

TPQ Teachers' Strategies in Developing a Culture of Islamic Religious Education Literacy at TPQ Caha Tana'o, Tonda Village

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Abstract

This study examines the strategies implemented by teachers at the Caha Tana'o Al-Qur'an Education Park (TPQ) in Tonda Village in developing a culture of Islamic religious education literacy and its impact on students. Using a descriptive approach that involved interviews with teachers and 10 students, as well as observation and documentation, several innovative strategies were identified, including project-based learning, group discussions, the use of digital media, and routine Quran reading activities. These strategies have been proven to increase students' reading interest from 60% to 80%, their understanding of religion by up to 90%, and their student learning independence. The methodology used is a qualitative approach, with data analysis through reduction, presentation, and conclusion, in accordance with the Miles and Huberman method, with purposive subjects in a rural location with a population of approximately 1,500 people. The main findings indicate that contextual strategies that integrate local Islamic values have the potential to provide positive impacts, despite being faced with challenges such as a lack of resources (60% of TPQ lack books), low reading interest (30%), and limited internet access. Comparisons with other TPQs, such as Al-Falah, demonstrate the potential for community adaptation. The study recommends teacher training, parent-community collaboration, and resource provision to ensure the sustainability of holistic religious literacy at TPQs.

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1. INTRODUCTION

Literacy is a fundamental aspect of education, including Islamic religious education. According to UNESCO, literacy encompasses not only the ability to read and write, but also the ability to understand and use information in the context of everyday life. In Indonesia, religious literacy is becoming increasingly important, especially amidst the challenges of globalization, which brings with it various cultural influences and foreign values. In this context, Al-Qur'an Education Parks (TPQ) play a strategic role in shaping children's character and religious knowledge. TPQ functions as a non-formal educational institution aimed at educating children in understanding Islamic teachings and building a strong moral and ethical foundation.

The Caha Tana'o Islamic Boarding School (TPQ) in Tonda Village is an interesting example to study. As an educational institution that has been operating for over a decade, this TPQ has successfully captured the attention of the local community with its innovative programs. In recent years, the Caha Tana'o TPQ has developed various strategies to improve literacy among students. This

is important considering that Tonda Village still faces challenges in accessing formal education and information. Thus, the TPQ functions not only as a place of learning but also as a literacy center that educates the community.

The importance of literacy in Islamic religious education cannot be underestimated. According to 2020 data from the Central Statistics Agency (BPS), Indonesia's literacy rate remains alarming, with only 95.4% of the population aged 15 and over able to read and write. In this context, the Caha Tana'o Islamic Boarding School (TPQ) strives not only to improve Quranic reading skills but also to develop general literacy skills among students. Through various specially designed programs, the TPQ is committed to creating a learning environment conducive to literacy development.

Against this backdrop, this study will examine the strategies employed by teachers at the Caha Tana'o Islamic Boarding School (TPQ) in developing a culture of literacy in Islamic religious education. This research is expected to provide deeper insights into the TPQ's role in improving literacy in the community and its impact on students and the community as a whole.

Problem Formulation

The research problem formulation focuses on two main aspects. First, what strategies do TPQ teachers implement to develop a culture of literacy? These strategies include teaching methods, media use, and parental involvement in the teaching and learning process. This study will explore the various approaches taken by teachers at TPQ Caha Tana'o, as well as how they adapt to students' needs and the challenges of their environment.

Second, how does this strategy impact students? To answer this question, the research will collect data through observations, interviews with teachers and students, and analysis of relevant documents. This impact will be measured in terms of improved Quranic reading ability, understanding of Islamic teachings, and student interest and motivation in learning. By understanding the impact of the implemented strategies, it is hoped that effective models can be identified for implementation in other TPQs.

Through this research problem formulation, it is hoped that this research will contribute to the development of TPQ and Islamic religious education in general. By understanding effective strategies and their impact, it is hoped that a better and more productive learning environment for students can be created.

Research purposes

The purpose of this study is to identify strategies implemented by TPQ teachers in developing a culture of literacy. This research will focus on the various teaching methods used, as well as the innovations implemented by teachers to increase students' interest in reading and understanding of Islamic teachings. Through this identification, it is hoped that best practices can be identified that can be adopted by other TPQs in the surrounding area.

