

Increasing Children's Interest in Learning the Qur'an Through a Creative TPQ Educational Program at Al-Mubaarak Mosque, Bengkulu City

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ARTICLE INFO

Article history

Received:

22-03-2026

Revised:

20-04-2026

Accepted:

05-05-2026

Keywords : Creative TPQ Education Program, interest in learning the Qur'an, ABCD, TPQ, community service.

ABSTRACT

The Creative TPQ Education Program was implemented at TPQ Masjid Al-Mubaarak, Sumur Dewa Village, Selebar District, Bengkulu City, to improve children's interest in learning the Qur'an. The program was motivated by several problems identified during the initial observation, including low student attendance, limited variation in teaching methods, minimal use of educational media, and low participation and enthusiasm among students during learning activities. On the other hand, the TPQ possessed valuable assets that could be utilized, such as adequate mosque facilities, support from TPQ administrators and parents, a considerable number of students, and children's enthusiasm for creative and interactive activities. This community service activity aimed to increase students' interest in learning the Qur'an, participation, and engagement through enjoyable and innovative learning approaches. The method employed was the Asset Based Community Development (ABCD) approach, consisting of four stages: discovery, dream, design, and destiny. The program activities included Qur'an reading assistance, Islamic educational games, short surah memorization competitions, and Islamic calligraphy coloring contests. The results showed improvements in student attendance, participation, Qur'an reading skills, memorization of short surahs, and enthusiasm for attending TPQ activities. In addition, the program enhanced students' creativity and self-confidence. Therefore, the Creative TPQ Education Program proved effective in creating an interactive and enjoyable learning environment that supports the sustainable improvement of children's interest in learning the Qur'an.

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Introduction

The Qur'an is the primary guide for Muslims and plays an important role in shaping the personality, morals, and character of the younger generation. Therefore, Qur'anic education should be instilled from an early age through structured and continuous learning processes (Agustina, Riska., 2026). One of the non-formal educational institutions that supports Qur'anic learning is the Qur'anic Learning Center (Taman Pendidikan Al-Qur'an or TPQ). TPQ serves as a platform for children to learn how to read the Qur'an, understand the basic teachings of Islam, and develop religious values in their daily lives. Through structured learning activities, TPQ contributes to improving children's Qur'anic reading skills while fostering religious character development (Suharti, Sri., et al., 2023).

TPQ Masjid Al-Mubaarak is located on Karang Indah Street, RT 11, Sumur Dewa Village, Selebar District, Bengkulu City. This TPQ serves as one of the religious educational facilities for children in the surrounding community. Based on preliminary observations conducted during the Community Service Program (Kuliah Kerja Nyata or KKN), several challenges were identified in the learning process, including low student attendance, limited variation in teaching methods, minimal use of educational media, and low levels of participation and enthusiasm among students during learning activities. The learning process tended to focus on conventional Qur'an reading activities, causing some students to become easily bored and less active during lessons.

On the other hand, TPQ Masjid Al-Mubaarak possesses various assets that can be developed to support improvements in learning quality. These assets include the mosque's active role as a center for community religious activities, support from TPQ administrators and parents, a considerable number of students, and the children's enthusiasm for creative and interactive activities. Within the Asset-Based Community Development (ABCD) approach, these assets serve as valuable resources that can be utilized to promote positive change and enhance the quality of learning at the TPQ.

Engaging and enjoyable learning experiences that align with children's developmental characteristics are essential for increasing their interest in learning the Qur'an. One strategy that can be implemented is the use of educational games and creative activities that actively involve children in the learning process. Research indicates that educational games can enhance children's religious and moral values because the learning process becomes more interesting, interactive, and easier for students to understand (Mustika & Suyadi, 2021). Furthermore, game-based and multimedia-based learning innovations have been proven effective in increasing children's engagement and learning motivation during educational activities.

In addition to educational games, art-based learning can serve as an alternative approach to increasing children's interest in religious subjects. Activities such as coloring Islamic calligraphy can foster creativity while introducing Islamic values through enjoyable learning experiences. Research has shown that Islamic art-based learning can help children recognize Arabic letters (hijaiyah), understand religious concepts, and increase their involvement in the learning process (Sari, S.P., 2022).

Based on these conditions, KKN students implemented the Creative TPQ Education Program as a form of community service by utilizing the assets available at TPQ Masjid Al-Mubaarak. This program included Qur'an learning assistance, Islamic educational games, short surah memorization competitions, and Islamic calligraphy coloring contests. The program aimed to increase students' interest in learning the Qur'an, enhance their activeness, and encourage greater participation in learning activities. Through this initiative, it is expected that a more interactive and enjoyable learning environment will be created, contributing to the development of a Qur'anic generation with noble character.

