

Strengthening Children's Islamic Character Education Through Mosque-Based TPQ Assistance in Bengkulu City

Indayu Adriansi ^{a,1}, Nadia Chendria Putri ^{b,2}, Tiraini Rindang Sholehahc³, Yenda Julpita Sari ^{d,4}, Alfiansyah ^{e,5}, Salamah ^{f,6}

Universitas Islam Negeri Fatmawati Sukarno Bengkulu, Bengkulu, Indonesia

¹indayuadriansi950@gmail.com; ²nadiachenput1@gmail.com; ³tirainirindangsoleha@gmail.com; ⁴yendajulpitasari@gmail.com; ⁵syahalfian153@gmail.com; ⁶salamah@mail.uinfasbengkulu.ac.id

*Indayu Adriansi ; indayuadriansi950@gmail.com

ARTICLE INFO

Article history

Received:

22-03-2026

Revised:

20-04-2026

Accepted:

05-05-2026

Keywords

Islamic character education;
Asset Based Community
Development (ABCD);
Qur'anic Learning Center
(TPQ); mosque-based
mentoring; character
building.

ABSTRACT

Character education is an essential aspect of developing children's moral values and Islamic behavior from an early age. However, the influence of digital technology and environmental factors has created challenges in fostering positive character among children. This community service program aimed to strengthen Islamic character education through mentoring activities at the Qur'anic Learning Center (TPQ) based at Al-Mubaarak Mosque, Karang Indah. The program employed the Asset Based Community Development (ABCD) approach, which focuses on identifying and utilizing community assets and potentials to support sustainable development. The implementation consisted of four stages: Discovery, Dream, Design, and Destiny. Activities included Qur'an learning assistance, daily prayer memorization, worship habituation, Islamic moral education, and character-building mentoring. The program involved 18 TPQ students, mosque administrators, teachers, and student volunteers. The results indicated positive improvements in several indicators of Islamic character, including attendance, discipline, daily prayer memorization, participation in congregational worship, and respectful behavior toward teachers and peers. The success of the program was supported by the optimization of community assets, including mosque facilities, human resources, social support, and a religious environment. The findings demonstrate that mosque-based TPQ mentoring can effectively strengthen children's Islamic character while enhancing the role of the mosque as a center for education and community development. Therefore, sustainable collaboration among mosque administrators, educators, parents, and the community is necessary to maintain and further develop character education programs.

This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Introduction

Islamic character education is an important foundation in forming a generation with good moral character. Islamic character includes the values of honesty, discipline, responsibility, courtesy and social concern based on Islamic teachings. Cultivating

character from an early age is a strategic step in preparing children to face various life challenges while preventing moral degradation in the modern era. (Khoir, 2024) The development of digital technology provides easy access to information for children, but also brings various challenges in character formation. Based on data from the Indonesian Internet Service Providers Association (APJII) in 2024, the number of internet users in Indonesia reached 221.5 million people or around 79.5% of the total population. (Safara, 2026) The high intensity of internet use in the child and adolescent age group has the potential to influence behavior patterns, social interactions and study habits if it is not balanced with adequate religious education. This condition shows the importance of strengthening Islamic character education as a moral fortress for the younger generation. (Husniati, 2025) One of the institutions that plays a role in forming children's Islamic character is the Al-Qur'an Education Park (TPQ). Apart from teaching the ability to read the Koran, TPQ is also a means of getting used to worship, instilling moral values, and forming religious character. (Azizah et al., 2023) The existence of TPQ in the mosque environment provides a great opportunity to optimize the function of the mosque as a center for education and community development. (Istianah, 2025) TPQ Al-Mubaarak Mosque, located on Jalan Karang Indah, regularly holds Al-Qur'an learning activities for children in the surrounding area. Based on the results of initial observations, teaching and learning activities have gone well and received support from mosque administrators and the community. (R et al., 2024) However, several challenges are still found such as the low level of discipline of some students in participating in activities, the lack of habit of memorizing daily prayers outside of study hours, and the need to strengthen moral values in daily life. (Sangadah et al., 2022) Even though there are several problems, the Al-Mubaarak Mosque TPQ has various assets that can be developed to support the formation of children's Islamic character. (Safitri et al., 2026) The Asset Based Community Development (ABCD) approach views that every community has potential and strengths that can be utilized to solve the problems it faces. Therefore, program development is carried out by optimizing the assets available in the TPQ and mosque environment. (Hafizd et al., 2026)

