

Revitalization of Religious Understanding among Elementary School Students at An-Nur Mosque Bengkulu City

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ARTICLE INFO

Article history

Received:

24-10-2024

Revised:

26-11-2024

Accepted:

01-01-2025

Keywords

religious understanding, TPQ activities, elementary school students, mosque-based education, revitalization.

ABSTRACT

This study aimed to analyze the revitalization of religious understanding among elementary school students through TPQ activities at An-Nur Mosque, Padang Tekurung IV, Betungan Subdistrict, Bengkulu City. This study employed a qualitative descriptive research design to examine the implementation of religious educational activities conducted within the mosque environment. Research participants consisted of mosque administrators, TPQ teachers, parents, and elementary school students involved in TPQ activities. Data collection techniques included observation, interviews, and documentation, while data analysis was conducted through data reduction, data presentation, and conclusion drawing. The findings indicated that TPQ activities contributed positively to strengthening students' religious understanding through Qur'an reading instruction, worship practices, and moral education activities. Educational programs implemented through TPQ also increased students' participation, learning enthusiasm, and religious awareness. Positive changes were observed in students' discipline, responsibility, and religious behavior during learning activities. Support from teachers, parents, and community members played an important role in maintaining the continuity and effectiveness of the educational programs. The study concludes that mosque-based educational activities can become effective strategies for strengthening religious understanding and developing religious character among elementary school students.

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Introduction

Religious education plays an important role in shaping students' character, morality, and behavior from an early age. Elementary school years represent a crucial stage in children's cognitive and emotional development. Religious understanding acquired during this period may influence children's attitudes and behavior in later stages of life. Early religious education helps children distinguish between positive and negative actions in daily activities. Religious values also contribute to developing discipline, responsibility, and social awareness among students. Educational processes related to religion are not limited to formal educational institutions. Successful religious education requires support from various environments to achieve optimal outcomes (Yasin & Suryadi, 2020; Hamid & Hasanah, 2021).

Technological advancement and social changes have influenced children's lifestyles and

learning patterns in recent years. Digital media accessibility has transformed the way children spend their time and interact with others. Many children tend to spend more time using electronic devices than participating in social or religious activities. Such conditions may affect children's attention toward religious learning. Limited participation in religious activities can reduce students' understanding of religious values and practices. This situation requires greater attention from educational institutions and communities. Appropriate efforts are needed to strengthen children's religious understanding through engaging activities (Putra et al., 2024).

Mosques serve functions that extend beyond places of worship. Religious institutions also play significant roles in educational and social development within communities. Historical development in Islamic civilization demonstrates that mosques have functioned as educational centers for society. Educational activities organized within mosque environments can improve the quality of religious understanding among community members. Mosque-based learning environments provide opportunities for practical and direct religious experiences. Children may gain a stronger understanding of religious values through active participation in educational activities. The educational role of mosques has become increasingly important in strengthening religious awareness among younger generations (Fadhilah & Rahman, 2020).

Religious education programs in mosques are commonly implemented through Qur'anic learning institutions known as Taman Pendidikan Al-Qur'an (TPQ). TPQ serves as a non-formal educational institution aimed at providing religious knowledge to children. Learning activities in TPQ generally include Qur'an reading skills, worship practices, and moral education. These activities can support students in understanding Islamic teachings more comprehensively. TPQ also complements religious instruction obtained in formal educational settings. Effective interaction between teachers and students contributes to increased motivation in learning religious subjects. Structured educational programs may produce positive impacts on children's religious development (Rochman et al., 2021).

An-Nur Mosque located in Padang Tekurung IV, Betungan Subdistrict, Bengkulu City, has experienced significant development in its educational functions. The mosque was initially utilized for worship activities and religious celebrations within the surrounding community. Additional educational activities later emerged through the establishment of TPQ programs for local children. The development of TPQ activities expanded the mosque's role as a center for community education. Such development indicates efforts to maximize the utilization of religious institutions within society. Mosque activities currently provide educational benefits alongside worship functions. Expansion of educational roles has contributed positively to community development.

Learning activities conducted at TPQ An-Nur Mosque have demonstrated positive developments after implementing more structured educational programs. Previous conditions indicated that children's Qur'an learning activities had not been conducted effectively. Educational programs introduced through community initiatives created improvements in learning implementation. Students began to show greater enthusiasm in participating in religious learning activities. Increased progress was also observed in Qur'an reading abilities and worship practices among children. Such developments indicate positive changes in the religious learning process. Structured learning activities may improve the quality of religious education for elementary school students (Rohmah et al., 2022; Efektivitas Taman Pendidikan Al-Qur'an, 2018).

