

The Role of Parents in Motivating Children to Participate in Qur'anic Learning at TPQ An-Nur

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ABSTRACT

This study aimed to analyze the role of parents in motivating children to participate in Qur'anic learning activities at TPQ An-Nur, Padang Tekurung IV, Betungan Subdistrict, Bengkulu City. The study employed a qualitative descriptive research design to explore parental involvement and factors influencing children's participation in religious learning activities. Research participants consisted of parents, TPQ teachers, mosque administrators, 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 parents played important roles through emotional support, supervision, guidance, motivation, and educational assistance that encouraged children to participate actively in Qur'anic learning activities. Children's participation was also influenced by several supporting and inhibiting factors, including family support, learning motivation, teacher involvement, peer relationships, learning environments, educational facilities, and technological influences. Positive parental involvement contributed to increasing children's enthusiasm, discipline, and participation in learning activities. The study concludes that active parental roles and supportive educational environments are important factors in strengthening children's participation in Qur'anic learning activities and improving religious learning development.

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Introduction

Parents play a fundamental role in supporting children's educational development from an early age. Family environments become the first place where children receive guidance, values, and behavioral examples in daily life. Educational experiences obtained within families often influence children's attitudes toward learning activities. Parents contribute significantly to shaping children's motivation, interests, and learning habits. Strong parental involvement can create positive learning experiences for children in various educational settings. Emotional support and encouragement from parents also affect children's willingness to participate in learning activities. Effective parental guidance may contribute to children's academic and

personal development (Elvina et al., 2021; Sawiyah et al., 2025).

Motivation represents an important factor influencing children's participation and engagement in educational activities. Learning motivation encourages children to develop interest and enthusiasm toward educational experiences. Students with strong motivation generally demonstrate higher participation and greater commitment during learning processes. Internal and external factors may influence children's motivation levels in different situations. Family environments often become important sources of external motivation for children. Positive encouragement and support may strengthen children's willingness to engage in educational activities. Appropriate motivational approaches can improve children's learning experiences and educational outcomes (Azizah & Shobahiya, 2025).

Religious education has become an important aspect of children's development because it contributes to the formation of moral values and religious awareness. Religious learning activities help children understand fundamental principles and practices related to their faith. Educational experiences involving religious instruction may strengthen children's spiritual development and social behavior. Religious values also support the development of discipline, responsibility, and ethical attitudes among children. Educational institutions and family environments share responsibilities in strengthening children's religious understanding. Learning experiences obtained through religious activities can provide long-term benefits for children's development. Effective educational support may strengthen religious awareness among younger generations (Sari, 2021).

Taman Pendidikan Al-Qur'an (TPQ) functions as a non-formal educational institution designed to provide religious instruction for children. TPQ activities generally include Qur'an reading lessons, worship practices, and moral education programs. Learning activities conducted within TPQ environments support children's understanding of religious values and Islamic teachings. Educational experiences in TPQ complement religious instruction received in formal educational institutions. Learning environments that provide practical religious experiences may strengthen children's understanding of religious concepts. Regular participation in TPQ activities can improve children's familiarity with religious practices. Educational programs implemented in TPQ environments contribute to children's religious development (Rizki et al., 2022).

An-Nur Mosque in Padang Tekurung IV, Betungan Subdistrict, Bengkulu City has developed educational activities through TPQ programs for children in the surrounding community. The mosque initially served as a place for worship and community religious activities before expanding its functions into educational programs. Development of TPQ activities reflected efforts to strengthen religious education among children within the local environment. Educational programs implemented in the mosque created opportunities for children to obtain additional religious instruction. Learning activities organized through TPQ strengthened the educational role of the mosque within the community. Expansion of educational functions also provided greater benefits for local residents. Educational initiatives within the mosque represented practical responses to community needs.

Learning activities at TPQ An-Nur demonstrated positive developments after implementing more structured educational programs. Previous learning conditions indicated that children's participation in religious learning activities had not reached optimal levels. Educational initiatives contributed to improving learning organization and student engagement. Students gradually demonstrated greater enthusiasm toward participating in Qur'anic learning activities. Improvement was also observed in children's Qur'an reading abilities and participation during educational sessions. Positive developments within learning activities reflected successful educational implementation. Structured educational programs contributed to strengthening learning quality among children.

Parental involvement has an important influence on children's motivation toward participating in educational activities. Parents who provide encouragement and learning support can increase children's willingness to attend educational programs. Positive parental attitudes may create stronger emotional connections between children and learning

environments. Guidance provided by parents can help children develop consistent learning habits. Educational support may also strengthen children's confidence during learning activities. Family attention toward children's education contributes to improving learning motivation. Active parental participation creates favorable conditions for children's educational development (Agustin & Surur, 2025; Lestari et al., 2022).

