

Implications of Parental Support on Children's Al-Qur'an Learning at TPQ Muhajirin, Bumi Ayu Village, Selebar District, Bengkulu City

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ABSTRACT

Al-Qur'an learning for early childhood is an important foundation in the formation of religious character. TPQ Muhajirin in Bumi Ayu Village, Selebar District, Bengkulu City has great potential in the form of high student learning enthusiasm and strong community support, but parental involvement in the learning process is still not optimal. This community service aims to increase parental involvement in supporting children's Al-Qur'an learning through an Asset-Based Community Development (ABCD) approach. The method used includes four stages: Discovery (community asset mapping), Dream (shared vision exploration), Design (participatory program design), and Destiny (implementation and sustainability commitment). The results show a significant increase in the frequency of parental assistance at home by 72%, an increase in student attendance by 18%, and the formation of an active community of parents who care about TPQ. The Societal Impact Index analysis from the satisfaction questionnaire shows an average score of 4.3 on a scale of 5.0, indicating a positive and measurable social impact. The conclusion of this community service affirms that the community strength-based ABCD approach is able to mobilize active parental participation, thereby impacting the improvement of the quality of children's Al-Qur'an learning at TPQ Muhajirin on a sustainable basis.

Introduction

Al-Qur'an education from an early age is a highly strategic long-term investment in forming a generation of Muslims with noble character and morality. Taman Pendidikan Al-Qur'an (TPQ) exists as a non-formal institution that serves as the backbone of religious education in Indonesian society, particularly in teaching Al-Qur'an literacy to children (Nasikhah & Herwani, 2022). In Bengkulu City, TPQ institutions are spread across various villages and play an active role in supporting the city government's program for strengthening religious character education.

TPQ Muhajirin is located in Bumi Ayu Village, Selebar District, Bengkulu City, and is one of the active religious education institutions with 30 students from various age groups guided by 2 permanent teachers. Bumi Ayu Village is a semi-urban residential

area where the majority of residents work as traders, laborers, and private sector employees. This diverse socioeconomic condition also influences patterns of parental involvement in children's education, particularly regarding the guidance of Al-Qur'an learning at home.

Based on initial observations conducted by 10 KKN students from UIN Fatmawati Sukarno Bengkulu who served every Monday and Tuesday at TPQ Muhajirin, several community potentials and assets were found, including: (1) two experienced and dedicated teachers, (2) high enthusiasm among 30 students in following the learning process, (3) strong support from community leaders and mosque administrators, and (4) the existence of a potential parent community that could be activated. However, there is a problem that requires intervention, namely the low involvement and support of parents in accompanying their children to learn Al-Qur'an at home. Of the 30 registered students, only about 40% received active parental assistance outside of TPQ hours, while the remaining 60% studied independently without parental guidance.

Previous research indicates that parental involvement in children's religious education has a significant correlation with learning achievement (Anjani & Mashudi, 2024; Lewerissa & Salhuteru, 2024). Parents who actively accompany their children in learning the Al-Qur'an have been shown to improve reading fluency, understanding of tajwid, and consistency of student attendance at TPQ (Sapitri, 2023). Therefore, interventions aimed at optimizing parental involvement are highly relevant and urgently needed. The role of parents is crucial in determining discipline, learning motivation, and Al-Qur'an reading and writing achievement of children at TPQ, whether as educators, motivators, facilitators, or role models (Aprida & Suyadi, 2022)

This community service activity was carried out using the Asset-Based Community Development (ABCD) approach, which emphasizes the recognition and development of existing potentials and assets in the community, rather than focusing on deficiencies (Abdurrahman & Jadidah, 2024). This approach was chosen because TPQ Muhajirin actually already has strong social capital, but it has not been maximized properly. The objectives of this activity are: (1) mapping the assets and potentials of the community around TPQ Muhajirin, (2) increasing parental awareness and participation in supporting children's Al-Qur'an learning, and (3) establishing a sustainable mentoring system through the community of parents who care about TPQ.

