

Transformation of Riyadlul Jannah Mosque in Gedok Hamlet into an Educational Center

Wanda Rohmatun Hamidah, Sayyidah Khoizuronah, Dinda Kirana Pramestia,
Ahmad Warid Asy'ari M. Maulana Asegaf, Mochammad Ilyas Junjuna^{a)}

Universitas Islam Negeri Sunan Ampel Surabaya, Surabaya, Indonesia

⁶⁾Corresponding author: mij@uinsby.ac.id

Abstract

The lack of motivation to recite the Koran in society is one of the problems Muslims face in Indonesia, one of which occurred in Gedok Hamlet, Argosari Village, Senduro District, Lumajang Regency. Based on the data obtained at TPQ Riyadlul Jannah Dusun Gedok, several problems were found related to studying the Koran. This community service activity aims to increase student motivation in participating in recitation activities at TPQ Riyadlul Jannah with a religious activity approach that is held regularly at the Riyadlul Jannah Mosque. In addition, this activity is also carried out by inviting leaders and the public to carry out Laylatul Ijtima's activities, which consist of several agenda arrangements such as istighosah, reading Surah Yasin, and Diba'i, which are held once a week. Lailatul Ijtima is a religious event held at night to gather Muslims and carry out various activities of worship, recitation, and religious studies. The Khotmil Qur'an activity is carried out by reading the Koran verses from the surah's beginning to the end in the order in the Mushaf of the Qur'an at the Riyadlul Jannah Mosque. Based on community empowerment activities in the religious field, the leaders and community of Gedok Hamlet, especially the parents, responded well.

Keywords: Public, mosque empowerment, child

INTRODUCTION

Education, in its broadest sense, encompasses the essence of life. By "life," we refer to the entirety of learning and knowledge that unfolds throughout one's existence, across all places and circumstances, exerting a positive influence on the growth and development of each individual. Moreover, teaching and education represent instructional processes to facilitate learning anywhere and anytime. The significance of reciting the Quran in Islam is unquestionable (Indrawan, 2016; Yanggo, 2016). The Quran is the primary holy scripture within the Islamic faith and serves as the greatest miracle bestowed by Allah upon the Prophet Muhammad (PBUH). The benefits of reading the Quran are manifold. Aside from acquiring rewards and soothing the heart, the Quran also elevates the spirituality of the Muslim community (Dwi Juli Priyono, Fawaidi, & Umi

Nurhayati, 2020). Furthermore, the Quran holds the potential to intercede on behalf of its readers, as stated in the Hadith:

Narrated by Abu Umamah al-Bahili, the Prophet Muhammad (PBUH) said, "Recite the Quran, for on the Day of Judgment, it will come as an intercessor for its reciters."

The Prophet (PBUH) also stated, "Whoever reads a letter from the Book of Allah, he will have a reward. And that reward will be multiplied by ten. I am not saying that 'Alif, Laam, Meem' is a letter. Indeed, 'Alif' is a letter, 'Laam' is a letter, and 'Meem' is a letter." (Narrated by At-Tirmidhi).

The Quran is the guiding light for Muslims in navigating their lives (Aisyah, 2020). Reading, studying, and teaching the Quran are obligatory for every member of the Islamic community. When it comes to children, learning the Quran can positively impact their behavior, as the verses of the Quran often emphasize noble conduct. However, those around them must accompany and reinforce this learning process (Asegaf, Junjunan, Nashrullah, Syafi'i, & Alfani, 2023). Nurturing Islamic character in children by establishing Islamic principles as the foundation of thought and behavior is an integral aspect of Quran-based education.

Education stands at the forefront of a nation's progress. Sound education during childhood yields positive outcomes for the future of that nation. Hence, the mosque, symbolizing the Islamic community, is crucial as an educational hub (Asegaf, Junjunan, Nashrullah, Syafi'i, & Mufidah, 2023; Wahidin, Mulauddin, & Fauzi, 2020). Through Quranic education initiatives such as Quranic Education Gardens (TPQ) or Quranic study classes, the mosque becomes a space that offers structured and directed learning opportunities for children and adolescents to read the Quran.

Regrettably, particular challenges persist to Quranic recitation, particularly within TPQ Riyadlul Jannah. One such challenge is the lack of motivation among students to enhance their Quranic proficiency. Factors contributing to this issue include inadequate encouragement from parents to sustain their children's Quranic studies. After completing primary schooling, many students cease attending religious education as they prioritize work or assisting their parents in agricultural pursuits. Additionally, the excessive use of electronic devices among children constitutes another influencing factor. This problem is due to insufficient supervision of children by their parents. Given these considerations, this article will primarily focus on strategies to reinvigorate student motivation to engage in Quranic recitation activities at TPQ Riyadlul Jannah, using a religiously oriented approach through routine activities at the Riyadlul Jannah Mosque.