Children's motivation to participate in Qur'anic learning activities may be influenced by various supporting factors. Learning environments that provide enjoyable experiences can increase children's enthusiasm and participation. Educational activities designed according to children's interests may encourage stronger engagement during learning processes. Social interactions with teachers and peers can also affect children's learning experiences. Family encouragement becomes an important external factor supporting students' participation in religious education programs. Positive educational environments contribute to stronger commitment toward learning activities. Continuous motivational support may strengthen children's participation in religious learning programs (Ashoumi & Sholikhah, 2024; Alfisyahri et al., 2024).

Research regarding the role of parents in motivating children to participate in Qur'anic learning at TPQ An-Nur is important because parental support directly influences children's educational engagement. This study focuses on examining parental roles in encouraging children's participation in religious learning activities within TPQ environments. Research findings are expected to provide information regarding factors influencing children's learning motivation in religious educational settings. Study results may also contribute to evaluating strategies used to increase participation in Qur'anic learning activities. Information obtained through this research can support the development of educational programs involving families and communities. Research outcomes are expected to strengthen community-based religious education practices. Findings from this study may provide useful references for future studies related to parental involvement and religious education (Fitriah et al., 2026).

Method

This study employed a qualitative descriptive research design to analyze the role of parents in motivating children to participate in Qur'anic learning activities at TPQ An-Nur, Padang Tekurung IV, Betungan Subdistrict, Bengkulu City. A qualitative approach was selected because it enables researchers to understand social phenomena and educational experiences in natural settings. The study focused on exploring parental involvement, motivational support, and children's participation in Qur'anic learning activities. Research participants consisted of parents, TPQ teachers, mosque administrators, and elementary school students actively involved in TPQ activities. Participants were selected using purposive sampling techniques based on their relevance to the objectives of the study. The research was conducted at TPQ An-Nur Mosque as the primary setting for data collection and observation.

Data collection techniques in this study included observation, interviews, and documentation. Observation was conducted to identify children's participation and interactions during Qur'anic learning activities at TPQ. Interview sessions were carried out with parents, teachers, and mosque administrators to obtain detailed information regarding parental roles in motivating children. Documentation techniques were used to collect supporting information related to learning activities and research evidence. Data analysis procedures consisted of data reduction, data presentation, and conclusion drawing. Data validity was strengthened through source triangulation by comparing information obtained from multiple participants and data collection techniques. The use of several data collection methods was intended to increase the credibility and reliability of the research findings.

Results and Discussion

1. The Role of Parents in Motivating Children to Participate in Qur'anic Learning at TPQ An-Nur

Results and Discussion may be presented in subheadings. This section clearly discusses the main topics in accordance with the research problem, research objectives, and the theories used.

Parents have an important role in influencing children's participation in educational activities, particularly in religious learning environments. Family environments become the first educational setting where children receive values, guidance, and behavioral examples. Learning experiences obtained from parents often influence children's attitudes toward educational activities. Active parental involvement can strengthen children's motivation and willingness to participate in learning programs. Support provided by parents contributes to developing children's confidence and learning interests. Educational guidance within family environments also creates stronger emotional connections between parents and children. Positive family interactions may contribute significantly to children's educational development (Elvina et al., 2021; Alfisyahri et al., 2024).

Parental motivation toward children generally appears through emotional support and continuous encouragement. Parents frequently provide motivation by reminding children about the importance of religious education and Qur'anic learning. Verbal encouragement can strengthen children's awareness regarding educational responsibilities and religious obligations. Positive communication between parents and children creates supportive learning environments. Emotional support provided by parents may increase children's enthusiasm during learning activities. Consistent encouragement also helps children develop positive attitudes toward educational experiences. Strong parental motivation contributes to improving children's participation in religious learning activities (Agustin & Surur, 2025).

Parental guidance also becomes an important aspect in strengthening children's involvement in TPQ activities. Guidance may be implemented through direct supervision and assistance during learning processes. Parents frequently remind children to attend TPQ learning sessions regularly and complete educational responsibilities. Educational guidance creates greater awareness regarding learning commitments among children. Supervision conducted by parents may help children develop more disciplined learning habits. Consistent monitoring contributes to improving children's responsibility toward educational activities. Effective guidance strengthens children's commitment to participating in learning activities (Rizki et al., 2022).

