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## The Role of TPQ Al-Barokah Bandengan In Developing Interest In Reading and Writing The Qur'an Through Non-Formal Education

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### Abstract

*The Quran is the primary guide for Muslims, so learning to read and write it from an early age is a crucial spiritual foundation. However, in today's digital era, non-formal religious education institutions such as the Al-Quran Education Park (TPQ) face significant challenges in maintaining children's interest in learning. The interests of the younger generation are now in fierce competition with modern entertainment media and the phenomenon of gadget dependence, which often diverts their focus from religious education. This condition demands innovation in teaching methods to prevent stagnation and boredom. TPQ Al-Barokah in Bandengan actively strives to bridge the community's need for relevant religious education through innovative non-formal learning strategies. The purpose of this article is to examine the role, methods, and factors of Quranic reading and writing interest through non-formal education. Research shows that success in fostering interest in Quranic reading depends not only on the institution's curriculum but also on the synergy between teachers and parents. To address these challenges, the most effective and enjoyable solutions are to emphasize visualization (e.g., using colored whiteboards to teach Tajweed) and to implement interactive learning approaches (e.g., peer teaching or pair learning). These strategies can attract students' attention, simplify understanding of the material, and create a collaborative and engaging learning environment. Overall, this study emphasizes that to develop an effective modern model of Quranic teaching in TPQ, it is crucial to strengthen collaboration through regular evaluation and to create fun, adaptive learning strategies that leverage elements of competition and rewards to stimulate learning interest.*

## **INTRODUCTION**

For Muslims, the composition of the Qur'an serves as the main guide. Learning to read and write the Qur'an from an early age provides a crucial spiritual foundation. However, in today's digital age, institutions offering non-formal religious education are struggling as the interests of adolescents and children compete with modern media and entertainment. This requires modifications in teaching methods. As a place of intensive Qur'an education outside the school environment, non-formal education, especially Taman Pendidikan Al-Qur'an (TPQ), plays a significant role. With innovative strategies and non-formal activities, TPQ Al Barokah in Bandengan has been actively fostering interest in reading and writing the Qur'an. The purpose of this study was to investigate in detail how TPQ Al Barokah Bandengan specifically contributed to increasing such interest. The results are expected to help assess the program's effectiveness and develop a model of non-formal Qur'an learning in the face of today's challenges.

Despite the efforts made, many inhibiting factors persist. These barriers can arise from the child's self (internal barriers), laziness, the impact of gadgets and social media, and parental factors, including both busyness and negligence (Rizki et al., 2022). In the institutional sector, challenges also arise, such as reduced interest in studying the Qur'an, limited school facilities and infrastructure, and outdated teaching methods that leave students bored.

An efficient way to increase enthusiasm in teaching. The PAI curriculum is designed to improve Qur'anic reading skills through a holistic and mutually supportive approach. Starting with strengthening theoretical understanding through learning, this approach then develops a range of learning methods, including a personal approach and reading and writing techniques. Consistent reading, periodic assessments, application of the tahsin method, personal assistance, motivation through rewards, and the use of innovative educational tools can foster a passion for learning. In particular, the direct and indirect teaching methods applied by PAI teachers are included. One of the methods used is Iqra. The grouping of students in Koran learning activities with Pai teachers for those who can read the Qur'an, and in the BTQ program for those who are still learning to read the Qur'an, also aims to improve their abilities (Aprilia, 2023).

Although information on optimal methods for integrating various elements and techniques within the framework of non-formal education (TPQ) remains limited, this study builds on the finding that knowledge of how to read the Qur'an has a significant positive impact on understanding (Lora Oktavia, 2024). This study aims to investigate in detail how TPQ Al Barokah Bandengan contributes to increasing interest through collaboration on synergistic roles, flexible and fun learning strategies, and factors that inhibit interest in reading and writing the Qur'an. The results of this study are expected to provide practical guidelines for improving the quality of Qur'an teaching and for developing a non-formal learning model responsive to today's challenges.

The relevance of this study lies in determining guidelines and foundations to improve the quality of Qur'an teaching, especially in the context of informal education. By analyzing differences from previous studies, this work highlights its unique contribution to science and underscores the importance of this research.

## **METHODS**

This study uses a qualitative approach because the main objective is to explore in detail the role of TPQ Al-barokah bandengan in developing interest in reading the Qur'an, focusing on the processes, interactions, and meanings associated with these efforts. This type of research is a case study. This study seeks to outline the role of TPQ al-barokah bandengan in developing

interest in reading and writing the Qur'an, the use of fun learning strategies, and the factors that support and inhibit such interest. Because this study focuses on a specific social unit, namely TPQ Al Barokah in Bandengan, the study's design is appropriate. This method allows the researcher to conduct in-depth, accurate research to provide a comprehensive picture and detailed analysis of the models of success in the teaching of the Qur'an, and to overcome the challenges in the digital age that align with the objectives of this study.

