6. The learning method used in fostering the harmonious character of TPA children is
 1. Habituation
 2. Demonstration

3. Lectures,
4. Exemplary
5. Games
7. , Evaluation of community service activities with teachers and musholla administrators.
8. Preparation of service activity reports

RESULT AND DISSCUSION

To achieve the goals that have been formulated previously, implementing community service is carried out in several steps involving field research methods in the form of:

1. Preparation Stage

In the first preparation stage, identification of problems is the first step to formulate what will be done. used as material for system design and coaching materials in this service activity. Followed by conducting a field survey and coordinating with the Ar-Rahman TPA Management as the place for the activity. Then carry out the process of interviewing and discussing with the teacher to identify problems that occur in the TPA. Followed by a literature review for reference materials used during social harmony development service activities to TPA stakeholders.

2. Implementation Stage

At the implementation stage, it begins with a coordination meeting with Ar-Rahman TPA teachers. Furthermore, all teachers and students met in one room to introduce themselves together with the servant who then the servant with the TPA teacher carried out various activities that had been planned in advance. This activity has been carried out at the Mushollah Ar-Rahman Tejoagung Metro Timur on November 23 to December 4, 2020 at 18.30-19.30. The number of participants in this activity is always changing due to the constraints of the rainy season and the Covid 19 pandemic, for the range of participants from 5 to 20 children and with 2 teachers. Overall, the implementation of this coaching activity includes an explanation of the importance of cultivating religious character and social harmony in children from a young age, and children can maintain prayer. As for the stages of activities that have been carried out, firstly, the servant coordinates with the TPA management and the mosque management regarding TPA learning including the learning curriculum, the material that has been studied and the material to be studied, from the problems that exist then find a solution so that any existing problems can be resolved. well. This activity was carried out on November 21, 2020 at the Nurul Iman Mosque with an attendance of 8 people, which was attended by the TPA Management and takmir and teachers.

Literature review for reference materials used during this service activity. In this case, the devotees planned the theme of TPA learning about the introduction of religion in Indonesia using coloring and storytelling methods. Then the second theme is games, learning the values of social harmony. This preparation stage includes finding suitable materials, making learning media and simulation games that will be carried out for children.

a. Tahsin

Training This training was held on November 22, 2020, the purpose of this training is to provide provision and motivation for teachers at the TPA to continue to print the Qur'anic generation, and be able to improve and improve the teachers' reading of the Qur'an. In addition, it also has an impact on the quality of reading and memorization owned by students who are more fluent and tartil as well. The results of this activity showed an increase in the understanding and quality of the teachers' memorization.

b. Giving motivation

Motivation is a process that describes the intensity, direction, and persistence of an individual to achieve his goals. The three main elements in this definition are intensity, direction, and persistence. So this motivational activity is very important to do, this sharing and motivational activity is carried out, at least once a month. The provision of motivation aims to determine the progress of achieving TPA learning objectives, as

well as increasing the friendship and intimacy of the teachers. This activity is also a daily evaluation of learning. This activity was carried out on November 23, 2020 which was attended by 4 teachers.

c. Coloring Activities for Places of Worship

Religion plays an important role in Indonesia, as evidenced by the existence of religion as one of the basic precepts of the Republic of Indonesia. In addition, religion is a mandate in the 1945 Constitution of the Republic of Indonesia that "every citizen is given the freedom to choose and practice his beliefs" and "guarantees everyone the freedom to worship, according to their religion or belief." So on this basis the introduction of religion in Indonesia is necessary. inculcated from an early age. And this material refers to Presidential Decree No. 1 of 1965 concerning the Prevention of Abuse and/or Blasphemy of Religion Article 1, namely that six religions are recognized, namely Islam, Protestantism, Catholicism, Hinduism, Buddhism and Confucianism.

This activity was carried out on November 25, 2020 at the Ar-Rahman Mosque at 18.15 or bada maghrib. This activity is a place to introduce children to religion in Indonesia. This activity begins with the following material: understanding religion, then giving media sketches of pictures to be colored by the children, then the children color according to the picture given and below it there is a short question about the picture given, and after the children finish coloring it continues with explanation of the material for 6 religions in Indonesia according to the pictures and questions listed.



Figure 1. Coloring Activities for Religious Places of Worship in Indonesia

d. Habituation

Congregational Prayer Getting used to congregational prayers before and after TPA. Prayer is an obligatory worship for Muslims. The purpose of this activity is to familiarize the children to pray in congregation in the mosque/musholla. This activity is carried out every Tuesday night at 18.30 and is filled by Ust. Taufik and his participants consisted of children and their parents.

