Efforts of the Diniyah Takmiliyah Communication Forum in Increasing Interest in Reading the Qur'an

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Abstract: Religious education material is an important aspect that must get priority in children's education because it is precisely with knowledge about religion that children will know the nature and purpose of their lives. Religion as a guide for humans to make humans as insanul kamil. Allah has sent down the book as a complement to the previous books, namely the Qur'an as the primary and first source of all Islamic teachings. The kindest heart is the heart that pays attention to the Qur'an, and the best house is the house in which the Qur'an is read, studied, studied, and practised in everyday life. This study uses qualitative research, data collection methods using interviews, observation, and documentation. At the same time, the data analysis is data reduction, data presentation, and conclusions. The results of this research are the efforts made by FKDT are Assisting Madrasah Diniyah Operational Permits or Madrasah Charters, holding PAI and Art Subject Contests (MAPSI) throughout Jatipurno District, Seeking Incentives for Madrasah Teachers, holding TPQ Management Technical Bimtek Socialization. The success of FKDT in increasing interest in reading the Qur'an is the completion of data collection on madrasas in Jeporo Village in collaboration with KUA, Contest (MAPSI), socialization of TPQ management guidance and counselling, seeking a spirit for Madrasah teachers, assisting with operational permits for madrasah diniyah or madrasa charter, as well as establish relations with related institutions.

Keywords: Communication Forum, Diniyah Takmiliyah, Al-Qur'an.

Introduction

The rapidly increasing use of technology and science in various aspects of human life is a sign of modern times. Thinking logically and using multiple technologies to improve the quality of life is the ideal of modern humans. With the help of technology and intelligence, modern humans should be wiser and wiser. Still, in reality, there are many humans whose human qualities are lower than the progress of thinking and technology they have achieved. The use of modern
transportation and communication tools causes humans to live in a global influence and is controlled by global information flows, even though the mental readiness of humans individually and even ethnically is not the same (Nasution & Siregar, 2016).

Technology is one of the cultures resulting from the practical application of science. Technology is one aspect that can have a positive impact in the form of progress and welfare for humans. Technology in other factors can negatively affect the state of inequality in life (Syam, 2017). Therefore, technology can be considered neutral. This means that humans can use technology to achieve benefits and to destroy humans themselves (Zainuddin, 2010).

Sophisticated technology that provides a lot of comfort for today's human life cannot be separated from the rapid development of science which is the work of reason. However, it should be realized that knowledge that is out of control of religion, in the end, will only make its owner miserable (Basrowi & Juariyah, 2010).

The advancement of technology and science is where educational institutions play an important role in fortifying their students so that they do not fall into evil and moral decline (Anwar, 2021). Religious education material is an important aspect that must get priority in children's education. It is precise with knowledge about religion that children will know the nature and purpose of their lives.

The Islamic religion revealed to the Prophet Muhammad SAW contains educational implications that aim to become rahmatan lil'alamin (Engku & Zubaidah, 2014). Religion as a guide for humans to make humans as insanul kamil. Allah has sent down a book that is greater than the books that have been revealed before, where it stores a variety of knowledge before and after (Aziz, 2012). Al-Qur'an is the primary and first source of all Islamic teachings (Aminuddin & Wahid, 2006).

The position of the Qur'an as the primary source of Islamic education can be understood from the verse of the Qur'an itself. Meaning: And We have not sent down to you this Book (Al Quran), except that you may explain to them what they dispute and be a guide and a mercy for those who believe (Surah An-Nahl: 64).

In essence, the Qur'an is an extensive treasury for human culture, especially in the spiritual field. The Qur'an is generally a book of social, moral and spiritual education (Ramayulis, 2006). Allah made the Qur'an as medicine from various diseases that exist and as a light for the hearts of everyone who reads it. The kindest heart is a heart
that pays attention to the Qur'an, and the best house is a house in which the Qur'an is read, studied, studied, and practised in everyday life.