Parents and community members have important roles in supporting children's religious education. Their involvement may be reflected through active participation in educational activities and learning support. Family encouragement can increase children's motivation to participate in religious programs. Community environments also influence the development of children's habits and religious behavior. Cooperation among mosque administrators, teachers, and community members strengthens educational sustainability. Supportive environments create favorable conditions for effective learning processes. Collective participation remains an important factor in improving educational quality (Alimni et al., 2025).

Revitalization of religious understanding is necessary to strengthen students' awareness and knowledge regarding religious teachings. Revitalization in educational contexts refers to efforts aimed at improving and restoring educational functions more effectively. Improvement may be achieved through structured and systematic learning activities. Educational approaches designed according to children's characteristics can increase learning interest and participation. Active learning processes also help students understand educational materials more effectively. Strengthening religious activities within mosque environments represents one practical strategy for educational revitalization. Better educational quality is expected to contribute to stronger religious behavior among students (Jalaludin et al., 2025; Kurniawati & Yusuf, 2019).

Research regarding the revitalization of religious understanding among elementary school students at An-Nur Mosque is important because it addresses efforts to improve religious education quality among children. This study focuses on strengthening religious understanding through TPQ activities conducted within mosque environments. Findings from this research are expected to provide descriptions regarding community-based religious education implementation. Research outcomes may also become evaluation materials for improving educational activities in similar institutions. Information obtained from this study may support the development of sustainable religious education programs. Academic findings are expected to contribute to strengthening character education based on religious values. This study may also provide useful references for future research in related fields (Arinda et al., 2023; Wahyudi & Nurhidayati, 2022).

Method

This study employed a qualitative descriptive research design to describe the process of revitalizing religious understanding among elementary school students through TPQ activities at An-Nur Mosque, Padang Tekurung IV, Betungan Subdistrict, Bengkulu City. A qualitative approach was selected because it enables researchers to understand social phenomena and educational activities in their natural setting. The subjects of this study consisted of mosque administrators, TPQ teachers, parents, and elementary school students participating in TPQ activities. Research participants were selected using purposive sampling based on their involvement and relevance to the research objectives. The study focused on examining learning activities, students' participation, and the role of the mosque in strengthening religious understanding. The research was conducted at An-Nur Mosque as the primary location of the study.

Data collection techniques included observation, interviews, and documentation. Observation was conducted to identify students' participation and learning activities during TPQ sessions. Interview activities were carried out with mosque administrators, teachers, and parents to obtain detailed information regarding the implementation and impact of the program. Documentation techniques were used to collect supporting data related to learning activities and research evidence. Data analysis in this study followed three stages consisting of data reduction, data presentation, and conclusion drawing. Data validity was strengthened through source triangulation by comparing information obtained from different participants and data collection methods. The use of multiple techniques was intended to increase the credibility and reliability of the research findings.

Results and Discussion

1. Development of TPQ Activities at An-Nur Mosque as a Religious Education Center

An-Nur Mosque has experienced significant development in its role and function within the surrounding community. Religious institutions generally function as places for worship and religious gatherings. Educational functions have gradually become an important component in mosque-based community development. Expansion of educational activities contributes to strengthening religious values among community members. Educational programs

implemented in mosques can provide opportunities for children to obtain religious knowledge outside formal institutions. Learning environments within religious institutions may also support character formation among younger generations. Development of mosque-based educational programs reflects efforts to improve the quality of religious learning within society (Liana & Sahri, 2020; Widianti, 2022).

The establishment of educational activities at An-Nur Mosque was closely related to community needs for religious learning programs. Community members recognized the importance of providing educational facilities for children within the neighborhood. Religious learning activities became necessary because children required additional opportunities to strengthen their understanding of Islamic values and practices. Educational initiatives within mosque environments also aimed to encourage children's active involvement in religious activities. Community support contributed significantly to the development of learning programs for children. Collective awareness regarding the importance of religious education created a strong foundation for program implementation. Educational initiatives within the mosque represented a practical response to community expectations (Mustamim et al., 2020).