Method

This community service activity was conducted at TPQ (Qur'anic Learning Center) Masjid Al-Mubaarak, located on Karang Indah Street, RT 11, Sumur Dewa Village, Selebar District, Bengkulu City, during May-June 2026. The target participants were TPQ students consisting of elementary school-aged children. The method used in this activity

was the Asset-Based Community Development (ABCD) approach, a community empowerment approach that focuses on identifying and utilizing the assets or potentials already possessed by the community as the foundation for program development. The ABCD approach emphasizes that every community has strengths and resources that can be developed to create positive and sustainable change. This approach was implemented through four stages: discovery, dream, design, and destiny (Toyibah, S., 2025).

The discovery stage was carried out through observation and identification of the assets owned by TPQ Masjid Al-Mubaarak. The identification results showed that the TPQ possessed several assets that could support program implementation, including the mosque as a center of community religious activities, support from TPQ administrators and parents, a considerable number of students, and children's enthusiasm for creative and interactive learning activities. In addition to identifying assets, several challenges were also found at this stage, such as low student attendance, limited variation in teaching methods, and minimal use of educational media in the learning process. The discovery stage aimed to explore community strengths that could be utilized as the basis for developing the community service program (Khasanah et al., 2024).

The dream stage was conducted through discussions with TPQ administrators and students to identify their expectations regarding the development of Qur'anic learning activities. The discussions revealed a shared desire to create a more enjoyable learning environment, increase interest in learning the Qur'an, improve understanding of basic Islamic teachings, and encourage active student participation in learning activities. This stage aimed to build a collective vision based on the assets owned by the community (Fauzi et al., 2024).

The design stage involved developing the Creative TPQ Education Program based on the identified assets and community aspirations as a solution to the problems found during the previous stages. The program was designed to include Qur'an learning assistance, Islamic educational games, short surah memorization competitions, and Islamic calligraphy coloring contests. The activity design considered the characteristics of elementary school-aged children who generally prefer active, creative, and enjoyable learning experiences. In the ABCD approach, the design stage functions as a strategic planning process for utilizing community assets to achieve the goals that have been jointly formulated (Khasanah et al., 2024).

The destiny stage was the implementation of the planned program. The activities began with assistance in reading Iqra' and the Qur'an according to each student's ability level. This was followed by Islamic educational games covering topics such as the life of Prophet Muhammad (PBUH), the pillars of faith (Rukun Iman), the pillars of Islam (Rukun Islam), and the names and duties of angels. The activities then continued with short surah memorization competitions and Islamic calligraphy coloring contests as forms of creative learning aimed at increasing students' interest in learning the Qur'an. Sustainability efforts were also carried out during this stage through coordination with TPQ administrators to ensure that similar activities could continue after the completion of the KKN program (Toyibah, S., 2025).

Program evaluation was conducted through participatory observation focusing on attendance rates, student activeness, enthusiasm, Qur'anic reading abilities, and overall

participation throughout the program. The collected data were analyzed using descriptive qualitative methods to describe the implementation process and the program's impact on improving the students' interest in learning the Qur'an at TPQ Masjid Al-Mubaarak.

Results and Discussion

1. Results of the Creative TPQ Education Program Implementation

The Creative TPQ Education Program was implemented as an effort to increase children's interest in learning the Qur'an at TPQ Masjid Al-Mubaarak, Sumur Dewa Village, Selebar District, Bengkulu City. This program was developed based on the results of preliminary observations, which indicated that the attendance and participation rates of TPQ students were still not optimal. In addition, the learning process tended to be monotonous, causing some students to become easily bored and less active during learning activities. Therefore, the KKN team developed a more interactive and enjoyable learning program through Qur'an learning assistance, Islamic educational games, short surah memorization competitions, and Islamic calligraphy coloring contests.

The implementation of the program began with Qur'an learning assistance, which was conducted regularly throughout the KKN period. During this activity, university students assisted the TPQ students in reading Iqra' and the Qur'an according to their respective levels of ability. The assistance was provided individually as well as in small groups, allowing students to receive more intensive guidance. Through the Asset-Based Community Development (ABCD) approach, the program utilized the assets available at TPQ Masjid Al-Mubaarak, including the support of TPQ administrators, mosque facilities, students' enthusiasm for learning, and the involvement of KKN students as learning facilitators. Based on these assets, various educational activities were designed to improve the quality of learning while fostering students' motivation to learn the Qur'an.

a. Qur'an Learning Assistance

This activity was conducted regularly by guiding students in reading Iqra' and the Qur'an according to their individual levels of ability. The assistance was provided on an individual basis, enabling university students to give more focused attention to each participant. The learning materials included the introduction of hijaiyah letters, correct pronunciation of Arabic letters (makharij al-huruf), the application of basic tajwid rules, and gradual Qur'anic reading exercises.