Poedjo Soebroto stated that children's interests and concerns should not be ignored for religious education to be successful. The principle of this attention can be divided into two forms, namely, (1) spontaneous attention and (2) attention due to encouragement or attention that is cultivated. Spontaneous attention usually arises because of personal awareness and not because of coercion, so this spontaneous attention is durable and difficult to forget. Then on attention, because it is pushed or attempted to arise because of a specific impulse or created, this attention that is encouraged or cultivated is significant in the implementation of teaching (Ramayulis, 2006).

From the information above, it can be explained that how important the Qur'an is for human life, especially in this modern era, in addition to being a guide for someone but also as a deterrent from disobedience, and also to make humans who have the noble character to seek happiness in the world and hereafter.

Therefore, an organization of the Diniyah Takmiliyah Communication Forum was formed. The Diniyah Takmiliyah Communication Forum is an organization or group that fosters a coordinative cooperative relationship between the diniyah takmiliyah, madrasah diniyah or currently called diniyah takmiliyah, an Islamic educational institution that has been known for a long time at the same time as the Islamic broadcasting period in the archipelago. FKDT acts as a motivator, facilitator and coordinator. Role as a motivator, FKDT must act as a driving force for madrasah diniyah to realize its goals (printing students whose aqidah is straight, worship is proper, morals are noble. FKDT as a facilitator, FKDT must be able to act as a bridge or liaison between demands and the needs of diniyah with the government and the community or vice versa from the deadlock and limitations of improving the quality of human resources, programs, financing and facilities for diniyah facilities and infrastructure. Accountable, FKDT must be able to move dynamically and flexibly because FKDT is outside the bureaucratic order. In a meeting with the prophet, he explained the purpose and intent of the FKDT in the Wonogiri district.

Religious education in Wonogiri Regency is still very worrying where there are still many people who do not understand religious
education. In addition, there are also many in certain areas where there are no spiritual teachers.

In Wonogiri in 2018 FKDT began inviting all madrasah diniyah to ask for SK permission. All madrasas in Wonogiri are assisted in the licensing process. With this decree from the government, it can later be used to request funds for the construction of madrasas. Besides that, it can also request budget funds to be used as teacher transfers or asatid in madrasas. The Wonogiri Regency FKDT also has a plan for equalizing the diniyah uniforms of the Wonogiri Regency for madrasas who wish to directly register the name of the Madrasta and the number of students in the madrasa. In addition, FKDT also held an equalization of materials for all madrasah diniyah, which was not required for madrasah diniyah.

In Jeporo Village, religious education is still very minimal, especially in rural areas, there are still many who cannot read the Qur'an, and there are even many children who do not know the hijaiyah letter. Researchers chose Jeporo Village because Jeporo Village is an area located in the mountains, where there is no broad equal distribution of religious education, thus creating a gap between religious education and general education. With this condition, there are still many children who cannot read the Qur'an. Many parents focus on public education and put religious education aside.

The purpose of this study was to determine the efforts of the Diniyah Takmiliyah Communication Forum (FKDT) in increasing interest in reading the Qur'an in Jeporo Village, Kec. Jatiporno, Kab. Wonogiri. To explain the success of the Diniyah Takmiliyah Communication Forum (FKDT) in increasing interest in reading the Koran in Jeporo Village, Kec. Jatiporno, Kab. Wonogiri. To explain the inhibiting and supporting factors of the Diniyah Takmiliyah Communication Forum (FKDT) in increasing interest in reading the Qur'an in Jeporo Village, Kec. Jatiporno, Kab. Wonogiri.

Previous research, Lutfi Al As Ari, a student of the tarbiyah faculty and teaching science majoring in Islamic Religious Education, IAIN Ponorogo, conducted a study in 2012 entitled Efforts to Develop Student Interest in Al-Qur'an Learning at Al-Islah Islamic Boarding School Kebonsari Madiun. The similarities between this research and the research that the author proposes are both in terms of increasing student interest, and the difference is that in this study, an increase in learning the Qur'an was carried out while what the researcher proposed was in reading the Qur'an.
Method

This study uses qualitative research, namely research that produces descriptive written or spoken words from people and observed behaviour. Methods of collecting data using the method of interview, observation, and documentation. While the data analysis is data reduction, data presentation, and conclusions (Ikhwan, 2021).