Methods

This community service activity was carried out over 40 days in May-June 2026 at TPQ Muhajirin, Bumi Ayu Village, Selebar District, Bengkulu City, using the Asset-Based Community Development (ABCD) approach consisting of four systematic stages. The first stage, Discovery, was conducted through participatory community asset mapping by 10 KKN students via in-depth interviews with TPQ teachers, community leaders, and 30 parents of students, as well as direct observation every Monday and Tuesday during the first two weeks, resulting in the identification of five main asset categories: human, physical, social, institutional, and economic assets. The second stage, Dream, was carried out through a Focus Group Discussion (FGD) that produced a shared vision of "TPQ Muhajirin as an active, participatory, and sustainable family Al-Qur'an learning center," while also identifying the main barriers to parental involvement, namely time constraints, lack of knowledge of mentoring methods, and minimal communication between teachers and parents.

The third stage, Design, produced three main intervention programs: (1) Al-Qur'an Mentoring Training for Parents, consisting of an intensive two-day workshop

using the Iqra' method; (2) Establishment of the TPQ Care Parent Community through a regular communication forum and WhatsApp group; and (3) a Daily Monitoring Book System as a co-evaluation instrument between parents and teachers. The fourth stage, Destiny, implemented the programs progressively with monitoring through direct observation and satisfaction questionnaires every two weeks. Quantitative data were collected using a Likert scale questionnaire of 1-5 and analyzed with the Societal Impact Index (SII) to measure program satisfaction levels and social impact in a measurable manner.

Results and Discussion

The implementation of the ABCD-based community service program at TPQ Muhajirin produced several significant findings that can be categorized in the dimensions of parental involvement, student learning progress, and community formation.

1. Increase in Parental Involvement

Based on questionnaire data collected before and after the intervention from 45 respondents (parents of students), there was a significant increase in several parental involvement indicators. The frequency of parental assistance in helping children review memorization and Al-Qur'an recitation at home increased from an average of 2.1 times per week to 3.6 times per week (an increase of 71.4%). The attendance rate of 30 students in the first month post-intervention also increased from 78% (average 23 students attending) to 92% (average 28 students attending per session). In addition, 89% of parents reported feeling more confident in guiding their children to read Al-Qur'an after attending training facilitated by the KKN student team every Monday and Tuesday.

The formed TPQ Care Parent Community now has 28 active parents out of a total of 30 student guardians who regularly attend monthly meetings initiated together with 10 KKN students. The formed WhatsApp coordination group has an active response rate of 78% of total members. The Daily Monitoring Book System has been implemented by 87% of students' families and has proven to improve communication between parents and teachers.

The Societal Impact Index (SII) analysis results from the satisfaction questionnaire show that this program achieved an average score of 4.3 on a scale of 1-5 (category: "Very Good"). A breakdown of scores per dimension can be seen in Table 1 below.

Table 1. Societal Impact Index (SII) Analysis Results of the TPQ Al-Muhajirin Community Service Program

Assessment Dimension	Average Score	Category
Program relevance to needs	4,5	Very Good
Quality of training material delivery	4,3	Very Good
Benefits of daily monitoring book	4,4	Very Good
Effectiveness of parent community	4,2	Good

Change in mentoring behavior	4,1	Good
Overall program satisfaction	4,4	Very Good
Average SII	4,3	Very Good

In more detail, of the 30 active students at TPQ Muhajirin, post-intervention saw an improvement in Al-Qur'an reading ability that can be categorized as follows: 18 students (60%) experienced an Iqra' level advancement of at least one volume within the 40 days of program implementation, 8 students (26.7%) were able to memorize at least one new short surah, and 4 students (13.3%) showed improvement in the tajwid aspect although they had not yet achieved level advancement. This improvement is inseparable from the increased frequency of repetition at home supported by parents who had received training from the KKN student team. This data is reinforced by notes from 2 TPQ teachers who reported that the quality of students' memorization and recitation submissions per session increased significantly compared to the period before the program (Sapitri, 2023).

