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ABSTRACT

This study aims to develop program materials focused on enhancing the character of children attending Baitul Hikmah TPA. It endeavors to contribute positively to the moral and ethical development of children within the TPA setting. The research methodology involves creating tailored program materials aimed at fostering character development while considering relevant moral and cultural values. Participants include children from the specified age group at Baitul Hikmah TPA. The program materials will adopt an interactive and creative approach to ensure active participation of the children in the learning process. Evaluation of the program will include participant observation, character assessments, and feedback from TPA parents and teachers. The research endeavors to provide fresh insights into the efficacy of program materials in enhancing the character of children within TPA. Furthermore, it aims to offer practical implications that could serve as a foundation for similar programs in comparable educational institutions, thereby extending the positive impact on character development within the realm of religious and moral education.

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INTRODUCTION

Character education in children is a fundamental aspect in developing individuals with noble and moral conduct (Halim et al., 2023). The Quran Education Center (TPA) Baitul Hikmah, as one of the non-formal education institutions prioritizing Islamic education for children, plays a crucial role in guiding children to become individuals of integrity, responsibility, and ethics (Maulidizen et al., 2023). In this context, the implementation of character improvement program materials becomes not only relevant but also urgent to ensure the formation of children's characters align with religious values and societal moral demands (Muhlis et al., 2023).

The importance of character education at TPA Baitul Hikmah extends beyond moral and ethical development, but also encompasses critical aspects of child development, including spiritual, social, and emotional aspects (Muhlis et al., 2023). Therefore, this community programme refers to the relevance and necessity of holistic and integrated material programs, encompassing Islamic values, morals, and positive daily practices (Fauzi & Islami, 2022). Through this community development
programme, it is hoped that effective methods and strategies can be found in organizing character improvement program materials for children at TPA Baitul Hikmah. The implications of this community development programme are aimed at providing practical guidance for managers and educators of TPA Baitul Hikmah, as well as similar institutions, to develop sustainable character education that positively impacts children’s development. Thus, the implementation of this program material becomes not only a formal effort but also a strong foundation for shaping quality characters in children and bringing benefits to the wider community.

METHOD

1. Input

In the process of conducting this research, data and information gathering follow a series of predefined input procedures. Initially, there’s the identification of needs and participant profiles to grasp the traits of children at TPA Baitul Hikmah. Next, the program material’s objectives are set to establish a precise direction and emphasis. Then, learning materials are crafted by elaborating on pertinent moral, ethical, and cultural values within the framework of Islamic religious education (Nurdin et al., 2021). Utilizing observation methods and conducting interviews with relevant stakeholders serve as the principal means of collecting data concerning participant requirements and program development.

2. Output

The outcomes of these input methods generate various outputs that serve as the foundation for implementing the program materials. The initial output entails designing the program materials, encompassing learning modules, lesson plans, and activities geared towards enhancing children’s characters. Additionally, outputs consist of a program schedule outlining the duration and frequency of meetings tailored to participants’ needs (Hikmah et al., 2022). The learning material modules crafted serve as the principal instruments in executing the program, while program evaluation entails gathering feedback from participants, parents, and TPA educators (Maulidizen, Winanto, Indrajaya, et al., 2022; Maulidizen, Winanto, Safaah, et al., 2022). The ultimate output is the final evaluation report, illustrating the success of the program materials in fostering character development among children at TPA Baitul Hikmah.

RESULT AND DISCUSSION

The program’s implementation commences with coordination with the Education Coordinator at TPA Baitul Hikmah, where Ustad Ferdi agrees to host the Community Empowerment program conducted by the team from University of Ary Ginanjar. The student team effectively coordinates to conduct Community Empowerment activities within a 2-month period, serving as a pilot project for Golden Character towards Indonesia Emas 2045. As per the agreement, if the community empowerment activities yield positive outcomes, they will be recommended as a program for the subsequent year. Moreover, in the event of future collaborations, TPA Baitul Hikmah suggests focusing the presented materials on the morals or etiquette of a Muslim.

In this collaboration, several materials on Muslim morals and etiquette such as honesty, responsibility, and discipline were presented during the 5 meetings conducted. Below is documentation from the team coordination observation with the Education Coordinator at TPA Baitul Hikmah. Following the coordination, the subsequent stage entails aligning the implementation of the teaching program at TPA Baitul Hikmah with the predetermined targets established during the group coordination phase. The teaching program has been executed successfully, meeting its intended objectives. The program spans across 4 meetings, each covering the following topics:
Rundown Program Community Empowerment

During our first meeting, we focused on the theme of “Honesty” and its significance in the daily life of a Muslim. With an attendance of 40 students from Baitul Hikmah, we not only delivered informational content but also organized games centered around honesty. These honesty games offer numerous positive benefits, particularly in personal and social development. Here are several advantages of honesty games:

1. Character Development
   a. Integrity. Honesty games foster the development of strong character by emphasizing integrity, encouraging individuals to uphold moral values and ethics.
   b. Responsibility. Embracing honesty involves acknowledging and taking responsibility for one’s actions and decisions, contributing to personal responsibility development.

2. Trust Building
   Honesty serves as the cornerstone of trust. Through honesty games, individuals can establish trust with others, both personally and professionally.