Table 1. Identification of Assets at the Al-Mubaarak Mosque TPQ

Types of Potential Assets	The Potential It Has
Physical Assets	Mosque, TPQ study room, Quran, prayer equipment
Human Assets	Ustaz/Ustazah, mosque administrators, KKN students, TPQ students
Social Assets	Support from the community and parents of students
Institutional Assets	TPQ as a mosque-based non-formal educational institution
Spiritual Assets	Masyarakat Religious environment and community culture

These various assets show that the TPQ Al-Mubaarak Mosque environment has social capital that is strong enough to support programs to strengthen Islamic character education. (Septiria et al., 2025) However, the available assets have not been utilized optimally in structured and sustainable character development activities. Therefore, a mentoring program is needed that is able to integrate Al-Qur'an learning with moral habituation, worship practices, and instilling Islamic character values. (Rahayu, 2026) Based on these conditions, this service activity aims to strengthen children's Islamic character education through TPQ assistance based on the Al-Mubaarak Mosque on Jalan Karang Indah with an Asset Based Community Development (ABCD) approach.

(Belakang, 2025) This program is expected to be able to improve children's discipline, responsibility, morals and religious understanding through utilizing the assets and potential of the local community. (Nurkhalifah et al., 2026)

Method

This community service activity was carried out at the TPQ Al-Mubaarak Mosque on Jalan Karang Indah with the main target being TPQ student children. The program aims to strengthen Islamic character education through accompanying activities in learning the Koran, getting used to worship, memorizing daily prayers, and instilling moral values in daily life. (Zuhriyah et al., 2024)

The method used in this activity is Asset Based Community Development (ABCD). The ABCD approach emphasizes the use of assets and potential owned by the community as the main capital in solving problems and encouraging sustainable development. (Sakinah et al., 2024) Through this approach, the community is not seen as an object of activity, but as a subject who has the resources and ability to develop.

Implementation of activities is carried out through four main stages, namely Discovery, Dream, Design, and Destiny. (Dzikrullah & Sabila, 2025)

Discovery Stage (Discovering Assets)

At this stage, field observations were carried out, interviews with mosque administrators and TPQ teaching staff, as well as observations of ongoing learning activities. This activity aims to identify various assets owned by TPQ Al-Mubaarak Mosque, including physical assets, human assets, social assets and spiritual assets that can support the implementation of Islamic character strengthening programs. (Salsabela, 2025)

Dream Stage (Formulating Expectations)

This stage was carried out through discussions with mosque administrators, ustaz/ustazah, and the surrounding community to explore hopes for the development of the character of TPQ students. (Ningrum & Nurrohim, 2025) The results of the discussion showed that there was a shared desire to improve discipline, responsibility, politeness, worship habits, and the students' ability to apply Islamic values in everyday life. (Purnamasari, 2024)

Design Stage (Designing the Program)

Based on the results of identifying community assets and expectations, a mentoring program was prepared which included learning to read the Koran, memorizing daily prayers, practicing worship, providing material on Islamic morals, getting used to greetings and manners, as well as educational activities that support the formation of children's character. All activities are designed by utilizing the facilities and resources available in the mosque environment. (Jamilah, 2023)

Destiny Stage (Implementation and Assistance)

This stage is the implementation of the program that has been designed. Activities are carried out regularly during the service period through assistance in studying the Al-Qur'an, getting used to congregational worship, memorizing daily prayers, providing

religious motivation, and evaluating the character development of students. Apart from that, mosque administrators and TPQ teaching staff are actively involved so that the program can continue after the service activities end. (Mawardi et al., 2020)

Table 2. Program Implementation Stages Based on the ABCD Approach

ABCD Stages	Activities
Discovery	Observation, interviews, and identification of TPQ and mosque assets
Dream	Discussions and forums for shared hopes
Design	Development of an Islamic character development program
Destiny	Activity implementation and program evaluation