2. Students' Learning Progress

Table 2 below presents a comparison of conditions before and after intervention on several main program indicators.

Table 2. Comparison of Conditions Before and After Intervention at TPQ Muhajirin

Indicator	Before Program	After Program
Average student attendance per session	78% (23 students)	92% (28 students)
Parental mentoring frequency/week	2.1 times/week	3.6 times/week (+71.4%)
Students advancing Iqra' level during program	8 students (26.7%)	18 students (60%)
Parents active in the TPQ care community	0 people (none yet)	28 active parents
Parents confident in guiding Al-Qur'an	40% of parents	89% of parents

3. Community Formation and Social Impact

The direct implications of increased parental support on Al-Qur'an learning can be seen from three main aspects. First, the cognitive aspect: students whose parents actively assisted them showed a 35% higher improvement in reading fluency compared to students without parental assistance. Second, the affective aspect: students who received parental support showed higher learning motivation, as evidenced by consistency of

attendance and enthusiasm in memorization submissions. Third, the psychomotor aspect: students accompanied by parents showed better mastery of makhrajul huruf and basic tajwid due to repeated practice at home (Lolla et al., 2025).

The role of 2 TPQ teachers in the success of this program also cannot be overlooked. Both teachers actively collaborated with 10 KKN students to identify students requiring special attention, design training materials for parents, and periodically evaluate each student's progress. The synergy between permanent teachers and KKN students created a comprehensive learning system: teachers provided technical Al-Qur'an guidance, while KKN students provided methodological innovation and a communication bridge with parents. This collaboration pattern aligns with the recommendations of Shima and Rohman (2025) regarding the integration of TPQ programs involving various stakeholders to maximize learning impact.

These findings are consistent with the results of research by Anjani and Mashudi (2024), which states that structured parental involvement programs based on real community needs are proven to be more effective than top-down programs. The ABCD approach used in this activity successfully identified and activated existing social capital within the TPQ Muhajirin community, enabling the program to run with full support from within the community itself.

The formation of the TPQ Care Parent Community is the most impactful social innovation from this activity. This community not only functions as a coordination forum but also becomes a peer learning mechanism among parents. Parents who are more proficient in reading Al-Qur'an voluntarily guide other parents who still have difficulties, creating a mutually supportive learning ecosystem (Norsyamsi & Maulida, 2023).

Compared to similar research by Rahmawati et al. (2024) in local asset-based tourism communities using conventional approaches, the ABCD approach in this community service produced more sustainable increases in parental involvement because it is rooted in community initiatives and assets themselves, not in external instructions. This reinforces the argument that asset-based empowerment is more effective in creating permanent behavioral changes compared to problem-based approaches (Abdurrahman & Jadidah, 2024).

The introduced Daily Monitoring Book System also became an effective communication bridge between TPQ and students' families. Data shows that 87% of parents who use this book consistently reported an increase in communication intensity with teachers, which in turn drove improvements in the quality of mentoring at home. These findings align with the research of Hamid and Rasyid (2025) which emphasizes the importance of synergy between parents and Islamic educational institutions in creating continuity of the learning environment between TPQ and home.

Conclusion

This ABCD-based community service at TPQ Muhajirin successfully increased parental involvement in children's Al-Qur'an learning significantly, marked by a 71.4% increase in the frequency of mentoring at home, an 18% improvement in student attendance, and the formation of the TPQ Care Parent Community with 28 active members. A Societal Impact Index score of 4.3 out of 5.0 proves that a community-strength-based approach is able to mobilize active parental participation, transforming parents from passive parties into active partners in children's Al-Qur'an education, and serving as a potential replication model for similar KKN programs in Bengkulu City and other regions.

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