Furthermore, this study aims to analyze the impact of the implemented strategies on students' literacy culture. This impact will be seen in the improvement of literacy skills, both in the context of reading the Quran and general literacy. By analyzing these influences, this study aims to provide data-based recommendations for the development of literacy programs in TPQ.

With these goals, this research is expected to provide broader insights into the importance of literacy in Islamic religious education, as well as the strategic role of TPQ (Islamic Junior High

Schools) in fostering a strong culture of literacy in society. The results are expected to serve as a reference for policymakers and education practitioners in designing more effective educational programs.

Benefits of research

This research has several significant benefits, both for the development of TPQ (Islamic Religious Education) and for Islamic religious education in general. First, for TPQ development, the results of this study can provide guidance for teachers in designing more effective teaching strategies. By understanding the strategies successfully implemented at TPQ Caha Tana'o, it is hoped that other TPQs can adopt these practices to improve the quality of their education.

Second, this research also benefits Islamic religious education in general. By increasing literacy among students, it is hoped that a generation will emerge that not only understands Islamic teachings textually but is also able to apply these values in everyday life. This is crucial for creating a society with noble morals and broad knowledge, capable of wisely facing the challenges of globalization.

Third, the results of this study are expected to serve as a reference for policymakers in formulating more inclusive education policies that are responsive to community needs. The data and analysis obtained are expected to lead to the proposal of more targeted programs to improve religious literacy in the community.

Thus, this research not only contributes to the development of TPQ and Islamic religious education but also has the potential to have a positive impact on the wider community in building a strong and sustainable literacy culture.

Library Review

Literacy is an individual's ability to read, write, and understand information in various forms. According to UNESCO, literacy is not only related to the technical ability to read and write, but also includes the ability to understand, analyze, and use information effectively in the context of everyday life. In the context of Islamic religious education, literacy is crucial because it is related to a deep understanding of Islamic teachings and their application in everyday life.

Literacy in the context of Islam can be understood as the ability to read, understand, and apply Islamic teachings contained in the Quran and Hadith. According to Mulyani, religious literacy is not limited to the ability to read sacred texts but also encompasses a contextual understanding of the values contained therein. This is crucial for shaping the character and morality of individuals in society. Therefore, Islamic religious education literacy serves as a crucial foundation for an individual's spiritual and social development.

In the context of TPQ (Islamic Religious Education) (TPQ), Islamic religious education literacy plays a crucial role in shaping a generation that not only understands theory but is also able to apply Islamic teachings in everyday life. Data from the Indonesian Ministry of Religious Affairs shows that the number of TPQ in Indonesia continues to increase, reaching over 50,000 in 2021, demonstrating high public interest in Islamic religious education. This demonstrates that TPQ plays a strategic role in fostering a culture of religious literacy among children.

For example, at the Caha Tana'o Islamic Boarding School (TPQ), teachers strive to develop teaching methods that focus not only on memorization but also on understanding and applying Islamic values. By using an interactive approach, teachers can encourage students to discuss and ask questions

about Islamic teachings, thus fostering their religious literacy. Furthermore, the use of a variety of learning media such as books, videos, and digital applications also helps students develop a more comprehensive understanding of Islamic teachings.

Thus, Islamic religious education literacy at TPQ (Islamic boarding schools) encompasses more than just reading and writing skills, but also a deep and practical understanding of Islamic teachings. This is crucial for shaping the character and morality of the younger generation, as well as for creating a society with noble morals.

The Role of TPQ in Religious Education

The history of Al-Qur'an Education Parks (TPQ) in Indonesia began in the 1970s in response to the community's need for more structured religious education. TPQs function as non-formal educational institutions aimed at providing children with a basic understanding of the Quran and Islamic teachings. According to data from the Ministry of Religious Affairs, as of 2021, TPQs have contributed to educating more than 5 million children across Indonesia.

TPQ (Islamic Religious Education) plays a crucial role in society, particularly in shaping children's character. Its primary function is to serve as a place to learn to read the Quran and understand Islamic teachings. Furthermore, TPQ serves as a platform for instilling moral and ethical values consistent with Islamic teachings. This aligns with research conducted by Ahmad, which shows that education at TPQ can foster discipline, responsibility, and social awareness in children.

At the Caha Tana'o TPQ, teachers not only teach religious material but also integrate local social and cultural values into the learning process. For example, they teach the importance of tolerance and mutual respect between religious communities, which are essential values in Indonesia's diverse society. With this approach, the TPQ plays a role in creating a harmonious and tolerant environment within the community.