During the implementation of the activity, students demonstrated noticeable progress. Several students who had previously struggled with reading began to show improvements in fluency and confidence when reading in front of their instructors. In addition, the more communicative and supportive learning environment encouraged students to ask questions whenever they encountered difficulties. Direct learning assistance proved effective in helping students gain a more meaningful learning experience because the learning process was adapted to the needs and abilities of each child (Nurlaila et al., 2023).



Figure 1. Qur'an Reading Assistance

b. Islamic Educational Games

The educational game activity was conducted in the form of an interactive question-and-answer session covering basic Islamic topics, including the life of Prophet Muhammad (PBUH), the names and duties of angels, the Pillars of Faith (Rukun Iman), and the Pillars of Islam (Rukun Islam). The activity was carried out in groups, creating a fun and competitive learning atmosphere.

The students showed great enthusiasm throughout the activity. They eagerly competed to answer the questions and demonstrated their understanding of the Islamic concepts they had previously learned. This activity not only enhanced their comprehension of basic Islamic teachings but also helped develop their critical thinking, communication skills, and teamwork abilities. Learning activities packaged in the form of games have been proven to increase children's learning motivation by creating a more enjoyable and interactive environment compared to conventional lecture-based methods (Suharti et al., 2023).



Figure 2. Islamic Educational Game Activities

c. Short Surah Memorization Competition

In addition to the educational games, the KKN students also organized a short surah memorization competition as a means of reinforcing the Qur'anic material that had been learned by the students. The competition was attended by all participating students, who were asked to recite the surahs they had memorized, such as Surah Al-Fatihah, Al-Ikhlash, Al-Falaq, An-Nas, Al-Kawthar, and several other short surahs.

The competition was conducted in an orderly and enthusiastic manner. Each participant was given the opportunity to perform in front of their peers, which helped develop their self-confidence and public speaking skills. The provision of rewards for the best performers also served as an additional source of motivation, encouraging students to memorize and review their surahs more diligently. Positively structured competitive activities can enhance children's intrinsic motivation to learn, as they feel appreciated and recognized for their efforts and abilities (Utami et al., 2023).



Figure 3. Short Surah Memorization Competition

d. Islamic Calligraphy Coloring Competition

The Islamic calligraphy coloring competition was conducted as a creative learning activity based on Islamic art. The students were provided with calligraphy worksheets featuring the phrase “Alhamdulillah” (“Praise be to Allah”), which they colored according to their own creativity and artistic preferences.

The activity received a highly positive response from the students, as it offered a learning experience that differed from the typical activities conducted at the TPQ. Throughout the activity, the students appeared focused, enthusiastic, and motivated to produce their best work. Through this activity, the students not only became familiar with the form and aesthetics of Arabic calligraphy but also had the opportunity to express their creativity, develop attention to detail, and improve their concentration skills.

Art-based learning has been shown to help children understand religious values through a more enjoyable, engaging, and meaningful educational approach (Sari & Pamungkas, 2022).



Figure 4. Islamic Calligraphy Coloring Competition

Based on these findings, the Creative TPQ Education Program was proven to enhance the students' interest in learning the Qur'an through an interactive, creative, and enjoyable learning approach. The program not only improved the students' abilities in reading and memorizing the Qur'an but also strengthened their understanding of basic Islamic teachings, self-confidence, creativity, and active participation in learning activities.

The Creative TPQ Education Program had a positive impact on the learning process at TPQ Masjid Al-Mubaarak. The observed changes included increased attendance rates, greater student participation, improved enthusiasm for learning, enhanced Qur'anic reading skills, and stronger engagement in educational activities. These improvements indicate that the implementation of innovative and child-centered learning strategies can effectively support the development of students' interest and motivation in Qur'anic learning.

The changes observed before and after the implementation of the program are presented in Table 1 below.

Table 1. Changes in the Condition of TPQ Al-Mubaarak Students Before and After Program Implementation

<i>Indicator</i>	<i>Before the Program</i>	<i>After the Program</i>
Student Attendance	Not yet optimal	Increased
Activeness in Asking Questions	Less active	More active
Qur'an Reading Ability	Still required considerable guidance	More fluent and confident
Short Surah Memorization	Limited	Increased
Enthusiasm for Participating in TPQ Activities	Low	High
Participation in Learning Activities	Passive	Active

The observation results indicated that the students became more active in participating in learning activities. In addition, improvements were observed in their Qur'anic reading skills, short surah memorization, and understanding of basic Islamic concepts. The more enjoyable learning environment also increased the students'

motivation to attend TPQ activities regularly.