Activity data was obtained through observation, documentation, and recording of participant progress throughout the program. The data was then analyzed descriptively to illustrate changes in student participation and behavior after participating in the mentoring activities. (Sari et al., 2022)

Results and Discussion

Activity data was obtained through observation, documentation, and recording of participant progress throughout the program. The data was then analyzed descriptively to illustrate changes in student participation and behavior after participating in the mentoring activities. (Sari et al., 2022)

Tabel 3. Activity Participants

No	Participants	Number (People)
1	TPQ Students	25
2	Ustaz/Ustazah	2
3	Mosque Administrators	3
4	Student Supervisors	5
Total		35

Throughout the program, students demonstrated positive enthusiasm in participating in each activity. Attendance was relatively high, and participation in both learning and worship practices increased.

Tabel 4. Development of Islamic Character of Students

No	Indicator	Before Program (%)	After Program (%)
1	Attendance at TPQ activities	72	94
2	Attendance at TPQ activities	68	89
3	Discipline in participating in lessons	61	86
4	Politeness and etiquette towards teachers	75	93
5	Participation in congregational worship	67	90

Based on Table 4, all Islamic character indicators improved after the program's

implementation. The highest increases were seen in the indicators of daily prayer memorization and participation in congregational worship. This indicates that the mentoring activities were able to encourage the development of religious behavior among students.

In addition to improving character indicators, the program also produced several outcomes, including the formation of a habit of reciting prayers before and after class, increased student involvement in mosque activities, and the creation of a more active and conducive learning environment.

The results of the activity indicate that a mosque-based mentoring approach can be an effective tool for strengthening children's Islamic character education. The presence of the mosque as a center of religious activities provides a supportive environment for the learning process and the instilling of Islamic values in daily life. Through intensive interaction between students, ustaz/ustazah (Islamic teachers), mosque administrators, and student mentors, the character-building process can be more optimal.

Improved student discipline is evident in the increased attendance and regularity of TPQ (Islamic Religious Education) activities. This demonstrates that repeated habituation can shape positive behavior in children. Habituation is an effective method of character education because it provides participants with direct experience in applying the values taught.

Improved memorization of daily prayers and participation in congregational worship demonstrate that the mentoring activities not only enhance religious knowledge but also encourage the application of Islamic teachings in daily life. Children become more accustomed to beginning activities with prayer and are more active in participating in worship activities held at the mosque.

From the ABCD approach, the program's success is inseparable from optimizing community assets. Physical assets such as mosques and learning facilities, human assets such as religious teachers and student mentors, and social assets such as parental and community support are key factors contributing to the program's success. Utilizing these assets allows the program to operate in a participatory manner and meet the needs of the local community.

This activity also demonstrated that Islamic character education is more effective when implemented through collaboration between educational institutions, families, and the community. The involvement of mosque administrators and educators in every stage of the activity creates a conducive environment for children's character development. Thus, the mosque serves not only as a place of worship but also as a center for fostering a generation with noble character.

The mentoring program at the Al-Mubaarak Mosque-based TPQ (Islamic Boarding School) has successfully improved various aspects of the students' Islamic character, particularly discipline, worship habits, memorization of daily prayers, and politeness. These results demonstrate that a community-based approach can be an effective strategy in supporting the strengthening of Islamic character education in children.

Conclusion

The program to strengthen children's Islamic character education through mentoring at the Al-Mubaarak Mosque-based Islamic Boarding School (TPQ) on Jalan Karang Indah has been successfully implemented using an Asset-Based Community Development (ABCD) approach. Activities are implemented by utilizing various community assets, such as the mosque, TPQ teaching staff, mosque administrators, student mentors, and

support from the surrounding community.

The results of the activities indicate improvements in various aspects of the students' Islamic character, including discipline in participating in TPQ activities, memorizing daily prayers, participating in congregational worship, and being polite to teachers and peers. Continuous mentoring fosters the formation of positive habits that support the development of children's religious character.

The ABCD approach has proven effective in optimizing the potential and resources available within the community, enabling the program to be participatory and tailored to the needs of partners. In addition to improving children's Islamic character, this activity also strengthens the mosque's role as a center for education, moral development, and community empowerment.

