

WISDOM SERVICE PROGRAM TAHFIZ SCHOOL FOR AL-KITAB ORPHANTS, SELANGOR, MALAYSIA

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Abstract

This service is very important to carry out because it is necessary to carry out an activity for the Al-Kitab Tahfiz Orphans School Tahfiz Program, Selangor. It is also hoped that this activity will collaborate with alumni of the Tahfiz School for AlKitab Orphans (STAY AlKitab) Beranang so that they can continue their studies at Malikussaleh University. Following up on the matters above, it is necessary to visit the Tahfiz School for AlKitab Orphans (STAY AlKitab)

Keywords: *Wisdom, devotion, orphan*

1. INTRODUCTION

In an effort to implement collaboration with several universities in Malaysia, Malikussaleh University (Unimal) has collaborated with several universities in Malaysia such as Universiti Kebangsaan Malaysia, Universiti Pendidikan Sultan Idris, International Islamic University Malaysia, Universiti Teknologi Malaysia, Universiti Sains Islam Malaysia . This collaboration is carried out in order to improve the abilities of lecturers and students in the fields of education, research and service. Then another activity carried out was the International Community Services activity at the Tahfiz School for AlKitab Orphans (STAY Al-Kitab) Beranang.



Figure 1. Focus Group Discussion (FGD)

It is also hoped that this activity will collaborate with alumni of the Tahfiz School for AlKitab Orphans (STAY AlKitab) Beranang so that they can continue their studies at Malikussaleh University. Following up on the matters above, it is necessary to visit the Tahfiz School for AlKitab Orphans (STAY AlKitab). For this reason, Malikussaleh University, represented by the Chancellor, Deans and 4 lecturers from the Faculty of Economics and Business, will visit the

Tahfiz School for Orphans AlKitab (STAY AlKitab) from 12 to 16 December 2023. Activities that will be carried out during the visit is Visiting Lecturer, international service activities which will be carried out in Bangi, discussions for research collaboration and curriculum benchmarking. This overseas visit has been planned for 2021, but was hampered by the outbreak of the corona virus.

Partner Problems

The partner problems are:

1. Limited Financial Resources: Tahfiz Schools often experience limited financial resources which can limit their ability to provide adequate facilities, books, and other equipment to support the education and daily needs of orphans.
2. Limited number of trained teaching staff: Limitations in the number and quality of teaching staff who have expertise in religious education, tahfiz, and also in general education can be an obstacle to the progress of education in tahfiz schools.
3. Developing a Relevant Curriculum: Developing a curriculum that suits the needs of orphans and combines religious and general education is a challenge in itself. The curriculum must be designed in such a way that it can produce students who have excellence in religious learning while also having the general skills needed in everyday life.

Activity Objectives

The objectives and benefits of the activities are described as follows:

1. To broaden academic horizons on a global scale for lecturers and students
2. To get references and information regarding the opening and implementation of international classes (International Undergraduate Program)
3. Establishing cooperation and good relations with the Tahfiz School for Orphans AlKitab (STAY AlKitab) and universities in Malaysia such as Universiti Kebangsaan Malaysia, Universiti Pendidikan Sultan Idris, International Islamic University Malaysia, Universiti Teknologi Malaysia, Universiti Sains Islam Malaysia.

Benefits of Activities

1. Visiting lecturer activities will provide benefits to the entire FEB Unimal academic community (SIVA) in international activities.
2. Increase the brotherhood and insight of FEB Unimal lecturers in learning.
3. Increasing the experience of FEB Unimal lecturers in cross-border learning.
4. Adds enrichment to the content being taught, because the material presented is adapted to the material at the Tahfiz School for AlKitab Orphans (STAY AlKitab).

2. IMPLEMENTATION METHOD

The approach offered to solve the problems of fishing community groups is to provide community service by providing outreach programs in the form of:

1. Coordinate with local stakeholders, including schools, local communities and related organizations, to prepare program activities to increase religious and spiritual literacy.