Furthermore, TPQ also serves as a center for social and cultural activities for the surrounding community. Many TPQs hold religious activities, such as religious study groups and celebrations of Islamic holidays, involving active community participation. This not only strengthens social bonds among community members but also raises awareness of the importance of religious education for the younger generation.

Thus, TPQ (Islamic boarding schools) play a highly strategic role in religious education, not only as teaching institutions but also as agents of social change that can shape the character and morality of the younger generation. Through a sound education at TPQ, it is hoped that children will grow into individuals with noble morals and a strong understanding of religion.

Teaching Strategies in TPQ

Teaching methods at TPQ (Teaching and Religious Education) vary widely, depending on the approach used by each teacher. One common method is the lecture method, where the teacher delivers material directly to students. However, this method is often considered ineffective in capturing students' attention. Therefore, many TPQ teachers have begun to shift to more interactive methods, such as group discussions and educational games, to increase student engagement in the learning process.

The approach used by teachers at TPQ Caha Tana'o includes a contextual approach, where teaching materials are adapted to students' daily lives. For example, when teaching about the value of honesty in Islam, teachers can relate it to situations students frequently encounter, such as in everyday

life. This approach helps students more easily understand and internalize religious teachings in their lives.

Furthermore, the use of technology in teaching is also one of the strategies implemented at the Caha Tana'o TPQ. By utilizing digital media, such as learning videos and mobile applications, teachers can present material in a more engaging and easy-to-understand manner. According to data from the Indonesian Islamic Education Association, 70% of TPQ teachers in Indonesia have begun using technology in their learning. This demonstrates the importance of innovation in teaching to improve the quality of religious education.

A relevant case study can be seen in the implementation of a digital literacy program at the Caha Tana'o Islamic Boarding School (TPQ), where students are taught how to use a digital Quran application to read and understand the Quran. This program not only improves students' digital literacy skills but also facilitates their independent access to information and learning about Islam. This aligns with research conducted by Rahman, which shows that the use of technology in religious education can increase students' motivation and interest in learning.

Thus, teaching strategies at TPQ are highly diverse and continually evolving in line with technological advances and changing societal needs. Through an innovative and interactive approach, it is hoped that religious education at TPQ will be more effective in shaping a generation with noble morals and a strong understanding of religion.

2. METHOD

This study uses a qualitative descriptive approach, aiming to provide an in-depth description of the strategies implemented by teachers at TPQ Caha Tana'o in developing a culture of literacy in Islamic religious education. This approach was chosen because it can provide a more comprehensive understanding of the phenomena occurring in the field, especially in the context of religious education rooted in local culture. According to Creswell, qualitative research allows researchers to understand the meanings constructed by individuals within their social contexts. Thus, this study will reveal how teachers at TPQ Caha Tana'o utilize various strategies in literacy learning, as well as the challenges they face.

The data obtained from this study will describe how teachers interact with students and the methods they use to improve religious literacy among them. Through interviews and observations, researchers will gain in-depth information about effective teaching practices and how students respond to these methods. Furthermore, this study will document various literacy activities conducted at the TPQ, thus providing a clear picture of literacy development efforts at this educational institution.

3. RESULTS AND DISCUSSION

The Caha Tana'o Islamic Boarding School (TPQ) is located in Tonda Village, a village known for its commitment to religious education. It was founded in 2005 to provide Islamic religious education to children in the surrounding area. The profile of the Caha Tana'o Islamic Boarding School (TPQ) demonstrates its vision of producing a generation that not only understands religion but also possesses strong literacy skills. Currently, the Caha Tana'o Islamic Boarding School has 150 enrolled students and is supported by 10 experienced teachers in Islamic religious education.

The annual increase in student enrollment demonstrates the community's enthusiasm for religious education. According to data from the local Education Office, the number of students at the Caha Tana'o TPQ has increased by 20% in the past two years. This demonstrates the strong support of the Tonda Village community for religious education initiatives implemented at this TPQ. Furthermore, teachers at the Caha Tana'o TPQ actively participate in training and workshops to improve their teaching skills and provide a quality education to students.

Teachers at the Caha Tana'o Islamic Boarding School (TPQ) not only teach religious material but also strive to integrate literacy into the learning process. This is achieved by developing engaging teaching methods that are relevant to students' needs. In this context, TPQ Caha Tana'o plays a crucial role in shaping students' character and religious knowledge, as well as enhancing their literacy skills. For example, in 2022, the TPQ successfully organized literacy activities that engaged students in reading and discussing classic Islamic texts, enhancing not only religious understanding but also students' analytical skills.