Educational support provided by parents can also be observed through practical involvement in children's learning experiences. Parents often accompany children during learning preparation and provide educational needs related to TPQ activities. Learning support may include preparing learning materials, encouraging attendance, and creating comfortable environments for studying. Positive educational assistance may increase children's confidence and interest in learning activities. Educational involvement demonstrates parental concern toward children's development. Strong support from family environments creates positive learning experiences for children. Educational assistance contributes to stronger participation in religious learning activities (Fitriah et al., 2026).

Children's motivation toward Qur'anic learning activities may increase when parents demonstrate active attention toward educational experiences. Children frequently respond positively when parents appreciate their learning progress and achievements. Recognition provided by parents can strengthen children's confidence and motivation. Appreciation may encourage children to become more enthusiastic in participating in learning activities. Positive responses toward children's achievements contribute to developing stronger learning interests. Educational attention provided by parents creates supportive conditions for learning development. Continuous appreciation contributes to stronger educational engagement among children (Ashoumi & Sholikhah, 2024).

Participation in TPQ learning activities at An-Nur Mosque demonstrated positive developments through parental involvement in children's educational experiences. Students gradually showed greater enthusiasm during learning activities and demonstrated increased participation during educational sessions. Active involvement reflected positive responses toward educational support provided by parents. Learning experiences supported by family encouragement contributed to strengthening children's interest in Qur'anic learning. Increased participation levels also indicated stronger commitment toward educational activities. Positive developments in learning behavior reflected the effectiveness of parental motivational support. Educational experiences within TPQ environments became more meaningful through parental participation.

Parental roles in motivating children also influence behavioral development related to discipline and responsibility. Children who receive educational support from parents frequently demonstrate stronger commitment toward learning activities. Consistent encouragement contributes to developing responsibility toward educational obligations. Positive guidance may strengthen children's understanding regarding the importance of religious learning. Learning activities supported by parental involvement encourage children to maintain regular participation. Educational experiences obtained through supportive family environments contribute to character development. Behavioral improvement represents one outcome of effective parental involvement (Rizki et al., 2022; Alfisyahri et al., 2024).

The following table presents several forms of parental roles identified in motivating children to participate in Qur'anic learning activities at TPQ An-Nur.

No	Forms of Parents' Role	Contribution to Children's Participation
1	Emotional support	Increases enthusiasm and learning motivation
2	Guidance and supervision	Improves discipline and attendance
3	Learning assistance	Supports children's readiness for learning
4	Appreciation and encouragement	Strengthens confidence and participation
5	Communication and attention	Creates positive learning environments

Parental involvement in motivating children at TPQ An-Nur demonstrated meaningful contributions toward children's educational experiences and participation in Qur'anic learning activities. Support, guidance, and encouragement provided by parents strengthened children's willingness to attend and participate in educational programs. Educational experiences supported by family involvement created stronger learning motivation among children. Positive parental attention also contributed to improving discipline and responsibility during learning activities. Family environments functioned as important factors influencing children's educational behavior and participation. Continuous parental support may strengthen children's interest in religious learning activities over time. Effective parental roles contributed significantly to strengthening children's engagement in Qur'anic learning at TPQ An-Nur (Agustin & Surur, 2025; Fitriah et al., 2026).

2. Factors Influencing Children's Participation in Qur'anic Learning Activities at TPQ An-Nur

Children's participation in Qur'anic learning activities is influenced by various factors originating from internal and external environments. Learning participation reflects children's willingness and consistency in attending educational activities. Strong participation often contributes to successful learning outcomes and educational development. Educational environments that support students' needs can increase participation and engagement. Religious learning activities also require supportive conditions to maintain children's interest and motivation. Children's participation in educational programs may change according to experiences and environmental influences. Understanding influencing factors becomes important in improving learning effectiveness within TPQ environments (Ambarwati et al.,

2025).

Family support represents one of the most important factors influencing children's participation in Qur'anic learning activities. Parents contribute significantly through encouragement, supervision, and educational guidance during learning processes. Emotional support provided by family members strengthens children's confidence and enthusiasm toward learning activities. Educational attention from parents may encourage children to participate regularly in TPQ programs. Positive interactions between children and parents create favorable conditions for learning development. Family involvement also helps children maintain commitment toward educational responsibilities. Strong parental support contributes positively to children's participation in religious learning activities (Ahmad & Andriyani, 2022).

Learning motivation also becomes an important factor affecting children's involvement in TPQ educational programs. Motivation influences children's willingness to attend learning sessions and participate actively during educational activities. Students with stronger motivation generally demonstrate greater enthusiasm and attention toward learning materials. Positive learning experiences may strengthen children's internal motivation toward religious education. Motivational support from surrounding environments contributes to maintaining students' learning interests. Educational activities designed according to children's needs can increase enthusiasm during learning processes. Strong learning motivation supports greater participation and educational engagement (Sawiyah et al., 2025).