2. Hold a Focus Group Discussion (FGD) involving village officials, community leaders and related groups to discuss problems and needs related to the education and welfare of orphans as well as efforts to improve the quality of their education.
3. Conducting religious and spiritual literacy training and education for 20 teaching members, by organizing an outreach program that includes Islamic religious education materials and understanding the Koran.
4. Conducting religious and spiritual literacy training for 20 teaching members, by organizing training programs that focus on understanding and practicing Islamic teachings and memorizing the Al-Quran.
5. Encourage the use of religious and spiritual education facilities provided by the Tahfiz School for Orphans Al-Kitab, Selangor, Malaysia, by community groups, by increasing awareness of the importance of religious and spiritual education for the development of orphaned children.
6. Evaluating activities by distributing questionnaires to students, teaching staff and other related parties to assess the increase in religious and spiritual literacy and its impact on the quality of education and welfare of orphans at the Al-Kitab Tahfiz Orphanage School.

Work procedures

The work procedure to support the realization of the solutions offered begins with initial observations in the field to understand the condition of the school and the needs of the Tahfiz School for Al-Kitab Orphans. Through interviews and observation approaches, the problem phenomena faced by the Tahfiz School for Al-Kitab Orphans were identified. After observations and socialization are carried out, an in-depth study of the problems found is carried out to find the right solution. Next, priorities for the implementation stages of the solutions that have been formulated are arranged. Coordinating with local stakeholders such as schools, community leaders and local communities is carried out to ensure support and synergy in program implementation. Then, Focus Group Discussion (FGD) activities and religious and spiritual literacy training were carried out for students and teaching staff at the Tahfiz School for Al-Kitab Orphans, involving local community groups. Finally, an evaluation of the program results was carried out by conducting research on increasing religious and spiritual literacy and its impact on the welfare of orphans in the Selangor region, Malaysia.

The entire series of work procedures can be seen in the picture below:

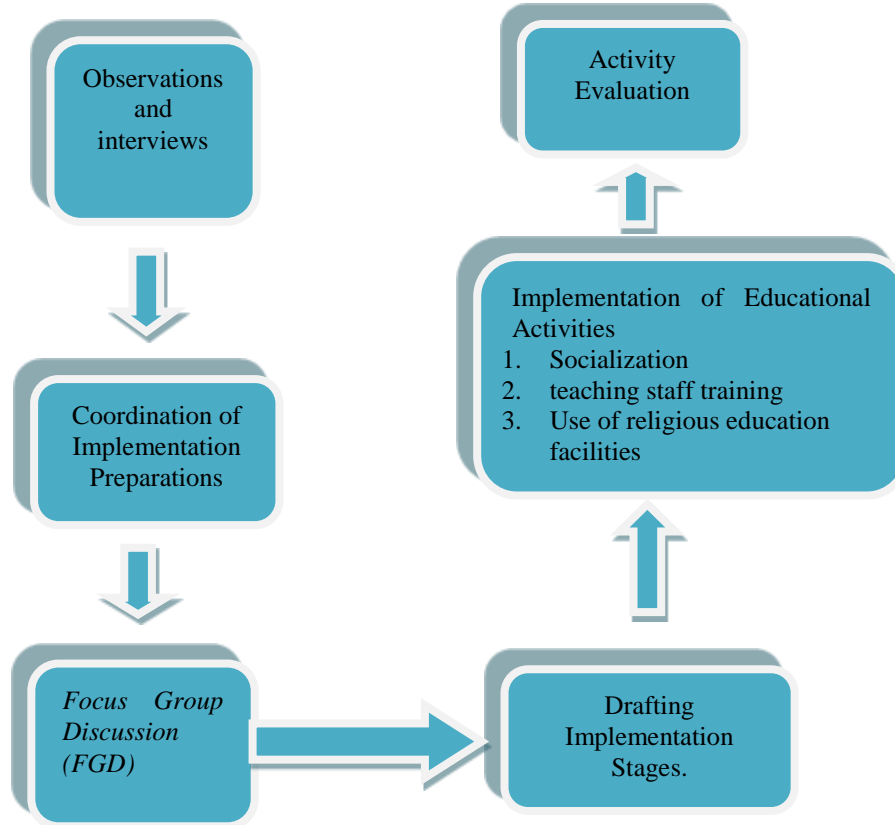


Figure 3.1 Work procedures

3. RESULTS AND DISCUSSION

Solution

The solutions offered by the proposer through this community partnership program include:

1. Collaborate with Related Parties and Stakeholders

Collaborating with Related Parties and Sharia Financial Institutions: The first step in the community partnership program is to coordinate with related parties such as school boards, charity institutions and sharia financial institutions in the Selangor area. This collaboration aims to build strong cooperation in supporting the sustainability of the Tahfiz School for Al-Kitab Orphans and expanding access and religious education services for orphaned children. By increasing access to financial resources, it is hoped that schools can maintain the stability of their operations and improve the quality of education provided to students, ensuring that orphaned children receive a quality educational environment and support their overall growth.