Educational development within mosque environments generally begins with simple religious activities before expanding into more structured programs. Initial learning activities often focus on Qur'an recitation and basic religious instruction. Program implementation gradually develops according to community participation and available resources. Learning activities become more organized when educational objectives and teaching structures are clearly defined. Greater organization allows educational activities to operate more effectively and consistently. Structured learning environments also create better opportunities for achieving educational goals. Continuous development may improve the overall quality of educational services (Rochman et al., 2021).

TPQ activities at An-Nur Mosque became an important component in strengthening the educational function of the mosque. Religious learning activities offered children opportunities to acquire knowledge and religious skills in a supportive environment. Educational programs included Qur'an reading instruction, worship practices, and guidance related to moral values. Learning activities provided practical experiences that could support children's understanding of religious teachings. Educational interactions between teachers and students created meaningful learning experiences. Positive learning environments contributed to increasing students' participation in religious activities. Educational activities also encouraged greater interest in learning among children (Masnawati & Fitria, 2024).

Implementation of TPQ programs required effective organization to ensure learning activities operated successfully. Educational planning involved scheduling learning sessions and determining instructional materials suitable for children's developmental stages. Learning structures designed according to students' needs could improve educational effectiveness. Organized learning activities helped teachers conduct educational sessions more systematically. Students benefited from learning environments that followed clear instructional procedures. Consistent educational implementation also supported continuity in learning processes. Educational organization became an important factor in maintaining program quality (Efektivitas Taman Pendidikan Al-Qur'an, 2018).

Children's participation represented an important indicator of educational development within TPQ activities. Active participation demonstrated students' interest and motivation toward religious learning activities. Increased attendance levels reflected positive responses toward educational programs conducted within the mosque environment. Student involvement also indicated that learning activities successfully attracted children's attention. Educational activities designed according to children's interests contributed to higher participation rates. Positive learning experiences encouraged students to engage more actively in religious programs. Strong participation levels may contribute to achieving educational objectives more effectively (Marbun et al., 2025).

Learning activities within TPQ environments also supported the development of social interaction among students. Educational environments allowed children to interact with peers

who shared similar learning experiences. Group learning activities promoted cooperation and communication among participants. Positive interactions within educational settings contributed to social and emotional development. Religious learning environments also provided opportunities for students to develop respectful attitudes and interpersonal skills. Educational experiences obtained through collaborative activities strengthened children's social awareness. Social development represented an important outcome of mosque-based educational programs (Qowim et al., 2020).

Teachers and community members played essential roles in supporting the development of educational activities at An-Nur Mosque. Educational processes required guidance and supervision from individuals involved in learning activities. Teachers contributed through instructional activities designed to improve students' understanding of religious concepts. Community members supported educational implementation through active participation and encouragement. Collaborative relationships between teachers and communities strengthened program sustainability. Educational development depended greatly on collective commitment and participation. Community involvement contributed significantly to maintaining learning continuity (Rahman, 2025).

Development of TPQ activities at An-Nur Mosque demonstrated that religious institutions may function as educational centers within communities. Educational initiatives implemented through mosque-based activities provided meaningful contributions to children's religious development. Learning activities supported students in acquiring religious knowledge and practical experiences related to Islamic teachings. Structured educational programs improved learning organization and participation among students. Educational activities also strengthened relationships between children and religious institutions. Sustainable program implementation created opportunities for long-term educational benefits. Educational development at An-Nur Mosque reflected efforts to strengthen religious understanding through community-based learning activities (Ahya et al., 2024).

2. Revitalization of Religious Understanding among Elementary School Students through TPQ Activities

Religious understanding among elementary school students represents an important aspect of children's educational development. Religious knowledge acquired during childhood contributes significantly to shaping attitudes and behavior in everyday life. Strong religious understanding may guide children in applying positive values within social environments. Religious education also assists students in recognizing moral responsibilities and developing ethical behavior. Learning experiences during elementary school years influence students' future perspectives and actions. Educational institutions and surrounding communities share responsibilities in strengthening students' religious awareness. Appropriate educational strategies are required to support the development of religious understanding among children.

Revitalization of religious understanding refers to efforts aimed at strengthening and improving students' comprehension of religious values and teachings. Educational revitalization involves enhancing learning activities to achieve more effective educational outcomes. Improvement efforts frequently focus on increasing learning quality and student engagement. Educational approaches designed according to children's characteristics can support better learning experiences. Meaningful educational activities encourage students to understand concepts more effectively. Learning environments that involve active participation may strengthen students' motivation toward religious studies. Revitalization efforts become important in addressing challenges related to religious education among children.

