

# Village Assistance Through The Development of Islamic Syiar Programme in Grinting Village Bulakamba Brebes

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## Abstract

Syi'ar Islam must be instilled as early as possible in children through several religious programmes ranging from da'i training, reading and writing the Qur'an and other religious activities. Seeing and referring to today, many children cannot be categorised as individuals with good character and following the teachings of Islam. Without a solid foundation, children will be easily influenced by foreign cultures and habits that are far from good. If from an earl, we began to be formed into from an early age dual with religious ca character, then children can distinguish between good and evil when evil grow up. The Qur'an is a guide to life and will never be eroded by the times. Early childhood equipped with Al-Qur'an education is expected to grow into individuals with noble character. Furthermore, one way to understand the Qur'an is to be able to read and write. In kindergarten, children are provided with Qur'an education by learning to read and write the Qur'an. Educators in kindergarten have carried out assistance, coaching and training of the Qur'an in children with various methods to make it easier to understand and understand and not boring for children.

*Keywords:* Human resources, Education, education children, righteous generation

## 1. Introduction

Learning to read and write the Qur'an in early childhood will be difficult if it is not done by considering the level of children's understanding ability. The Qur'an, which reads in Arabic lafaz, is unlike writing in Indonesian (Supriyadi & Julia, 2019). Each letter and the words contain meaning and makhraj that must be adequately pronounced and correctly (Hidayah et al., 2019). If it is wrong in pronunciation, it will have a different meaning. For this reason, learning to read and write the Qur'an in early childhood needs to be given using learning methods (Suryana et al., 2019). With the learning method, it is hoped that children will be able to more easily understand and accept what is conveyed (Ayu et al., 2020). The methods used to learn to read and write the Qur'an are diverse so that educators can choose which strategies are better understood and easier to teach children (Muhammad Zulazizi Mohd Nawawi et al., 2021).

Some of the activities in the community service programme include Colouring Competition at TPA. We are observing the TPAs in Grinting Village regarding the number



of children who can participate in the activity—surveying the location of TPAs in Grinting Village—making a technical design of activities that will be carried out during the training (Jabbari et al., 2020).

We are teaching Structured TPA, observing the Head of RT and Head of TPA regarding the ongoing TPA activities in Grinting Village (Arifin, 2021) and conducting surveys to TPAs in Grinting Village regarding the constant TPA implementation methods, making a technical design of activities, and updating the TPA implementation method that will be carried out (Anisa & Wahyuningsih, 2021). Tutoring. We observed the Village Head and community leaders about the student environment in Grinting Village, conducting an environmental survey of Grinting Village and making a technical design of tutoring activities that will be implemented (Setiawan et al., 2017).

Expression Stage. We are observing the TPAs in Grinting Village regarding the number of children who can participate in the activities (Purba & Maturidi, 2019)—surveying the location of TPA-TPA in Grinting Village—making a technical design of activities that will be carried out during the training.

## 2. Method

Grinting Village is one of the villages located in Bulakamba Sub-district, Brebes Regency, Central Java Province. The village is located west of the capital of Bulakamba sub-district or 13 km from the capital of Brebes Regency to the west. Grinting Village is directly adjacent to the Java Sea in the north and the Pantura Line in the south. Geographically, Grinting Village is located in the centre of Bulakamba Sub-district. The entire area of Grinting Village is situated in lowland to coastal regions with an average altitude of around 5 metres above sea level (masl). In the west, the village is traversed by the Kluwut-Grinting River.

The population of Grinting Village is 17,951 people, consisting of 9,187 men and 8,764 women. The education level of the community in Grinting Village is relatively low, with 60.2% graduating from primary school, 11.7% graduating from junior high school, 9.5% graduating from senior high school, 1.6% graduating from university, and 11.3% not yet graduating from primary school. Most people's livelihoods are fishermen and traders.

Human resources are one of the potentials that can be utilised to improve the level of education and education of the community. The potential of human resources in

Grinting Village is divided into two main focuses, namely internal and external human resources. Internal human resources are the potential of the village government structure and the institutions within it. These institutions or organisations include the BPD, LPM, PKK, and Karang Taruna. Meanwhile, external human resources are institutions or organisations outside the structural government. Grinting village has community organisations that are active and participate in synergising education, the Territorial Frontier Scouts, KPPMG (Grinting Student Youth Family), Inter-Communication Forum (FKAP), Education Care Forum/Preschool Movement, and others.

Based on the potential human resources owned by Grinting Village, the idea arose to invite the community to increase their awareness of education further.