2. Hold a Focus Group Discussion

FGD is an effective participatory method for understanding community needs and aspirations. The community partnership program team will hold an FGD involving local stakeholders, teachers, parents and community leaders. This discussion will discuss the problems,

hopes and plans for developing the Tahfiz Al-Kitab Orphan School in order to formulate solutions that suit local needs.

3. Increasing Access to Education

The initial solution for the Al-Kitab Tahfiz School for Orphans' Wisdom Bakti Program is to increase access to education for orphaned children in the Selangor region, Malaysia. This effort includes expanding and improving school infrastructure by adding classrooms, libraries, laboratories and other facilities. Infrastructure repairs also include replacing damaged facilities. In this way, schools will be able to accommodate more students and create a safe and conducive learning environment. It is hoped that this step will give orphaned children better access to quality education, providing a strong foundation for their future.

4. Teacher and Teacher Training

Teacher training solutions and instructors are an effort to improve the quality of education, training and development programs will be held to improve the qualifications and skills of teaching staff, especially in the fields of teaching tahfiz Al-Quran and Islamic education. This training will enable them to implement more effective and inclusive teaching methods, according to students' needs. It is hoped that by improving the quality of teaching, orphaned children at the Tahfiz Al-Kitab School will receive a higher quality education and support their spiritual and academic growth.

5. Evaluation and Feedback

After carrying out a series of activities, an evaluation will be carried out to measure the effectiveness of the program and obtain feedback from various related parties, including stakeholders, teachers, parents and the general public. This evaluation will help in assessing the impact of the program and determining future improvement steps.

Outcome Target

The expected type of output is increasing the religious and spiritual literacy of orphans at the Tahfiz Anak Yatim Al-Kitab School, Selangor, Malaysia. By increasing their understanding of Islamic religious teachings and understanding of the Koran, it is hoped that students will be able to practice Islamic teachings in their daily lives. Apart from that, it is hoped that they will be able to memorize a number of surahs of the Koran and understand their meaning better. In this way, orphans will become individuals who are more religious, have noble character, and have spiritual depth that will guide them in facing life's challenges. It is hoped that, through this religious and spiritual education, orphans at the Al-Kitab Tahfiz Orphanage School will be able to become a generation that contributes positively to society and upholds religious values.



Figure 2. Tahfiz School for Al-Kitab Orphans, Selangor, Malaysia

Implementation of Activities and Results

1. Research Stages

The Hikmat Bakti Program at the Tahfiz School for Al-Kitab Orphans, Selangor, Malaysia, will be implemented through a series of planned and measurable service stages. The first stage is to conduct a survey and identify the needs of orphans as well as evaluate the condition of the Tahfiz Al-Kitab school which will be carried out together with relevant stakeholders and the local community. Next, the planning stage will be carried out by preparing a strategic plan which includes objectives, methods and schedule for program implementation. The next stage is program implementation, where activities such as increasing access to education, teacher training, developing inclusive curricula, and strengthening financial assistance programs will be implemented according to plan. After that, monitoring and evaluation will be carried out on program implementation to assess the achievement of objectives and identify necessary improvements. The final stage is results dissemination, where the findings and lessons learned from this program will be shared with stakeholders and the wider community to increase understanding and support for the education of orphans. By carrying out these stages systematically and collaboratively, it is hoped that the Hikmat Bakti Program can have a significant positive impact on the education and welfare of orphans at the Al-Kitab Tahfiz Orphanage School, Selangor, Malaysia.

2. Activity Planning Stages

The activity planning stage in the Al-Kitab Tahfiz School for Orphans' Wisdom Program, Selangor, Malaysia, begins with identifying needs and goals to be achieved based on the results of the initial survey and evaluation. After that, a strategic plan will be prepared which includes detailed activities, targets to be achieved, as well as appropriate implementation methods. This stage will also involve forming a working team consisting of education experts, school staff, local communities and other related parties. The strategic plan will include activity implementation schedules, resource allocation, and monitoring and evaluation mechanisms. Apart from that, an effective communication and coordination plan will also be created between all related parties. With careful and structured planning, it is hoped that the Hikmat Bakti Program can run according

to the targets set and have a significant impact on the education of orphans in the Selangor region, Malaysia.