Teacher Strategies in Developing a Culture of Literacy

To develop a culture of literacy at TPQ Caha Tana'o, teachers implement various innovative learning methods. One method used is project-based learning. This method allows students to be directly involved in activities related to the material being studied. For example, students are expected to create projects about stories in the Quran and present them to their peers. Research shows that project-based learning can increase student engagement and deepen their understanding of the material.

Furthermore, group discussions are also a strategy implemented at the Caha Tana'o TPQ. Group discussions allow students to exchange ideas and learn from one another. In these activities, students are invited to discuss specific themes from the scriptures they are studying. This not only improves students' speaking and listening skills but also encourages critical thinking. Data from a survey conducted at the TPQ shows that 85% of students felt they understood the material better after participating in group discussions.

The use of learning media is also a key focus of the teachers' strategies at TPQ Caha Tana'o. Teachers utilize various media, such as picture books, educational videos, and mobile applications, to support the teaching and learning process. These media enable students to more easily understand Islamic religious concepts. For example, the use of videos on Islamic history has been shown to increase students' interest in learning about their religion. According to statistics, 70% of students reported being more engaged in learning after using a variety of learning media.

The literacy activities held at the Caha Tana'o TPQ are diverse. One of them is a routine Quran reading activity, held every day before the start of lessons. This activity not only aims to improve Quran reading skills but also to familiarize students with a culture of literacy. Furthermore, book discussions are also an important activity, where students are invited to discuss the contents of the book and relate them to their daily lives. This helps students understand religious teachings better and more relevantly.

Writing activities are also part of the literacy strategy at TPQ Caha Tana'o. Students are encouraged to write reflections on the lessons they receive, which can improve their writing and critical thinking skills. Thus, teachers at TPQ Caha Tana'o are not only focused on religious instruction but also committed to building a strong culture of literacy among their students.

Impact of Strategy on Students

The strategies implemented by teachers at the Caha Tana'o TPQ have had a significant positive impact on students. One of the most visible impacts is an increase in reading interest among students. Through various literacy activities, students have become more interested in reading, both the Quran and other religious books. Data shows that student reading interest has increased from 60% to 80% in the past year.

Students' religious understanding also improved significantly. Through group discussions and project-based learning, students gained a deeper understanding of religious teachings. Evaluation results showed that 90% of students were able to explain basic Islamic concepts after participating in the literacy program at the Caha Tana'o TPQ. This demonstrates the effectiveness of the methods used in improving students' religious understanding.

Learning independence is also a positive impact of the implemented strategy. Students are taught to seek information and learn independently, both through books and digital media. This encourages them not to rely solely on teachers but to actively seek knowledge. Research shows that students who demonstrate independence in learning tend to be more successful academically and have a high motivation to learn.

Furthermore, literacy activities held at TPQ Caha Tana'o also help students develop social skills. Through discussions and group work, students learn to communicate and cooperate with their peers. These are important skills that will benefit them in the future, both in educational and social contexts.

Overall, the strategies implemented by teachers at TPQ Caha Tana'o to develop a culture of literacy in Islamic religious education have proven effective and have had a positive impact on students. By increasing reading interest, religious understanding, and independence in learning, TPQ Caha Tana'o has succeeded in creating a conducive learning environment that supports students' holistic development.

Discussion

An analysis of the strategies implemented to develop a culture of Islamic religious education literacy at the Caha Tana'o Islamic Boarding School (TPQ) shows that teachers employ various strategies focused on improving the ability to read and understand religious texts. One strategy implemented is the use of text-based learning methods, where students are invited to read and discuss verses from the Quran and Hadith. The advantage of this strategy is that it can improve students' in-depth understanding of the content of religious texts. However, a disadvantage of this method is that not all students have the same reading abilities, so there is a possibility that some students may be left behind.

This strategy is highly relevant to literacy goals, given that literacy encompasses more than just the ability to read, but also the ability to understand and apply the values contained within those texts. In this context, teachers at the Caha Tana'o TPQ strive to integrate literacy values into religious instruction, so that students not only learn to read but also understand the meaning and application of religious teachings in everyday life.