Based on the results of the activities, it is recommended that the Islamic character mentoring program at the TPQ be implemented sustainably, involving mosque administrators, educators, and parents of students. In addition, it is necessary to develop creative activities based on Islamic values to increase interest in learning and strengthen the formation of children's character in a sustainable manner.

Thank-You Note

The implementation team would like to express their gratitude to all parties who supported this community service activity. They also express their gratitude to the management of the Al-Mubaarak Mosque on Jalan Karang Indah for providing permission, facilities, and support during the activity. They also thank the religious teachers (ustaz) and female teachers (ustazah) at the TPQ (Religious Education Institution) who assisted in the program's implementation and accompanied the students throughout the process.

They also express their appreciation and gratitude to all the TPQ students who actively participated in each series of activities. Furthermore, the team would like to thank the field supervisors, the campus administration, and fellow students for their contributions, cooperation, and support, ensuring the successful implementation of this community service program and achieving its intended goals.

References

- Azizah, Z., Fahrezi, F., Isnaini, F. N., Asyarie, N., Hanafiah, A., Siyamah, A. L., Kaulika, A., & Azizah, I. N. (2023). Pemberdayaan Pendidikan Agama Pada Anak Tpq Melalui Festival Anak Islami Di Desa Penusupan Kecamatan Sruweng Kabupaten Kebumen. *Prosiding Kampelmas*, 2(2), 1379–1392.
- Belakang, L. (2025). Penguatan Peran Taman Pendidikan Alquran (Tpq) Sebagai Pendidikan Karakter Religius Di Tpq Safinatun Najah Desa Jatirejo Kecamatan Lekok. *Adimas*, 1(2), 79–83.
- Dzikrullah, K., & Sabila, A. (2025). Diversification Of Lifelong Learning At Taman Pendidikan Al- Qur ' An (Tpq) Al -Muttaqin And The Surrounding Community. *At-Takwin*, 1(1), 31–44.
- Hafidz, J. Z., Binasdevi, M., Yavani, Z., & Widiанти, N. (2026). Pendampingan Akademik Dosen Dalam Pengabdian Masyarakat Mahasiswa : Studi Kuliah Kerja Nyata. *Jurnal Pengabdian Indonesia (Jpi)*, 2(1), 639–651.
- Husniati. (2025). Analisis Dampak Program Kkn Bina Desa Dalam Meningkatkan Intelektual Mahasiswa Universitas Hamzanwadi Desa Sikur. *Jurnal Pengabdian Masyarakat*, 1(3), 81–85.
- Istianah, S. (2025). Program Penguatan Akhlak Islami Melalui Kegiatan Sosial Dan