2. Discussion

The results of the Creative TPQ Education Program demonstrated that the use of interactive, creative, and enjoyable learning methods was effective in increasing the students' interest in learning the Qur'an at TPQ Masjid Al-Mubaarak. This improvement was reflected in the increased attendance of students throughout the program, higher levels of participation during learning activities, and greater enthusiasm toward all implemented activities.

The Qur'an learning assistance activities had a positive impact on the students' Qur'anic reading abilities. Direct assistance enabled students to receive guidance tailored to their individual levels of competence, making the learning process more effective. Through intensive interaction between facilitators and students, errors in the pronunciation of hijaiyah letters and the application of basic tajwid rules were gradually corrected. Furthermore, the more personalized approach encouraged students to feel comfortable asking questions and practicing Qur'anic reading. These findings are consistent with previous research indicating that Qur'anic learning methods that are engaging and adapted to learners' needs can enhance both students' interest in learning and their Qur'anic reading abilities at TPQ institutions (Indiarti, 2024).

The implementation of Islamic educational games also contributed to increased student participation during the learning process. Learning activities presented in the form of games created a more enjoyable atmosphere, encouraging students to participate actively in answering questions and engaging in discussions with their peers. This activity not only improved students' understanding of fundamental Islamic concepts, such as the Pillars of Faith (Rukun Iman), the Pillars of Islam (Rukun Islam), the names and duties of angels, and the life of Prophet Muhammad (PBUH), but also enhanced their self-confidence and communication skills. These findings support previous studies on innovative learning media in TPQ settings, which found that creative learning approaches can significantly increase students' learning interest and engagement (Hidayat & Gustiana, 2024).

The short surah memorization competition provided students with a unique learning experience by incorporating elements of healthy competition. Opportunities to perform in front of their peers and receive recognition motivated students to memorize short surahs more diligently. In addition to improving memorization skills, the activity helped develop courage, self-confidence, and public speaking abilities. A learning environment that recognizes and appreciates students' achievements has been shown to enhance learning motivation and participation in religious educational activities (Agustina & Mavianti, 2024).

Meanwhile, the Islamic calligraphy coloring competition provided students with opportunities to develop their creativity through Islamic art activities. This activity demonstrated that religious education can be delivered not only through lectures and memorization but also through enjoyable and creative learning experiences. Students showed great enthusiasm in selecting colors, creating color combinations, and completing their artwork. Artistic activities such as drawing and coloring are known to improve concentration, creativity, and student engagement in the learning process (Oktafianti et al., 2024).

Overall, the success of the Creative TPQ Education Program indicates that learning activities combining Qur'an reading assistance, educational games, short surah memorization, and Islamic art activities can create a more active and enjoyable learning environment. The program also demonstrates that community assets, including support from TPQ administrators, mosque facilities, and students' enthusiasm, can serve as valuable resources for improving the quality of religious education within the community. Therefore, this program may serve as an alternative learning model that can be implemented sustainably to enhance children's interest in learning the Qur'an.

Conclusion

The Creative TPQ Education Program implemented at TPQ Masjid Al-Mubaarak, Sumur Dewa Village, Selebar District, Bengkulu City, successfully increased students' interest in learning the Qur'an through an interactive, creative, and enjoyable learning approach. The program, which consisted of Qur'an learning assistance, Islamic educational games, short surah memorization competitions, and Islamic calligraphy coloring contests, was able to create a more active learning atmosphere and encourage greater student engagement in the learning process. The implementation of the Asset-Based Community Development (ABCD) approach demonstrated that the utilization of community assets, such as support from TPQ administrators, mosque facilities, parental involvement, and students' enthusiasm, can serve as important resources in improving the quality of religious education. The observation results showed an increase in student attendance, activeness in participating in activities, Qur'anic reading ability, short surah memorization, and overall participation during the learning process. Thus, the Creative TPQ Education Program not only had a positive impact on improving students' Qur'anic reading and memorization skills but also helped develop their creativity, self-confidence, and basic understanding of Islamic teachings. This program can be considered as an innovative and sustainable TPQ learning model to enhance children's interest in learning the Qur'an within the community.

Acknowledgements

The implementation team would like to express their sincere gratitude to the Institute for Research and Community Service (LPPM) of UIN Fatmawati Sukarno Bengkulu and the Field Supervisor (Dosen Pembimbing Lapangan/DPL) for their guidance and support throughout the implementation of the Community Service Program (Kuliah Kerja Nyata or KKN). The authors also extend their appreciation to the Head of RT 11, Sumur Dewa Village, the administrators of Masjid and TPQ Al-Mubaarak, and the local community for their warm acceptance and support in the implementation of this community service program. Special thanks are also given to all students of TPQ Al-Mubaarak who actively participated in every activity of the Creative TPQ Education Program. It is hoped that the activities carried out will provide benefits in increasing children's interest in learning the Qur'an and contribute to the development of religious education within the community.

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