TPQ activities at An-Nur Mosque functioned as one of the educational approaches used to improve students' religious understanding. Learning programs implemented within TPQ environments provided opportunities for children to obtain additional religious instruction outside formal schools. Educational activities focused on strengthening students' knowledge regarding Islamic teachings and practices. Learning experiences were designed to support children's intellectual and spiritual development. Students participated in activities that encouraged both theoretical understanding and practical implementation. Educational

environments within the mosque also facilitated direct learning experiences related to religious practices. Religious learning activities contributed positively to students' educational development.

Learning activities conducted in TPQ included several educational components related to religious instruction. Students received Qur'an reading lessons designed to improve pronunciation and reading accuracy. Educational sessions also included worship practices aimed at developing students' understanding of religious obligations. Moral education activities supported students in recognizing appropriate attitudes and behavior. Learning experiences within TPQ environments enabled students to apply religious concepts in practical situations. Instructional activities provided opportunities for students to gain knowledge through direct experiences. Educational implementation focused on creating balanced development between knowledge and practice.

Children's participation in TPQ activities indicated positive responses toward the educational programs implemented within the mosque environment. Student attendance and involvement reflected their interest in religious learning activities. Active participation showed that learning activities successfully attracted students' attention and engagement. Increased enthusiasm during educational sessions contributed to more effective learning outcomes. Positive learning experiences encouraged students to participate consistently in educational activities. Greater involvement also reflected students' motivation to improve their understanding of religious teachings. Learning participation represented an important factor in educational success.

Educational activities implemented through TPQ contributed to improving students' understanding of Qur'anic learning and worship practices. Students gradually demonstrated better reading abilities and stronger familiarity with religious practices. Learning experiences obtained through regular educational sessions increased students' confidence in applying religious knowledge. Educational development could also be observed through students' increased participation in worship-related activities. Religious learning experiences supported students in understanding practical aspects of Islamic teachings. Continuous learning opportunities contributed to more meaningful educational outcomes. Improvement in students' abilities reflected the effectiveness of educational activities within TPQ environments.

Behavioral changes among students became one indication of the impact of religious learning activities. Students demonstrated stronger discipline and responsibility after participating in educational programs. Religious learning experiences also encouraged students to develop positive attitudes toward religious practices. Respectful behavior and cooperation among students became more visible during learning activities. Educational environments contributed to shaping students' social and moral development. Positive behavioral changes reflected students' understanding of values introduced during educational sessions. Religious education played an important role in strengthening character development among children.

Teachers played important roles in facilitating students' understanding during learning activities. Educational guidance provided by teachers supported students in understanding religious concepts more effectively. Instructional approaches designed according to students' abilities increased learning accessibility. Educational interactions between teachers and students created supportive learning environments. Positive communication strengthened students' confidence and willingness to participate in learning activities. Effective instructional practices also improved students' motivation and learning experiences. Educational guidance represented an important component of successful religious instruction.

Revitalization of religious understanding through TPQ activities demonstrated positive contributions toward students' religious development. Educational programs conducted within mosque environments strengthened students' knowledge and practical understanding of Islamic teachings. Learning activities supported improvements in participation, religious awareness, and behavioral development. Educational implementation also encouraged

students to develop stronger connections with religious values and practices. Structured learning experiences provided meaningful opportunities for educational growth. Sustainable educational activities may strengthen the quality of religious learning among elementary school students. TPQ activities at An-Nur Mosque reflected practical efforts to improve students' religious understanding through community-based educational programs.

Conclusion

The revitalization of religious understanding among elementary school students through TPQ activities at An-Nur Mosque, Padang Tekurung IV, Betungan Subdistrict, Bengkulu City demonstrated positive contributions toward improving children's religious knowledge and awareness. The development of TPQ activities strengthened the educational role of the mosque as a center for community-based religious learning. Educational activities conducted through Qur'an reading instruction, worship practices, and moral education supported students in understanding and applying religious values in daily life. Increased student participation and enthusiasm indicated positive responses toward the learning programs implemented within the mosque environment. Educational experiences also contributed to improving students' discipline, responsibility, and religious behavior. Support from teachers, parents, and community members played an important role in maintaining the continuity and effectiveness of the educational programs. Sustainable implementation of mosque-based educational activities may strengthen religious understanding and contribute to the development of students' character and moral values.

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