- Dakwah Komunitas. *Juragan Jurnal Ragam Pengabdian*, 2(2), 479–486.
- Jamilah, S. (2023). Penguatan Majelis Taklim Annisa Dan Tpq Al-Ikhlas Melalui Pendampingan Dan Strengthening The Annisa Taklim Council And Tpq Al-Ikhlas Through Assistance And Guidance In Risa Village Bima Regency. *Pemas : Jurnal Pengabdian Masyarakat*, 1(November), 8–16.
- Khoir, M. A. (2024). Meningkatkan Kemampuan Pengelolaan Dan Pengajaran Taman Pendidikan Al- Qur ' An (T Pq) Melalui Sekolah Guru Taman Pendidikan Al- Qur ' An (T Pq) Sistem 21 Jam Improving The Management And Teaching Capability Of Taman Pendidikan Al- Qur ' An (T Pq) T. Al Basirah *Jurnal Pengabdian Masyarakat*, 4(November), 91–112.
- Mawardi, I., Arissanti, T. W., Magfiroh, A., Zuliyana, R., Audina, U. B., Astutik, F. A., Islam, P. A., Islam, F. A., & Magelang, U. M. (2020). Pendampingan Belajar Di Rumah Berbasis Karakter Dengan Nilai-Nilai Religius Pada Masa Pandemi Covid 19. *Jurnal Pengabdian Masyarakat*, 2(3), 132–139.
- Ningrum, A. P., & Nurrohm, A. (2025). Penguatan Karakter Keislaman Anak Melalui Program Tpa / Tpq Dan Tahsin Di Desa Pucangan. *Kampus Akademik Publising*, 3(4), 65–69.
- Nurkhalifah, K. Z., Khasanah, H., & Mubarakah, Z. K. (2026). Optimalisasi Pengelolaan Tpa Di Desa Singopuran Melalui Program Pendampingan Terpadu Mahasiswa Kkn Uin Raden Mas Said Surakarta. *Inovasi Masyarakat Pengabdian Dan Keberlanjutan*, 1(2), 1–7.
- Purnamasari, E. (2024). Penguatan Kesadaran Beragama Anak -Anak Melalui Kegiatan Kkn Berbasis Masjid. *Jurnal Gembira (Pengabdian Kepada Masyarakat)*, 2(4), 1460–1467.
- R, M. M. S., Malik, A., Fajri, S., Anggraini, H., & Hidayat, I. (2024). Pendampingan Santri Dalam Meningkatkan Bacaan Al- Qur ' An Di Taman Pendidikan Al-Qur ' An Jami ' Atul Islamiyah Desa Kalijaga Timur. *Lumbung Ngabdi*, 1(2), 1–8.
- Rahayu, P. E. (2026). Pembinaan Karakter Cinta Al- Qur ' An Pada Anak Melalui Pengajian Kelompok Anak Di Masjid Jabal Nur. *Al-Muqaddimah - Journal Of Educational And Religious Perspectives*, 2(1), 1–12.
- Safara, N. Y. (2026). Pendampingan Parenting Islami Dalam Membentuk Akhlak Pada Anak Usia Dini Ditengah Arus Informasi Di Tpq Baiturrohman Putat Jaya Surabaya. *Kreasi*, 6(1), 430–452.
- Safitri, E., Novianita, A. F., Della, R., Romadon, A., & Yusalia, H. (2026). Optimalisasi Pendidikan Al- Qur ' An Melalui Masjid Dan Tpa Al- Istiqomah Di Rt 19 Suak Batang Gandus. *Kontribusi : Jurnal Pengabdian Masyarakat*, 4(2), 210–223.
- Sakinah, D., Purnamasari, A., & Aswati, F. (2024). Penguatan Karakter Islami Anak Melalui Program Didikan Subuh Rutin Di Masjid Sebagai Wujud Pengabdian Dosen Kepada Masyarakat. *Al-Umm: Jurnal Pengabdian Dan Pengembangan Masyarakat*, 2(September), 24–31.
- Salsabela, N. (2025). Implementation Of Society Action Research In Al-Mabrur Through Religious Activities. *Journal Of Multidisciplinary Research*, 2(1), 41–53.
- Sangadah, A., Suhadi, A., Fatimah, S., & Arifah, U. (2022). Pendampingan Ekologi Berbasis Pendekatan Abcd Terhadap Santri Di Masjid Al Islah Karangrejo. *Jurnal Inovasi Dan Pengabdian Kepada Masyarakat*, 5(3), 1032–1047.
- Sari, A. M., Hidayah, O. N., Khotimah, S., Prayitno, H. J., & Nugroho, S. (2022). Penerapan Pembelajaran Berbasis Agama Untuk Membentuk Karakter Religius Anak Sejak Dini Di Tpa. *Buletin Kkn Pendidikan*, 4(1), 36–48.
<https://doi.org/10.23917/Bkkndik.V4i1.19179>

- Septiria, D., Fadlillah, A., Tussakdiah, S., & Agustina, Y. (2025). Peran Tpq Sebagai Lembaga Pendidikan Nonformal Dalam Pembinaan Spiritual Anak Di Masjid Al Ikhlas , Jalan Semangka 3 , Kelurahan Panorama , Kecamatan Singgaran Pati. Didaktik : Jurnal Ilmiah Pgsd Fkip Universitas Mandiri, 11(4), 211–220.
- Zuhriyah, A., Rizaq, M., & Wartti, E. (2024). Pendampingan Belajar Anak Generasi Alpha Dalam Kegiatan Pesantren Ramadhan Untuk Membangun Karakter Religius. Jurnal Abdimas Kartika Wijayakusuma, 5(November), 657–667.