Result and Discussion

Efforts of the Diniyah Takmiliyah Communication Forum in Increasing Interest in Reading the Qur'an

Education has a vital role in shaping the personality and development of human civilization so that humans are free from ignorance, darkness and misguidance. Allah sent the Messenger of Allah to educate humans to become creatures of noble character and free from misguidance.

Education is a cultural process to improve human dignity and lasts a lifetime, carried out in the family, school and community environment. Therefore, education is a shared responsibility between family, community and government. Education is the process of achieving its goals needs to be managed in an integrated and harmonious system (Samrin, 2016).

In Islamic education, the initial learning that is applied is al-Qur'an education, meaning that every child must receive lessons from the Qur'an from the time they are in the womb until the end of life because the Qur'an is the life guide of all human beings in this life (Ikhwan, 2019). Has been stated in the Qur'an. Verily, the Qur'an is the word of Allah the Exalted. It is Allah's strong rope, His path is straight, and whoever holds fast to it will be guided by it, but whoever turns away from it will surely go astray and perish. Al-Qur'an learning can be obtained and instilled from parents, Koran teachers, Islamic boarding schools, schools, communities, and other factors. Such as a strong interest or desire from within the child, family economy, geographic location of residence and educational friends, strong interest or passion from within the child, family economy, and geographic location of the home and academic friends.

Realizing the importance of al-Qur'an education in everyday life, it is necessary to make efforts to increase interest in reading the Qur'an. FKDT seeks to increase interest in reading the Koran in Jeporo village. This increase in interest is intended to create a Qur'anic
generation and welcome a bright future. To realize this goal, efforts are needed to be made by FKDT in increasing interest in reading the Qur'an. The efforts made in increasing interest in reading the Qur'an in the village of Jeporo are:

1. **Competition for Islamic Religious Education and Arts (MAPSI) in Jatipurno District**

   A competition or competition organized by an institution or school where participants get prizes if they become winners. It turns out that there are many benefits when children take part in a competition or competition. Children are taught to have a competitive spirit. In a race or competition, there will be competition, and each participant will try their best to win the race or match. As stated by Mr Mualim, in a contest that is sought not only for the champion but more than that, the most important thing is how we instil religious values and enthusiasm in gaining spiritual knowledge. In addition, this competition can motivate children to be more active in learning religious knowledge. Motivation is support for children to do something. Without self-motivation, it will be challenging to do something.

   Ustazah Puput Hardianti also explained that when the children heard that there would be a sub-district level competition, the children were very excited to participate in the activity. The children were very enthusiastic about taking part in the competition. We support the existence of contests like this because, with matches like this, the children's enthusiasm for learning is increasing. To increase interest in reading the Qur'an, FKDT held a competition for Islamic Religious Education and Arts (MAPSI). The hope is that interest in reading the Qur'an will improve as well as foster mentality in the participants by experimenting with These children are increasingly confident of their talents. Motive is the impetus for an organism to do something. Learning motivation is a mental force that drives the learning process. Motivation to learn in students can be weak. Weak motivation or lack of motivation to learn will weaken learning activities. Therefore, the motivation to learn in students needs to be strengthened continuously. So that students have a strong learning motivation, in its place, an encouraging learning atmosphere is created. According to Mc Clelland, as quoted by Djaali, there are three kinds of needs in human life: the need for achievement, affiliation, and food. Because this description relates to factors that influence learning, the context of appropriate motivation here is achievement motivation. Thus, achievement motivation is a physiological and psychological condition.
(need for achievement) that encourages students to carry out certain activities to achieve a specific goal.

From this, it can be analyzed that in person, if the motivation in a person is not increased, then self-motivation will be weakened, so to improve this, there is a need for encouragement, as has been sought by FKDT in increasing the motivation of FKDT children to hold competitions for Religious Education Subjects Islam and the Arts (MAPSI) throughout Jatipurno District, because inside a person when he gets an award for what he has worked for, the children feel proud and excited to improve their learning.