According to Plato, human nature is born as a social being. And Syamsuddin revealed that socialization is a learning process to become a social being. So socializing is very necessary to do since childhood. Besides that, basically the characteristics of early childhood social development also focus on social interaction, making social contacts with people outside the home, and starting to like to form groups. So we use a games approach in learning. Games designed to provide an understanding of religious social harmony.

e. games

- 1) Puzzleor disassembly are educational games that can stimulate the brain to keep working optimally. Puzzle is a game of arranging pieces of pictures that are usually made of wood, but in this activity we made them using paper and themed on the celebration of religious holidays in Indonesia.



Figure 2. Puzzle Game Celebration of Religious Holidays in Indonesia

- 2) Grouping of images. This game is an education about places of worship, clothing, religious symbols, holy books and religious ceremonies or religious holidays in Indonesia through pictures. So we scrambled the pictures of places of worship, clothes, religious symbols, holy books and religious ceremonies from 6 religions, then the children took one by saying what picture it was and what part of the picture it belonged to. Then some of the points above are grouped according to their respective religions on the wall/blackboard.



Figure 3. Games Grouping Pictures of places of worship, clothing, religious symbols, holy books and religious ceremonies in Indonesia

- 3) Snakes and Ladders Game.
Snakes and Ladders is a board game for kids played by 2 or more people. The game board is divided into small squares and on some of the squares a number of "ladders" or "snakes" are drawn that connect them to other squares. Each player starts with his pawn in the first square (usually the square in the lower left corner) and takes turns rolling the dice. Pawns are executed according to the number of dice that appear. In this activity, we make snakes and ladders using dice depicting the precepts of Pancasila, which means that the children have to memorize the image listed which is the precept, this is to measure their understanding.

If players land at the bottom end of a ladder, they can go directly to the other end of the ladder. In addition to this, the small boxes are filled with challenges, so those who stop at that number will get a challenge in the form of taking/choosing a card in which there are questions that must be done. And the Winner is the first player to reach the last square. Usually when a player gets a 6 from the dice, they get one more turn. If not, then the turn goes to the next player.



Figure 4. Snakes and ladders game applying the values of social harmony

- f. Read and write the Qur'an. Learning to read and write the Qur'an is to recite and write the verses of the Qur'an by knowing the rules that have been set such as makharijul letters, short length, tajwid, and gharib so that there is no change in the meaning of the verses of the Qur'an. This learning is done privately one child one child. And this is a mandatory activity for every meeting that needs to be done.

The phenomenon of interfaith social interaction has been felt by the people of Tejoagung with various religions such as Islam, Christianity, Catholicism, Hinduism and Buddhism. Through service at the TPA Nur Ar-Rahman is the first capital and bridge in fostering harmony in children. So that the value of social harmony can be applied in their daily activities. Such as daily social interaction, many carry out various kinds of activities regardless of differences from each other such as doing weekly gymnastics, mutual cooperation, reading gardens, visiting each other on big day celebrations with each other and various other activities. In addition, the potential for harmony in children begins to grow such as the value of being honest, helping, working together, respecting each other, not hurting each other, speaking well and politely and so on, these values are expressed through various activities such as playing bicycles, rollerblading, group study, competition and study together. Even though these people live in differences, they can interact well so that their daily lives are able to have a positive impact on the development of potential harmony of children in their environment.

CONCLUSION

This assistance was provide knowledge and understanding regarding the importance of harmonious character values, assisting the habituation of children in implementing the harmonious character and strengthening the capacity and quality of TPA teachers. This activity was carried out for the children of the Al-Qur'an Ar-Rahman Tejoagung Education Park in Metro City, the main activity was coaching by socializing using various strategies including coordination with TPA teachers, socialization of harmony values to teachers and students, visualization of images. religious multicultural images and learning methods using habituation, demonstrations, lectures, role models and games. The development of the character of harmony goes quite smoothly and has quite an impact on the students and teachers because it provides knowledge and understanding regarding the importance of the values of the character of harmony, children and teachers can implement the character of harmony in their daily lives. The suggestion was the harmony education must continue to be carried out with habituation in greeting, and respect for followers of other religions. Teachers and parents are expected to always be good role models for their children. There is a need for the preparation of a TPA curriculum based on social harmony so that learning continues to grow and unidirectional.

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