METHOD

This community engagement activity employs the Participatory Action Research (PAR) method. Participatory Action Research (PAR) is a research approach that addresses practical issues within a community, situational context, and needs as the basis for action. The PAR approach is employed to tackle the existing issues within the community, particularly in the Gedok Hamlet, explicitly focusing on empowering the mosque.

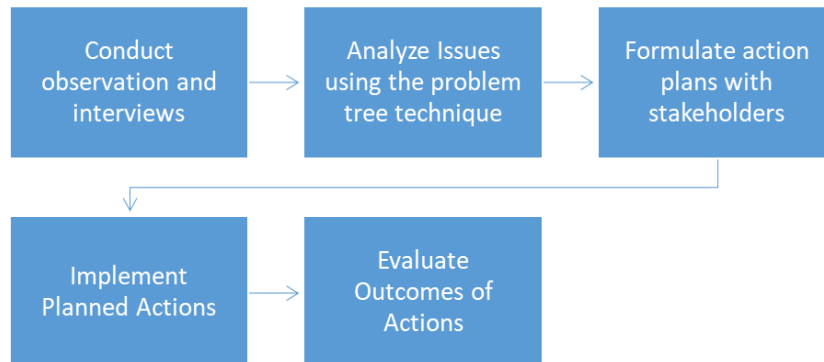


Figure 1. Flowchart of Participatory Action Research (PAR) for Mosque Empowerment at Gedok Hamlet Mosque

The initial step involves conducting a problem mapping by collecting data through observation and interviews at the Riyadlul Jannah Mosque. Observation is carried out to assess the physical condition of the mosque building (Junjuran, Nurqinasih, et al., 2022). Interviews are conducted with stakeholders such as TPQ teachers, mosque administrators (takmir), and local community leaders (mudin). Following data collection, several issues are identified. These issues are then analyzed using a problem tree analysis technique to map out the problems and identify potential solutions to the identified issues (Arianti, Oktaviani, Safitri, & Junjuran, 2022).

Subsequently, the action plan to address the encountered issues is formulated, involving community members, or in this case, mosque stakeholders. The final step entails implementing the planned actions and evaluating their outcomes. Evaluation determines the effectiveness of the actions to resolve the issues (Dellaneira, Afandi, & Junjuran, 2022).

RESULTS AND DISCUSSIONS

Brief Description of TPQ Riyadlul Jannah

TPQ Riyadlul Jannah was established and inaugurated on Wednesday, June 17, 2018, with the assistance of Sheikh Muhammad bin Ismail Zain. This TPQ is situated right beside the Riyadlul Jannah Mosque. TPQ Riyadlul Jannah comprises three classes with an approximate total of 40 students. The teaching staff consists of four individuals. The educational background of the TPQ Riyadlul Jannah students is at the elementary school level.



Figure 2. The location of TPQ Riyadlul Jannah is situated beside the Riyadlul Jannah Mosque

Problem Mapping

Problem mapping is a technique to understand various issues within a specific area or community. This technique can identify social, economic, environmental, and other problems (Junjuna & Nawangsari, 2021). Various methods are employed for problem mapping, such as surveys, interviews, observations, and more. Researchers seek sources of problem-related data through primary data collection methods involving observations to assess the physical condition of the mosque and interviews with individuals associated with the interests of the mosque and TPQ, such as TPQ teachers, mosque administrators (takmir), and local religious leaders (mudin). Researchers also gather secondary data from previous studies regarding the history of Islamization in the Gedok Hamlet.

After data collection, the researchers identified several issues, which were subsequently mapped using the problem tree analysis technique (Junjuna, Yudhanti, et al., 2022). The researchers determined the core issues that would be the main focus, then explored the impacts of these issues and identified the primary contributing factors. Following this, appropriate solutions were formulated based on the identified factors contributing to the issues.



Figure 3. Problem Tree Analysis for Mosque Empowerment

Planning Actions

Following the problem mapping, the researchers engaged the stakeholders of the mosque and TPQ to collaboratively find solutions to the student's lack of motivation in developing their recitation abilities. Consequently, several religious activities were collectively agreed upon to address this problem. These activities include holding a "lailatul ijtima" event (comprising recitation of istighotsah, Yasin, and Diba'), a "khotmil qur'an" session, a communal cleanup of the mosque and prayer area, enhancing the facilities of the mosque, and conducting a training session for "banjari" activities.