The method used in qualitative research is the interview, which is used to gather detailed information about the main informant's experiences, perspectives, and reasons. Through informant interviews with teachers and students. The teacher examines the strategies for inhibiting interest in reading and writing the Qur'an. Next are students' observations on how teachers motivate and teach to increase interest in reading and writing the Qur'an. Participatory observation is conducted to directly observe the behavior, interactions, and processes in TPQ Al Barokah Bandengan. To obtain authentic data that could not be obtained solely through interviews, the researcher was engaged in the educational process for 3 months. Researchers actively participate in the TPQ atmosphere to observe the learning process, the application of "innovative" approaches, and student reactions. Adjustments in methods, such as delayed observation, will be noted as an attempt to achieve a precise and calm understanding.

The Data obtained were analyzed using Miles and Huberman's models, and data reduction involved identifying strategies for developing BTQ interests. The data were presented through interviews I conducted regarding roles, strategies, and factors. Teachers' role in providing leisure to develop BTQ Interests is slowly being replaced by different learning strategies to foster interest in learning the Qur'an. The student factor is the surrounding environment, which makes it impossible to understand the Qur'an in the current digital environment. The conclusion affirms that the role of TPQ will be optimal if the learning strategy adapts to students' generational characteristics, within a supportive ecosystem, so that interest in reading and writing the Qur'an becomes a necessity rather than just an academic obligation.

Research methods that prioritize accuracy, transparency, and balance generally guarantee conceptually replicable results. In accordance with the study's questions, accuracy was achieved through a qualitative research design that analyzed in depth the BTQ achievement model at TPQ Al Barokah, using data collection methods including interviews and participant observation. As a consequence, any variable construct, such as synergistic roles, involving multiple sources, such as teachers and pupils, can help individuals understand determinants and effective techniques. This approach reinforces the contribution of research and enhances the validity of internal and external results by providing a clear, transparent methodological explanation of the continuous development of knowledge.

## **RESULTS AND DISCUSSION**

### **The role of TPQ Al-Barokah Bandengan in developing interest in Reading and writing the Qur'an**

The phenomenon of distraction devices and lifestyle shifts slowly began to blur the tradition of "mengaji bakda Maghrib," which used to be the spirit of this environment. On the one hand, technological progress offers convenience, but on the other hand, it creates a wide gap in children's interest and closeness to Qur'anic literacy. Reading and writing the Qur'an is no longer just a religious routine, but a struggle against the increasingly rapid flow of cultural purification. In the whirlpool of reality, TPQ Al-Barokah is present not only as a physical building where

students gather, but as a crucial spiritual fortress. Its existence became an oasis amid parents' concerns about moral degradation and hijaiyah illiteracy. This is where the role of TPQ is tested: how this institution can transform classical methods into relevant strategies, address the psychological side of children, and revive the passion for loving God's word. This prologue serves as an entry point to dissect how TPQ Al-Barokah stands upright, guarding the interest in reading and writing the Qur'an amid the changing dynamics of the Times.

*"We see teachers as pioneers who shape and encourage children in this institution through a range of organized methods and environments. However, we emphasize that parents are very important because they are the best example for children. So, good cooperation can only happen when parents are also active in guiding and developing study materials at home, not just taking care of TPQ. To make this cooperation, we make regular assessments faithfully once every three months."*

*(Results of insight with a TPQ teacher, August 21, Resource Person A).*

The successful development of children's interest in reading and writing the Qur'an rests on the synergy between TPQ, as a method facilitator, and parents, as primary educators. While TPQ provides a regular learning environment and regular evaluations, the role of the family at home is much more crucial, as it is the first informal educational institution. Parents, especially mothers, serve as role models who provide motivation and discipline through a reward-and-punishment system. Thus, the ability of children to rely on the Qur'an cannot be limited to school; it must be strengthened through the repetition of material and the moral responsibility of parents at home, so that the spirit of children's learning remains consistent.

The above opinion is supported by information from Djul and Maya, which indicates that parents play a very crucial role as the primary and First Educators for children. They grew up in a family environment that was recognized as an informal educational institution. The role of parents is the main external factor, even functioning as educators who determine whether the child's educational process in developing an interest in reading the Qur'an is successful. One way is to show an example, because children tend to imitate quickly. Mothers play a crucial role in fostering children's learning motivation, because children are not included in school. As the first school for children, I should understand how to educate them so they can understand and learn with enthusiasm. In addition to providing motivation, it also serves as a punishment when he is lazy to learn or read the Qur'an, so he always takes the time to learn and read it (Djul Fadli & Maya, 2018).