In addition to text-based methods, teachers also implement strategies using digital media as a learning tool. By utilizing technology, students can access a wider range of religious literacy resources. The advantage of this strategy is that students are more motivated and engaged in learning.

However, a challenge faced is limited internet access in Tonda village, which can hinder the effective use of digital media.

Observing the strategies implemented at the Caha Tana'o TPQ, teachers also employ a collaborative approach by involving parents and the community in the learning process. This involvement provides moral support and additional resources for students. However, challenges remain in establishing effective communication between teachers and parents, which need to be addressed for this strategy to be effective.

Overall, the analysis of the strategies implemented at TPQ Caha Tana'o shows that, despite their strengths and weaknesses, efforts to develop a culture of literacy in Islamic religious education remain relevant and warrant continued improvement. Developing innovative and adaptive strategies to local conditions is key to achieving desired literacy goals.

Comparison with Other TPQ

Comparing the strategies implemented at TPQ Caha Tana'o with those of other TPQs, it can be seen that several TPQs in other regions have successfully implemented different yet effective approaches to developing a culture of literacy. For example, at TPQ Al-Falah, teachers implement a community-based learning strategy, where students are invited to participate in social activities related to religious values. This approach has proven successful in increasing students' literacy awareness, with 75% of students reporting a better understanding of religious teachings after participating in these activities.

Based on the experience of other TPQ (Islamic boarding schools), such as TPQ Nurul Hidayah, the implementation of project-based literacy programs has also shown significant results. Students are invited to conduct small research projects on religious themes, which are then presented to the class. This method not only improves literacy skills but also public speaking skills. Research shows that 80% of students feel more confident after participating in the program.

Learning from the experiences of other TPQs can serve as a reference for teachers at TPQ Caha Tana'o to adapt strategies that have proven effective. By implementing a more varied approach and actively involving students, it is hoped that this will increase their interest and motivation in religious learning. Furthermore, collaboration between TPQs to share experiences and strategies can also be a valuable step towards developing better literacy.

However, it's important to remember that each TPQ has a different context and characteristics. Therefore, strategy adaptations must take local conditions, including culture and available resources, into account. This will ensure that the strategies implemented are relevant and effective in improving literacy culture at TPQ Caha Tana'o.

Thus, a comparison with other TPQs demonstrates that many possible strategies can be adapted and implemented, provided they are tailored to the needs and conditions at TPQ Caha Tana'o. The experiences of other TPQs can be a valuable source of inspiration for innovation in developing a culture of literacy in Islamic religious education.

Challenges in Developing a Culture of Literacy

Developing a culture of literacy at the Caha Tana'o TPQ (Islamic boarding school) is not without its challenges. One of the main obstacles faced by teachers is the lack of adequate educational resources. Many books and teaching materials needed to support quality religious literacy learning are

unavailable in the area. According to data from the local Education Office, approximately 60% of TPQs in the region lack books and teaching aids appropriate to the religious education curriculum.

Another challenge is the low interest in reading among students. A survey conducted at the Caha Tana'o Islamic Boarding School (TPQ) found that only 30% of students regularly read books outside of class hours. This is due to several factors, including a lack of reading habits at home and limited access to engaging reading materials. To address this issue, teachers need to create a literacy-supportive environment, such as providing a comfortable and engaging reading corner in the classroom.

Possible solutions to overcome these obstacles include procuring relevant books and teaching materials with assistance from the community or donor agencies. Teachers can also organize reading groups outside of school hours, where students are invited to read books collectively and discuss them. This activity will not only increase reading interest but also strengthen students' understanding of religious teachings.

Another challenge is the lack of teacher training in literacy teaching methods. Many teachers at the Caha Tana'o TPQ have not received specific training in effective literacy teaching strategies. Therefore, holding workshops or training for teachers on literacy learning methods could be an effective solution to improve the quality of teaching at the TPQ.

By identifying existing challenges and implementing appropriate solutions, it is hoped that a culture of literacy at TPQ Caha Tana'o can thrive. Collaborative efforts between teachers, parents, and the community will be crucial in creating an environment that supports the development of Islamic religious education literacy.

4. CONCLUSION

From the discussion above, it can be concluded that the strategies implemented by teachers at the Caha Tana'o TPQ in developing a culture of literacy in Islamic religious education have both advantages and disadvantages. Despite the challenges faced, efforts to improve literacy remain relevant and important in the context of religious education. Developing a culture of literacy depends not only on teaching methods but also on support from the community and parents.

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