Table 1. Religious Activities

Religious Activities	Date and Time
Lailatul Ijtima'	Thursday, August 10, 2023: 18:00 - 21:00
Khotmil Qur'an	Friday, August 11, 2023: 05:00 - 12:00
Mosque and Prayer Area Cleanup	Friday, August 11, 2023: 05:00 - 07:00
Banjari Activity Training	Friday, August 11, 2023: 14:00 - 16:00

Implementation of Activities

- Lailatul Ijtima'



Figure 4. Documentation of the Lailatul Ijtima' event

Lailatul Ijtima' is a religious gathering held during the evening with the aim of bringing together Muslims for various acts of worship, religious discussions, and studies. Activities like recitation of istighotsah, Yasin, and Diba' are conducted during this event.

- Khotmil Qur'an



Figure 5. Documentation of the Khotmil Qur'an event

The Khotmil Qur'an activity involves the recitation of Quranic verses from the beginning of a surah to its end, following the sequence in the Quran. This activity is performed collectively, with several individuals participating. Each participant is assigned to recite one or two juz (sections) of the Quran. This activity takes place after the Fajr prayer, adding vibrancy to the mosque's atmosphere during the early morning hours, especially on the revered day of Friday for Muslims.

- Community Cleanup (Gotong Royong)



Figure 6. Documentation of the mosque cleaning activity

The community cleanup involving the mosque is carried out to maintain its facilities and comfort the worshippers, enhancing their sense of devotion. It simultaneously aims to attract the mosque's congregation. The cleaning encompasses the mosque's interior and exterior, enhancing its surroundings' beauty and comfort.

- Banjari Activity Training



Figure 7. Documentation of the banjari and vocal training

Banjari training focuses on enhancing skills in both vocals and playing the rebana. The activity is attended by residents of all ages, including children, teenagers, and adults from the vicinity. Many children show enthusiasm in participating. Girls learn to sing "shalawat" (praise for the Prophet), while boys learn to play the rebana drum.

Activity Evaluation

During the evaluation process, the Riyadlul Jannah Mosque empowerment team employed an approach that involved interacting and gathering opinions from involved parties, including mosque stakeholders and-goers. They discussed the executed programs and also conducted internal evaluations. The evaluation yielded several findings and recommendations concerning the conducted activities:

Lailatul Ijtima' activity, this activity received a positive response from the madrasah chairman, Mr. Seneman. He hoped for its continuity and suggested combining the event with a "shalawat manshub" (praise for the Prophet) recitation activity.

Khotmil Qur'an activity, the mosque administrator, Mr. Ngatiko, provided positive feedback. Additionally, from an internal evaluation, the mosque empowerment team recognized the need to reevaluate the timing of the Khotmil Qur'an activity, as most community members were occupied with farming activities in the morning and afternoon.

Mosque cleaning community effort, this activity also received a positive response from the mosque administrator, Mr. Ngatiko. The positive effect was evident in the cleaner and more comfortable environment the mosque offered for worship.

Banjari Training activity, the banjari training activity garnered interest among numerous children who participated enthusiastically. They expressed hopes for similar activities to be organized in the future. The mosque empowerment team concluded the evaluation that a more structured planning approach is necessary for distributing the banjari training. This encompasses well-organized and coordinated planning for both rebana and vocal training.

CONCLUSIONS AND RECOMMENDATIONS

The significance and obligation of Quranic recitation in Islam are evident. The Quran guides life and law for Muslims, directing their journey in the world. Learning the Quran positively impacts children's behaviour through its moral teachings. Still, this influence needs to be supported and implemented by the surrounding environment. Integrating Quranic education with the cultivation of Islamic character is essential, and the role of the mosque as an educational centre with Quranic education programs such as TPQ or Quranic study classes holds great potential in shaping a better generation and a positive future for the nation.

This community engagement initiative adopted the Participatory Action Research (PAR) method, grounded in addressing practical community issues and needs as the foundation for action (Wright, 2021). This method addressed community issues, particularly in empowering the mosque within the Gedok Hamlet. The initial stages involved problem mapping through observations and interviews at the Riyadlul Jannah Mosque. Subsequently, action plans were devised involving mosque stakeholders. The projects were then executed, and the outcomes were evaluated. Through data analysis, the team identified the issue of students' lack of motivation in developing their recitation abilities and collaborated with stakeholders to find solutions.

Various religious activities were carried out to address the issue, including the "lailatul ijtima'" event (featuring istighotsah, Yasin, and Diba' recitations), "khotmil qur'an" recitation, mosque cleaning community effort, enhancing mosque facilities, and banjari training. All these activities contribute to improving spirituality and religious facilities within the community.

During the evaluation process, the Riyadlul Jannah Mosque empowerment team actively interacted with various stakeholders, including mosque administrators and mosque-goers, to gather their opinions on the executed programs. The evaluation yielded positive responses to activities such as the Lailatul Ijtima', Khotmil Qur'an, and Mosque Cleaning Community Effort. Additionally, the high enthusiasm of children towards the Banjari Training Activity was evident. The team recognized the need for more structured planning in the Banjari training through internal evaluation. Overall, this evaluation helps the team formulate improved strategies for managing and developing mosque programs in the future.