3. Stages of Activity Implementation

The stages of implementing activities in the Al-Kitab Tahfiz School for Orphans' Wisdom Program, Selangor, Malaysia, begin with the implementation of the strategic plan that has been prepared in the planning stage. The first step is to prepare all the facilities and infrastructure needed to carry out activities, such as additional classrooms, learning materials and other supporting equipment. After that, various activities were carried out such as increasing access to education by expanding school infrastructure, training teachers and school staff, developing inclusive curricula, and strengthening financial assistance programs. During the implementation of activities, regular monitoring will be carried out to ensure that all activities run according to plan and achieve the stated objectives. In addition, an interim evaluation will also be carried out to evaluate progress and identify changes or adjustments needed to ensure the program remains effective. With structured and coordinated implementation stages, it is hoped that the Hikmat Bakti Program can have a positive impact on orphans at the Tahfiz Anak Yatim Al-Kitab School, Selangor, Malaysia.

4. Final Stage of Activities and Evaluation

The final stage and evaluation of activities in the Al-Kitab Tahfiz School for Orphans' Wisdom Program, Selangor, Malaysia, involves several important steps to evaluate the impact and success of the program. After completing the implementation of activities, a comprehensive evaluation of the achievement of the goals set in the strategic plan is carried out. This evaluation includes an assessment of the effectiveness of the various activities that have been carried out, the extent to which the educational goals and welfare of orphans have been achieved, as well as the positive impacts that have been produced. Apart from that, an evaluation of the implementation process was also carried out, including an assessment of program management, stakeholder involvement and resource use. After the evaluation is complete, the evaluation results will be used to prepare a final program report which will be disseminated to all related parties and the community. This report will contain findings, lessons learned, and recommendations for program improvement and development in the future. By conducting a comprehensive evaluation, it is hoped that the Hikmat Bakti Program can make a significant contribution in improving the education and welfare of orphans at the Tahfiz Anak Yatim Al-Kitab School, Selangor, Malaysia.

Influence and Impact of Activities

The Hikmat Bakti Program at Tahfiz School for Al-Kitab Orphans, Selangor, Malaysia, is expected to have a significant impact in several important aspects. First of all, this program is expected to increase access to education for orphaned children in the region, giving them greater opportunities to get quality education and increasing their potential to achieve success in the future. In addition, by increasing access to education and strengthening learning programs, it is hoped that this program will contribute to increasing the religious and spiritual literacy of orphans, which in turn will strengthen their faith and moral foundations. It is also hoped that this program will have a positive impact in terms of community empowerment, by involving local communities in supporting the education of orphans and creating an inclusive and empathetic environment. In addition, by improving the quality of education for orphans, this program can play a role in reducing social and economic disparities, providing a fairer opportunity for orphans to achieve a better life in the future. Overall, the Hikmat Bakti Program is expected to have a positive and

sustainable impact in improving the quality of life for orphans and communities in the Selangor region, Malaysia.

4. CONCLUSION

The conclusion from the activities of the Al-Kitab Tahfiz School for Orphans' Wisdom Bakti Program, Selangor, Malaysia, is that this program has great potential to provide a significant positive impact on orphans and the community in the region. Through efforts such as increasing access to education, teacher training, developing inclusive curricula, and strengthening financial assistance programs, this program has succeeded in creating a better learning environment and providing a fairer opportunity for orphaned children to receive quality education. Apart from that, through the active involvement of local communities and other related parties, this program has also succeeded in building strong and supportive collaboration in supporting the education of orphans. Thus, the conclusion of the Hikmat Bakti Program is that with continued commitment and cooperation, this program has the potential to continue to have a positive impact in improving welfare and a brighter future for orphaned children at the Al-Kitab Tahfiz Orphanage School, Selangor, Malaysia.

SUGGESTIONS

Based on the results of the service that has been carried out regarding sharia financial literacy, the suggestions that can be given are as follows:

1. Further evaluation needs to be carried out to increase and expand the number of partners, both in terms of the number of online business partners and locations/regions which must be expanded further to facilitate data collection and to provide a clearer picture of the situation.
2. For the community, especially parents who have children. The role of parents is very important in providing understanding to their children in the family environment regarding improving tahfiz schools.
3. The community is also required to contribute to developing and improving the Tahfiz school for Al-Kitab orphans

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