2. Seeking Incentives (bisarah) for Madrasah Teachers

Education as an instrument to educate the nation's life will certainly not work if the calculations are always material. However, it cannot be denied that realizing the welfare of teachers, especially in the Islamic education environment, must be paid attention to, both by the government and the related community. As stated by Mr Mualim;

“FKDT sought incentives for madrasa teachers, which was proposed to the Wonogiri district government, FKDT asked the government to increase attention to madrasa institutions and educators, because so far the welfare of madrasa teachers has not been feasible” (interview. 05/W/8-3/2019).

A similar thing was also expressed by Mrs. Eka;

“In general, the management of Diniyah Takmiliyah in the implementation of learning activities only has the spirit of dedication and a high sense of responsibility, the teachers only have the intention of seeking Allah's pleasure, they realize that conveying their knowledge is an obligation. Therefore, FKDT seeks incentives for madrasa teachers, with this incentive (bisarah) it is hoped that madrasa teachers will pay more attention to their students” (Interview. 04/W/18-3/2019)

This was also conveyed by Ustadz Rifqi;

“TPQ teachers so far have never charged a penny, children who study the Koran at TPQ do not pay for religious studies, usually there are volunteers from parents who recites the Koran at TPQ who gives money to TPQ teachers” (Interview. 05/W/8-3/2019).

FKDT' efforts in the economic field are to seek to improve the welfare of teachers and diniyah fairly and democratically. By issuing policies that local governments can use to provide incentives (honours) to Diniyah Takmiliyah teachers. (FKDT Central Executive Board, Results of the National Deliberation of the Central Executive

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Board of the Diniyah Takmiliyah Communication Forum (Munas I DPP-FKDT), Lebak Bulus Cigulung Jakarta, Period of Service 2012-2017, p. 32) As stated by the Head of Section for Islamic and Religious Education Islam, Mr Sarwono, according to information in 2019, all teachers of religious education institutions will receive incentives from the Central Java Provincial Government. One of the conditions is that they must have an institution's operational permit. According to recipient data, there are 245 Islamic boarding schools, 594 Madin people and 2350 TPQ people. Identify or *bisarah* is an incentive program for the Koran teachers, TPQ teachers, who have been dedicated to teaching the word of God to their children and students. This program appeared in addition to the promise of the governor of Central Java and a form of gratitude for the services of the educators.

From the description above, it can be analyzed that Diniyah Takmiliyah managers in the implementation of learning activities only have the spirit of dedication and a high sense of responsibility towards the obligation to spread the values of Islamic teachings. The struggle of madrasah diniyah and TPQ teachers in teaching religious knowledge has only been with *lillahita'ala*. Madin and TPQ teachers never expect anything in return for what they teach. Therefore, the goal of FKDT is to pay attention to divine warriors. With this incentive, the government will pay more attention to the welfare of Madin and TPQ teachers. With the attention given by the government, TPQ teachers are more enthusiastic about increasing children's interest.

3. Socialization of Technical Guidance for TPQ Management

The socialization of technical guidance for TPQ management is socialization carried out by the TPQ administrators in the Jatipurno sub-district. This socialisation aims to disseminate information about planning, organizing, implementing, monitoring, and evaluating to achieve the Al-Qur'an Education Park (TPQ).

As stated by Mr. Mualim;

"With the BIMTEK TPQ Management event attended by Mr. Marsyidi, Secretary of Badko TPQ Wonogiri Regency, in the future Ustad and Ustazah will be more enthusiastic in teaching religious knowledge to children. In the technical guidance, the chairman of the Ministry of Religion, Wonogiri, invited the administrators of Madrasah Diniyah and TPQ to always be enthusiastic in nurturing the children of the nation's generation where we know that the morals and morals of children are
getting worse. In the BIMEK we conveyed about how to manage TPQ well, the procedures for class management starting from entering class, in class, to returning home the teacher must also motivate children to be more enthusiastic in reading the Qur’an” (Interview 05/W/8-3/2019).