Teachers have important roles in influencing children's participation during Qur'anic learning activities. Educational guidance and instructional approaches implemented by teachers affect students' learning experiences. Teaching methods designed according to children's characteristics may increase students' interest in educational activities. Positive interactions between teachers and students contribute to creating comfortable learning environments. Educational support from teachers encourages children to participate more actively during learning sessions. Effective instructional practices also strengthen students' confidence and attention toward learning materials. Teacher involvement becomes an important factor supporting successful learning implementation (Aminin, 2022).

Learning environments within TPQ activities also influence children's participation and engagement. Educational environments that provide comfortable and supportive conditions may encourage stronger learning interest. Positive learning atmospheres help students participate without pressure or anxiety during educational activities. Educational settings involving interactive activities can improve students' enthusiasm toward learning processes. Social interactions among students create opportunities for collaborative learning experiences. Positive environments contribute to developing stronger educational involvement among children. Learning conditions become important considerations in supporting educational effectiveness.

Peer relationships also influence children's participation in educational activities at TPQ An-Nur. Children frequently interact with peers during learning sessions and educational activities. Positive relationships among students may create enjoyable learning experiences and stronger motivation. Social support from peers can increase children's confidence during learning activities. Group participation often encourages students to engage more actively in educational programs. Learning experiences shared among peers may strengthen children's interest in attending TPQ sessions. Positive social interactions contribute to maintaining participation in educational activities.

Availability of learning facilities becomes another factor affecting children's participation in Qur'anic learning activities. Educational facilities support learning implementation and provide resources necessary for effective educational experiences. Learning materials, classrooms, and educational tools contribute to creating better learning environments. Adequate facilities may increase children's comfort and enthusiasm during educational activities. Educational resources also support teachers in conducting learning sessions more effectively. Availability of learning facilities contributes positively to educational quality and

participation levels. Supportive educational resources strengthen learning implementation within TPQ environments (Ambarwati et al., 2025).

Technological development and digital media usage may influence children's participation in religious learning activities. Increased access to electronic devices creates changes in children's daily activities and interests. Children frequently spend more time engaging with digital media and entertainment platforms. Excessive use of electronic devices may reduce children's attention toward educational and religious activities. Learning priorities sometimes shift because of increased exposure to digital environments. Appropriate parental supervision becomes necessary to balance technology use and educational responsibilities. Effective management of digital activities may help maintain children's participation in TPQ learning programs (Nihayah, 2025).

The following table summarizes factors influencing children's participation in Qur'anic learning activities at TPQ An-Nur.

No	Influencing Factors	Impact on Children's Participation
1	Family support	Increases motivation and attendance
2	Learning motivation	Strengthens participation and enthusiasm
3	Teacher involvement	Improves engagement during learning activities
4	Learning environment	Creates comfortable learning conditions
5	Peer relationships	Encourages social participation
6	Learning facilities	Supports educational effectiveness
7	Technology and digital media	May increase or reduce participation

Factors influencing children's participation in Qur'anic learning activities at TPQ An-Nur demonstrated that educational involvement is affected by multiple interconnected elements. Family support, learning motivation, teachers, and educational environments contributed positively toward children's participation levels. Peer interactions and educational facilities also influenced students' experiences during learning activities. Technological developments created both opportunities and challenges for educational implementation. Positive support from different environments strengthened children's willingness to participate consistently in educational programs. Effective educational strategies should consider various factors influencing students' learning behavior. Comprehensive educational support may contribute to improving participation and learning quality within TPQ environments (Sawiyah et al., 2025; Nihayah, 2025).

Conclusion

The role of parents in motivating children to participate in Qur'anic learning activities at TPQ An-Nur, Padang Tekurung IV, Betungan Subdistrict, Bengkulu City demonstrated significant contributions toward improving children's participation and learning motivation. Parental involvement through emotional support, guidance, supervision, encouragement, and educational assistance strengthened children's willingness to attend and engage in Qur'anic learning activities. Children's participation in TPQ programs was influenced by several factors, including family support, learning motivation, teacher involvement, learning environments, peer relationships, educational facilities, and technological influences. Positive support from parents and surrounding environments contributed to improving students' enthusiasm, discipline, and commitment toward learning activities. Effective collaboration among parents, teachers, and communities created supportive conditions for children's religious education and development. Sustainable parental involvement may strengthen children's understanding of religious values and support the continuity of Qur'anic learning activities within community-

based educational environments.

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