REFERENCES

- Aisyah, S. (2020). Literasi Al-Qur'an Dalam Mempertahankan Survivalitas Spritulitas Umat. *Al-Iman: Jurnal Keislaman Dan Kemasyarakatan*, 4(1).
- Arianti, Q. H., Oktaviani, I. E. M., Safitri, R., & Junjunan, M. I. (2022). Perceptions Of Covid 19 Survivors: Prevention and Transmission Education Virus in Era New Normal. *ABDIMAS: Jurnal Pengabdian Masyarakat*, 4(2). <https://doi.org/10.35568/abdimas.v4i2.1484>
- Asegaf, M. M., Junjunan, M. I., Nashrullah, M. A., Syafi'i, A. R., & Alfani, H. R. (2023). Pelatihan Pembuatan Pupuk Organik Melalui Pengolahan Limbah Rumah Tangga. *Jurnal Komunitas: Jurnal Pengabdian Kepada Masyarakat*, 6(1), 66–71.
- Asegaf, M. M., Junjunan, M. I., Nashrullah, M. A., Syafi'i, A. R., & Mufidah, G. (2023). Peningkatan Pemahaman Pencegahan Penyakit Patek (Antraknosa) Pada Tanaman Cabai di Desa Senggowar Kabupaten Nganjuk. *El-Mujtama: Jurnal Pengabdian Masyarakat*, 3(3), 976–983.
- Dellaneira, K., Afandi, M. I., & Junjunan, M. I. (2022). Peningkatan Kemampuan UMKM Goolagaram Kabupaten Sidoarjo di Tengah Pandemi COVID-19 melalui Strategi Pemasaran. *El-Mujtama: Jurnal Pengabdian Masyarakat*, 2(3), 389–397. <https://doi.org/10.47467/elmujtama.v2i3.2001>
- Dwi Juli Priyono, Fawaidi, B., & Umi Nurhayati. (2020). Pemberdayaan Masjid: Pembinaan Masjid agar Menjadi Masjid yang Makmur di Masjid Al-Huda Dusun Darussalam Desa Jatimulyo Kecamatan Jenggawah Kabupaten Jember. *Al-Ijtima': Jurnal Pengabdian Kepada Masyarakat*, 1(1). <https://doi.org/10.53515/aijpkm.v1i1.3>
- Indrawan, I. (2016). Pendidikan Karakter Dalam Perspektif Islam. *Al-Afkar: Jurnal Keislaman & Peradaban*, 2(1). <https://doi.org/10.28944/afkar.v2i1.90>
- Junjunan, M. I., & Nawangsari, A. T. (2021). Peningkatan Kapasitas Pengelolaan dan Pelaporan Dana Desa. *Berdikari: Jurnal Inovasi Dan Penerapan Ipteks*, 9(2). <https://doi.org/10.18196/berdikari.v9i2.10107>
- Junjunan, M. I., Nurqinasih, A., Afinda, P. A., Parikesit, F., Zulfana, A., Rizqi, V. N., & Asegaf, M. M. (2022). Improving Knowledge of FMD Outbreak Prevention on Livestock Based on DIMES in Ketawang Village. *ABDIMAS: Jurnal Pengabdian Masyarakat*, 5(2), 2579–2585.
- Junjunan, M. I., Yudhanti, A. L., Jannah, B. S., Aripriatiwi, R. A., Nufaisa, N., & Nawangsari, A. T. (2022). Penguatan Kapasitas Keterampilan Akuntansi Berbasis SAK-ETAP. *Wikrama Parahita: Jurnal Pengabdian Masyarakat*, 6(1). <https://doi.org/10.30656/jpmwp.v6i1.3726>
- Wahidin, U., Mulaudin, A., & Fauzi, M. F. (2020). Pemberdayaan Masyarakat Melalui Satuan Pendidikan Islam Berbasis Masjid di Kelurahan Situ Gede, Kecamatan Bogor Barat Kota Bogor. *Khidmatul Ummah: Jurnal Pengabdian Kepada Masyarakat*, 1(01). <https://doi.org/10.30868/khidmatul.v1i01.984>
- Wright, P. (2021). Transforming mathematics classroom practice through participatory action research. *Journal of Mathematics Teacher Education*, 24(2). <https://doi.org/10.1007/s10857-019-09452-1>
- Yango, H. T. (2016). Al-Qur'an Sebagai Mukjizat Terbesar. *MISYKAT: Jurnal Ilmu-Ilmu Al-Quran, Hadist, Syari'ah Dan Tarbiyah*, 1(2). <https://doi.org/10.33511/misykat.v1n2.1>