The same thing was also conveyed by Mrs. Eka;

“BIMTEK TPQ Management, which was attended by Mr. Marsyidi, Secretary of Badko TPQ Wonogiri Regency. With the presence of Mr. Marsyidi in the BIMTEK, we hope that the administrators and teachers of Madrasah Diniyah will be more enthusiastic because of the attention from the government. In the BIMTEK we convey about the management of TPQ management, we provide teaching guide books to Madrasah diniyah and TPQ teachers” (Interview. 04/W/18-3/2018)

The same thing was conveyed by Ustadz Ikka Devi Lianti;

“FKDT gathered teachers from all districts who discussed the TPQ program, learning methods and madrasa management in improving the quality of madrasas in the future, the event was attended by Mr. Mursyidi, Secretary of Badko TPQ Wonogiri Regency” (Interview. 12/W/21-4/2018).

With this socialization, TPQ teachers are expected to improve the quality of children's education. So far, education at TPQ is still following the previous learning. The educational curriculum in TPQ has not been considered. In the future, with this TPQ Management Technical Guidance, TPQ teachers can apply in their respective TPQ institutions.

Without a teacher’s role in learning. Learning methods will not be conveyed properly to students. Teachers have an extensive role, both at school, family and community. In schools, teachers act as designers and planners, teaching managers and learning outcomes managers. The teacher is an inspiration for his students. If in learning there is no teacher, then the teaching will not work.

The method is a science that discusses how or how to present learning materials to students to achieve a predetermined goal effectively and efficiently. This methodology relates to what methods and techniques are more suitable for delivering religious material and how teaching principles should be applied by a teacher in teaching and learning activities (Asnawir, 2002). When used in teaching and learning activities, learning methods will be able to stimulate students to think systematically, critically, and democratically in contributing their thoughts to solve a problem. Learning methods in education are
very much needed. With the existing methods, the children feel not bored with the current learning and making it easier for educators to deliver instruction.

From the description above, it can be analyzed that the BITEK implemented aims to improve the quality of madin and TPQ, in which several learning methods are presented for teachers. Learning methods in education are very much needed. With the existing techniques, the children feel not bored with the current learning and make it easier for educators to deliver education with a learning method in learning more conducive and directed.

**The Success of the Takmiliyah Diniyah Communication Forum in Increasing Interest in Reading Al-Qur'an**

From the results of interviews with Mr. Mualim as chairman of FKDT Jatipurno;

"The success achieved by FKDT in completing data collection on madrasas in Jeporo Village in collaboration with KUA, Competition for Islamic Religious Education and Arts (MAPSI) throughout Jatipurno District, socialization of technical guidance for TPQ management located at the Pendopo, Jatipurno Sub-district, trying to have a spirit for Madrasah teachers, assisting Madrasah Diniyah operational permits or Madrasah Charters as well as establishing relationships with institutions such as sub-district and district administrators to facilitate existing programs, and Alhamdulillah all responded positively" (Interview. 05/W/8-3/2019)

In line with this, Mrs. Eka revealed that from the existing programs that had been achieved;

"The implementation of the Islamic Religion and Arts Education Subject Competition (MAPSI) throughout the Jatipurno District which was running smoothly, the socialization of technical guidance on TPQ management at the Pendopo, Jatipurno District, which was attended by Mr. Marsyidi, the Secretary of Badko TPQ, Wonogiri Regency. Strive for a spiritual gift for Madrasah teachers, which in March has been liquidated and can be collected at the Wonogiri Regency Ministry of Religion office in collaboration with the Central Java Bank, assisting madrasah diniyah operational permits or madrasah charters. In addition, Alhamdulillah, relations with institutions such as sub-district and district officials are going well, with this relationship in the future, the government will pay more attention to madrasas" (Interview. 04/W/18-3/2018).

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FKDT's efforts to improve relations and communication with related agencies, various religious, national, community and social organizations and other professional organizations domestically and abroad. Without relationships with related institutions such as government and madrasa institutions, a sought program will not be able to run smoothly.

From this research, it can be analyzed that the success achieved by FKDT was the completion of data collection on madrasas in Jeporo Village, the Competition for Islamic Religious Education and Arts (MAPSI) in Jatipurno District, socialization of BIMTEK management of TPQ management, seeking a spirit for Madrasah teachers, and helping Madrasah diniyah operational permit or Madrasah charter. FKDT also maintains contact with institutions such as sub-districts and district administrators to facilitate existing programs, and Alhamdulillah all responded positively.