3. Social Skills
   a. Communication. Honesty games promote open and honest communication, thereby enhancing interpersonal communication skills.
   b. Empathy. Participation in honesty games allows individuals to better comprehend others’ perspectives and emotions

4. Decision-Making Skills
   Problem-Solving Skills. Honesty necessitates critical thinking and problem-solving, thereby improving individual’s problem-solving abilities.

5. Conflict Reduction
   Practicing honesty reduces the likelihood of conflicts arising from ambiguity or deception, as all parties involved are aware of the situation.

6. Emotional Well-Being Improvement
   Honesty fosters peace of mind, as individuals are not burdened by the need to conceal facts or lie, thus alleviating mental stress.

7. Healthy Organizational Culture Development
   In organizational settings, honesty games contribute to cultivating an honest and transparent work culture, which in turn enhances collaboration and productivity.

8. Moral Education
   Honesty games serve as effective tools for moral education, particularly for children, aiding in their understanding of the values of honesty and integrity.

Regular engagement in honesty games facilitates long-term success in both personal and professional relationships for individuals and groups alike.

During our second meeting, we delved into the theme of "Responsibility," focusing on the concept of "I Am a Responsible Child." This session took place on Thursday, October 30, 2023, and was attended by 40 students from Baitul Hikmah. Alongside presenting informational content, we facilitated games centered around responsibility. These responsibility games offer numerous positive benefits, particularly in personal and social development, as responsibility plays a crucial role in shaping children’s characters. Here are several reasons why responsibility is integral to children’s character development:

1. Integrity Development
   Responsibility entails awareness of actions and decisions, aiding children in comprehending the significance of adhering to moral and ethical values.

2. Formation of Values and Principles
   Responsibility assists children in identifying and embracing positive values and life principles, serving as the foundation of a robust character.

3. Learning from Mistakes
Through responsibility, children learn to recognize and comprehend the consequences of their actions, viewing mistakes as opportunities for learning and growth.

4. Independence
Responsibility nurtures independence, enabling children to manage tasks and obligations independently, fostering their growth into self-reliant individuals.

5. Importance of Cooperation
Responsibility entails participating in tasks and projects collaboratively, fostering an understanding of the significance of teamwork and cooperation.

6. Improvement of Discipline
Responsible children are more likely to exhibit good discipline, as they grasp their obligations and strive to fulfill them diligently.

7. Development of Empathy
Responsibility contributes to the development of empathy, enabling children to better understand and empathize with others’ emotions within shared tasks and responsibilities.

8. Formation of Positive Character
Responsibility serves as a fundamental element in cultivating a positive character, aiding children in developing constructive attitudes and behaviors in their daily lives.

9. Preparation for the Future
Empowering children with responsibility equips them to tackle larger tasks and responsibilities in the future, whether in education, work, or personal life.

10. Strengthening Social Relationships
Responsibility fosters positive social relationships, as responsible children garner respect and trust from peers and family members.

By involving children in responsibilities from an early age, we assist them in establishing a sturdy foundation of character, which yields long-term benefits in their lives.

During our third meeting, we focused on the theme of "Discipline in Life," where we presented material on the importance of discipline. This session took place on Tuesday, December 5, 2023, and was attended by 40 students from Baitul Hikmah. In addition to delivering the material, we facilitated games centered around discipline. These discipline games offer various positive benefits, particularly in personal development and interpersonal skills. Here are some of the benefits of discipline games:

1. Personal Discipline Development
Discipline games aid in self-regulation and adherence to rules, fostering the development of good habits, responsibility, and independence.

2. Improvement of Focus and Concentration
By engaging in discipline games that require high focus, participants can enhance their concentration and perseverance.

3. Strengthening Problem-Solving Skills
Various discipline games challenge players to find solutions to emerging problems or obstacles, thereby honing their problem-solving skills and critical thinking.

4. Enhancement of Communication Skills
Participation in discipline games that involve social interaction and cooperation facilitates the development of communication skills, teamwork, and collaboration with others.

5. Instilling Ethical Values
Through the rules of discipline games, participants learn about ethical values such as integrity and fair play, contributing to the shaping of positive character and behavior.

6. Formation of Good Habits
Regular engagement in discipline activities helps in forming good habits and positive routines, creating structure in daily life.

7. Improvement of Self-Control
Experiences in discipline games assist individuals in controlling emotions, responding to pressure, and managing stress, fostering better self-control development.
Enhancement of Independence

Discipline games provide opportunities for individuals to hone independence skills, including decision-making and taking responsibility for their actions. Thus, discipline games not only offer entertainment but also serve as effective means for personal and social development.

In the fourth and final meeting of the Community Empowerment program, held on Saturday, December 9, 2023, attended by 40 students of Baitul Hikmah, we concluded the program with a visit to Masjid Ar Rahman at Menara 165. Prior to the visit, we conducted a certificate handover ceremony to Ustad Ferdi, the Coordinator of TPA Baitul Hikmah, marking the completion of the Community Empowerment program on that day. Subsequently, at Masjid Ar Rahman, we continued our Community Empowerment activities by presenting materials and games related to the topics covered throughout the program.

CONCLUSION

In the rapidly advancing era, monitoring children’s character has become increasingly crucial. This is because both the era and the environment exert significant influence on character development. In the empowerment activity, specifically the program designed to enhance children’s character at TPA Baitul Hikmah, a positive impact on children’s character is observed. Furthermore, the implementation of this program involves various supportive activities, facilitating effective execution for both partners and children. These activities include comprehensive material understanding conducted over the course of 5 meetings.

REFERENCES