### 3. Educational Discussion

#### 3.1. Result

The following are the main programmes implemented, namely:



Figure 3.1 Implementation of Polah Activities

In today's digital age, as many as 65% of the children in Indonesia no longer know traditional games. They are more familiar with and prefer games on gadgets, which impacts the development of existing technology. This is the background for the community service activity to raise a workout at the TPA in Grinting Village, Bulakamba District, Brebes, Central Java.



Figure 3.2 Implementation of Child and Youth Recognition Education Activities

Childhood and adolescence are an age when children are searching for their identity. Many behaviours are based on trial and error. For example, they are trying to smoke, trying, speeding, trying to fight and so on. The amount of trial and error behaviour encourages the occurrence of deviant behaviour committed by teenagers, which is often called juvenile delinquency. This is the background for KKN UMY to take a work program regarding the socialisation of juvenile delinquency at SMP Muhammadiyah Kluwut, which is expected to be a reminder or be able to become a provision for students in acting in the future. In the implementation process, 2 (two) UMY KKN students as speakers or presenters in this activity bring topics that are more directed to self-introduction and factors that can affect the self-development of a teenager. For technical implementation, the speaker first explains the material that has been prepared. Then at the end of the explanation, the speaker allows the audience to ask questions about the topic or material that has been explained. Each questioner will be given a gift as a symbol or reference for others to ask.

### 3.2 Discussions

In the Bulakamba sub-district, to be precise, in one of the schools, namely TPA Darussalam and Al-Islam mosque in Grinting village, Bulakamba sub-district, Brebes district.



Figure 3.3 Implementation of school decoration activities



Figure 3.4 Implementation of Colouring Competition Activity

In Grinting Village, we held a colouring competition for the children. The children who attended were children from the local TPA. The competition was held on the terrace of the Jami' Al-Islam Mosque. The children who attended were very enthusiastic about participating in the competition. The purpose of the competition was to train the creativity of the children of Grinting Village.





Figure 3.5 Implementation of TPA Activities



Figure 3.6 Implementation of Tahsin Development Activities at TPA

In Grinting Village, several TPAs need to add learning and use interesting learning methods. The TPA fostered during community service activities was the TPA in Grinting Village, Bulakamba District, Brebes. TPA children who are usually only taught the Koran, tajweed, and memorising short letters by their Ustadz, we help with the programme of writing short letters, telling stories, and doing some fun and exciting competitions, which, of course, can increase children's knowledge about religious and other sciences.



Figure 3.7 Implementation of the Expression Stage Activity



Figure 3.8 Implementation of Tutoring Activities

This programme was held because we saw that children in Grinting Village lacked enthusiasm for learning, plus parents who found it difficult to control their children playing with gadgets. Therefore, this tutoring programme is held to take children's excitement in knowledge and doing assignments. By helping children do assignments and providing an understanding of the assignments given by the school.



Figure 3.9 Implementation of Da'i and BTQ Activities



Figure 3.10 Implementation of Expression Stage Activities

The Expression Stage was the last work programme implemented in Grinting Village. The Expression Stage consists of a cracker-eating competition, a paired balloon competition, and a flour relay competition. The matches were held to entertain the local children. In addition to the children, some local people witnessed the running of the Expression Stage. In addition, attractive prizes were also prepared to make the children more excited to participate in the competitions. The Expression Stage is expected to train teamwork among the children.

#### 4. Conclusion

Implementing community service activities at Universitas Muhammadiyah Yogyakarta in Grinting Village has been carried out smoothly. The following are some of the activities/programmes of group 037 during the KKN. Teaching TPA: This activity aims to maximise the provision of existing TPA and TPA that had stopped its implementation in Grinting Village and help students improve the quality of reading and writing the Al-Quran, memorising short letters, daily prayers and fostering small da'i. POLAH; the purpose of implementing this activity is to hope that this activity can improve children's abilities, creativity, activeness, and familiarity with traditional games so that they can escape or no longer depend on gadgets alone.

Child and youth delinquency education; the purpose of the implementation of this programme is to hopefully be able to be a reminder or be able to become a provision for students in acting in the future. TPA decoration. Colouring Competition: This activity aims to train children's creativity and skills in Grinting Village. Tutoring; this tutoring



programme was held by taking the children's enthusiasm for learning and doing assignments. By helping children do assignments and providing an understanding of the assignments given by the school. Expression Stage; this programme was implemented to entertain local children. In addition to the children, some local people witnessed the running of the Expression Stage. In addition, attractive prizes were also prepared to make the children more eager to participate in the competitions. The Expression Stage is expected to train teamwork among the children.

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