Based on research conducted by researchers at TPQ Hidayatus Sibyan;

“The learning process is more conducive to the method that has been given, because children get assignments when others are reading, so there is no free time to play. Children are more enthusiastic in reading the Qur'an, and children are faster in understanding the hijaiyah letters” (Interview. 04/O/11-3/2019).

Based on research at TPQ around Jeporo Village, researchers found that children's interest in reading the Qur'an was getting better. Children are enthusiastic about learning to read the Qur'an, especially in the Ramadan program wherein Ramadan there is a plan for tadarus al-Qur'an at the mosque. The children are very enthusiastic about these activities.

“In this activity the children took turns reading the Koran, Ustad and Ustazah accompanied the children in the tadarus. This activity is an annual agenda held in mosques and prayer rooms. With these activities, children read the Qur'an more often, this is in accordance with FKDT's goal to increase interest in reading the Qur'an” (Interview. 05/O/11-4/2019).

Learning is a mental or psychic activity, which takes place in active interaction with the environment that results in changes in knowledge, skills, and attitude values (Hasan, 1994). Learning is a process of creating additional cognitive, affective, and psychomotor values for students. The added value is reflected in changes in
behaviour towards maturity. Each substance of the lesson produces different behaviours, both natural and hidden (Danim, 2011).

The meaning of the learning process is marked by changes in behaviour due to gaining new experiences. Through learning experiences, students gain understanding, appreciation, attitudes, habits, skills or competencies and so on (Agung, 2012).

From the description above, it can be analyzed that the success achieved, namely the interest of the children, is getting better with the efforts that have been made by FKDT, especially from the program that has been scheduled by the TPQ teachers, which every Ramadan carries out tadarus al-Qur'an in the mosque. The results of learning can be felt from the existing change process, and this can be supposed from the enthusiasm of students in reading the Qur'an.

Inhibiting Factors and Supporting Efforts of the Takmiliyah Diniyah Communication Forum in Increasing Interest in Reading al-Qur'an

Currently, there are still many children who are not interested in reading the Qur'an. Various factors and influences from multiple parties significantly affect the learning process.

1. Factors Inhibiting

In an effort, of course, there is an obstacle faced by the Diniyah Takmiliyah Communication Forum (FKDT) in making its efforts a success. The influencing factors are as follows:

a. Student interest

As stated by ustazah zulfa, the interest of TPQ children in reading iqra' is very enthusiastic. It's just that sometimes they don't learn and rarely read it, so that it takes them a long time to understand the hijaiyah letters. Mrs Eka also expressed this as secretary of the Jatipurno sub-district TPQ management, Children's interest in reading the Qur'an is still lacking, in Jeporo Village, there are still many who read Iqra', especially those who enter junior high school, there are still a lot of them who have not. Can read the Koran. However, recently the interest of children studying in madrasas has decreased. Many of the children who have not been able to read the Koran, and some even do not understand the hijaiyah letters, especially for children entering the junior high school level, are rarely willing to learn to read the Qur'an.
Interest is the tendency to do something to seek an experience because of the urge to do something based on feelings of pleasure and without coercion. Interest as understood and used by people can affect the achievement of student learning outcomes in specific fields of study. With this interest, a person will focus his interest on something he wants. Someone who has an interest in learning will pay attention to the subject of interest.

From this description, it can be analyzed that some of the children's interest in reading the Qur'an is very enthusiastic, and some are still less enthusiastic in reading the Qur'an. This can be seen from the way children read, which they rarely read at home. Interest is an impetus to do something, if children's interest in reading the Qur'an is high, they will quickly understand the law of reading and reading it, and vice versa if the interest in children is still lacking, it will be difficult for them to be able to read. The Qur'an properly.

b. Family environment

The family environment is the most influential in learning activities (Syah, 2014). Educators in the family environment are parents. This is because naturally, children in the early days of life are amid their father and mother. As explained by Ibu Eka;

"Parents are the initial madrasas for their children, if parents from an early age instill religious education in their children, the interest in children will grow by itself, and conversely if there is no support from parents, interest in them will grow. It is very difficult for children to read the Qur'an to grow, and the problem here is now that most parents migrate to Jakarta and their children are left with their grandparents, children become less attentive and supportive, so it is not uncommon for them to be reluctant study to TPQ" (Interview. 04/W/18-3/2018).

Families have a significant role in creating interest in learning for children. As we know, the family is the first educational institution for children. It is from parents that children begin to understand their education. The basic views of life, attitudes to life, and life skills are embedded since the child is in the midst of his parents. The nature of parents, family management practices, family tensions can all have a good or bad impact on learning activities and the results achieved by students.

From the description of the data above, it can be analyzed that the importance of parents to children's education, parents as
early madrasas for the education of their children and parents as forming the identity of children, if from young age parents instil religious education, children's children will grow by themselves. And vice versa, if parents do not plant religious education since childhood, it will be challenging to instil interest in children.

c. Social environment

A person's social environment will affect a person's behaviour. As the researchers observed, many children did not recite the Koran at TPQ because of the friend factor. When their friends did not recite the Koran, they did not recite the Koran either. Some of the children were embarrassed because, in TPQ, there were only children and no friends their age. As explained by Ustadz Rifqi that;

“Children when entering junior high school rarely want to recite the Koran at TPQ, at first they rarely go in, and eventually the children don’t want to go” (Interview. 05/W/8-3/2019).

Ustazah Puput also explained that the influence of friends on interest in reading the Qur'an is very influential.

“Children are excited when their friends are also enthusiastic in reading the Qur'an. Sometimes children feel jealous when their friends rise in one level, envy here is not envy of a bad thing but on a good. For example, when Sinta progressed from reading Surah Al-Ihlas to Surah Al-Lahab, the other children would be motivated to immediately follow Sinta. On the other hand, when there are friends who do not recite the Koran, they also do not go to the TPQ, this usually happens to boys” (Interview. 05/W/8-3/2019).

The social environment, such as teachers, education staff, and friends, can affect a student's enthusiasm for learning. The community and friends of the children’s play environment will impact student learning activities. The social environment includes relationships with friends, activities in the community, and the environment in which you live. Academic activities would be better if balanced with activities outside of school.

From the description above, it can be analyzed, the influence of friends in education also determines the development of children. If a friend invites us to something positive, then someone will also follow it. Vice versa, if the friend we approach invites to something negative, then over time, we will follow that too.
d. Lack of TPQ Teachers

In a teacher, education is needed. Without a teacher, the children cannot read or write. In Jeopro village itself, there is still a lack of educators, and Mr Yadi conveyed this;

“Every year in the month of Ramadan we always propose the existence of DAI in Jeporo Village, which will later be distributed to the hamlets. We did this because there was still a lack of religious knowledge in Jeporo Village” (Interview. 05/W/8-3/2019)

Based on observations made by researchers in the hamlets of Poncol and Komboro, TPQ Nurul Fatah Poncol and TPQ al-Amin Komboro were guided by Mrs Eka. Eka's mother also confirmed this;

“I teach at TPQ Nurul Fatah Poncol and TPQ al-Amin Komboro, because in Komboro hamlet no one teaches children to learn to read the Koran. The children's parents asked me to teach TPQ also in Komboro, initially my husband and I only focused on TPQ Nurul Fatah” (Interview. 05/W/8-3/2019)

A teacher can provide a variety of motivations according to the child's needs. Learning motivation is a mental force that drives the learning process. Motivation to learn in students can be weak. Weak motivation or lack of motivation to learn will weaken learning activities (Dimyati & Mudjiono, 2013). If an institution lacks a teacher, the process of learning activities can be hampered.

From the description above, it can be analyzed that how vital an educator is in an institution. Without an educator, the activities will not go well because a teacher can be an inspiration, motivator and bearer in the teaching and learning process. If no one conveys a science of religious education to children, then the children will not understand spiritual matters in the future.

As for the four things that have the most influence on children's education, namely family education, if children are not given religious education in the family environment, it will be difficult for them to gain adequate spiritual awareness and experience.

2. Factors Supporting

In a journey, support from related parties is needed. Without permission from associated parties, programs cannot run properly. In carrying out a business, it is necessary to know and pay attention to the factors that determine the success or failure of the company.
Likewise, seeing the phenomena in Jeporo Village, FKDT's efforts in improving the quality of reading the Koran, of course, there are several supporting factors.

Support from an institution and related parties in increasing interest in reading the Qur'an is needed. Success or failure in carrying out a business is very dependent on the parties involved. As stated by Mualim;

“FKDT has received support from various parties in increasing interest in reading the Qur'an, such as the participation of Madin teachers, the support of religious institutions such as KUA and the Ministry of Religion of Wonogiri Regency which always supports every activity and also responds positive from the sub-district head towards existing programs” (Interview. 05/W/8-3/2018).

This was also conveyed by Mrs. Eka;

“The supporting factor for FKDT in increasing interest in reading the Qur'an was the good cooperative relationship between madin and TPQ managers and FKDT management” (Interview 05/W/8-3/2018).

Apart from an institution that supports parents and the community in increasing interest in reading the Qur'an and the development of madrasah diniyah and TPQ is needed, whether or not an educational institution develops is influenced by the enthusiasm of the community towards educational institutions.

The role of parents in their children's education is clear and unmistakable that they are the primary and first educators. Parents as the leading and first educators for children have a role in providing early education as a provision of experience. The part of parents is essential for children's education because parents have a significant influence on children's behaviour. After all, a child will imitate the attitudes and behaviour of his father and mother.

Education in the family is considered successful and goes well. It all depends on their respective parents. If teaching in the family does not work, parents have not been able to fulfil their role as educators.

Through this family education, the child's inherent right to obtain an education can be realized, especially the need for affection to develop well. This is because there is a blood relationship between educators and students based on a love relationship. Likewise, parental support for religious education is very much needed (Gazali, 2013).
From the description above, it can be analyzed that several supporting factors in increasing interest in reading the Qur'an are the support from related institutions such as diniyah and TPQ institutions, parents of students, as well as an excellent cooperative relationship between madin and TPQ managers and administrators. FKDT, without a good relationship and cooperation between the three, the programs will not run well. It can be seen that the role of parents is very influential on children's education.

**Conclusion**

From the research results on FKDT's efforts in revitalizing TPQ, it can be concluded that 1). Actions of the Diniyah Takmiliyah Communication Forum (FKDT) in restoring TPQ and completing data collection on madrasas in Jeporo Village, Competition for Islamic Religious Education and Arts Subjects (MAPSI) throughout Jatipurno District, socialization of technical guidance on TPQ management, seeking to have *Bisarah* for Madrasah teachers, and assisting with TPQ operational permits. FKDT also maintains contact with institutions such as sub-district and district administrators to facilitate existing programs. Alhamdulillah welcomed them positively, and an annual program was carried out by TPQ teachers, namely tadarus al-Qur'an, which was held in mosques and prayer rooms. With this yearly program, children's enthusiasm for learning at TPQ is increasing, as is the goal of TPQ. 2). the success of the Diniyah Takmiliyah Communication Forum (FKDT) in TPQ revitalization The success achieved by FKDT in TPQ revitalization was the implementation of the Islamic Religion and Arts Education Subject Competition (MAPSI) throughout Jatipurno District, Socialization of TPQ management guidance and technology in the Jatipurno District Hall, seeking the existence of *bisarah* for Madrasah teachers, assisting with operational permits for madrasah diniyah or madrasah charters, and establishing relationships with related institutions. And the children's interest is getting better with the efforts that have been made by FKDT, especially from the program that has been scheduled by the TPQ teachers, which every Ramadan carries out tadarus al-Qur'an in the mosque. With this, FKDT's efforts in refitting TPQ have been successful. With increasing children's interest in learning to read the Qur'an, children will be even more enthusiastic in learning at TPQ.
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