The role of teachers in encouraging students' interest in reading the Qur'an. Teachers not only ensure the continuity of learning but also, more proactively, help students prioritize reading the Qur'an and address students' situations as they learn to read it (Nono & Sintasari, 2022). Instead, educators in locations such as TPQ serve as movers and shakers for children by presenting Flexible Curricula, grouping by ability, and implementing motivating methods such as reward systems. Therefore, effective synergy can only be realized if parents consistently fulfill their duties at home, such as reading the Qur'an with their children and reminding them to learn the Koran. Conversely, the leading obstacle is a lack of attention or busyness, which results in children lacking guidance in understanding the Koran (Djul Fadli & Maya, 2018).

In Islamic education, parents play the role of responsible educators, as well as being an example, the primary mirror, and encouragement for children. However, the results indicate that parents' busy work (as an obstacle) prevented them from providing more than encouragement and

from taking children to the landfill to learn the Koran. This shows that efficient collaboration, where one does not rely entirely on others, is crucial. This cooperation is realized through parents who always give positive attention, understand children's learning difficulties, and provide examples of real actions (not just words) so that the spirit of children in learning the Qur'an is maintained, in line with external factors such as the role of teachers (Rizki et al., 2022).

Usman stated that the role of parents is crucial because the biggest obstacles come from the family, including parental education methods, indifference, interaction between family members, and unfavorable home conditions. This aspect is closely related to the synergy argument, as one significant external barrier is the excessive use of social media without supervision (Usman et al., 2023). Success in increasing interest in learning, including the additional activity of reading and writing the Qur'an, can only be achieved through good cooperation. This is seen in the first week of the program, when students' interest in learning is minimal, and they prefer to play. However, this initial dislike can be overcome thanks to parental support, which makes children more willing to learn. This fact shows that educational institutions such as TPQs or schools cannot function independently, and the role of parents is crucial as an early determinant and as a nurturer of children's learning motivation (Mahrus et al., 2021).

Effective collaboration between teachers and parents is crucial to support students in improving their reading skills of the Qur'an. Teachers at the institution (TK Al-Qur'an) play an active role by presenting structured learning methods and creating an atmosphere that supports the learning process. This is evident in teachers' efforts to use various techniques and strategies to help students overcome learning obstacles. However, this study reveals that parents' role is of greater significance, as they are responsible for building positive study habits and providing ongoing motivation to children outside of study hours, which is crucial for successful collaboration between teachers and parents (Latifah & Mubarok, 2025). The importance of harmonious cooperation and consistent direction from parents at home is evident in the conclusion that the example set should be applied through "adopting good habits in behavior" and "periodically giving advice to children". This shows that parents' responsibility cannot be handed entirely over to TPQ. In fact, the main obstacle that stands in the way of success is the lack of understanding on the part of parents regarding their roles and responsibilities as good role models, which reinforces the belief that the activeness and consistency of parents at home are significant factors in fostering a child's interest in reading the Qur'an (Sulaiman et al., 2024).

Interest can be defined as an individual's ability to perform tasks in a job. Ability is something that an individual has to complete a given task or job. In this paper, the term refers to the ability of Class B1 children to read the Qur'an using the iqro method. As interest in reading the Qur'an increases, faith in religion will also grow stronger. Understanding the benefits of a thing will make it easier to generate greater interest. The deeper a person's understanding of the benefits, the more enthusiastic they are in action. The more developed the knowledge of the benefits of reading, the deeper the love for the activity (Idris, 2020). Experts in Islamic religious education and related subjects are a significant factor in encouraging students' interest in learning to read and write the Quran in schools. The teacher's responsibility is to guide, teach, and train students purposefully. In this situation, the student serves as a teacher at the school. To keep children from easily getting bored and to encourage their interest in reading and writing the Quran, we need to use engaging teaching methods so they do not feel bored (Indriani & Rojudin, 2021).

## **Fun Learning Strategies To Increase Interest In Reading The Quran**

In the midst of the onslaught of digital amnesia and the dominance of instant entertainment content on devices that increasingly keep children away from religious literacy interactions, the application of fun learning strategies is no longer just an option but an urgent need for Al-Qur'an education institutions. The reality in today's environment shows that monotonous, rigid classical methods often leave children feeling saturated and burdened, so that the spirit to learn the Divine kalam slowly fades, eroded by the visual appeal of a more attractive virtual world. Therefore, it is necessary to transform the pedagogical approach to integrate elements of creativity, educational games, and a supportive learning atmosphere to create a memorable religious experience. By changing the classroom into a dynamic, less stressful environment, TPQ can revive students' intrinsic motivation, so that reading the Qur'an is no longer a drab obligation but a fun activity they miss every day.

*“The method that I like the most and consider effective is to use visualization, such as a colored blackboard, when explaining the laws of Tajweed, because this method makes the memorization process easier. In addition, the pair learning strategy implemented by the teacher, where we listen to each other's readings, is also enjoyable and makes the learning atmosphere more collaborative.”*

*(interview with B, TPQ teacher, August 22, Resource Person B).*

An interactive strategy is recognized as a key to enlivening the learning atmosphere, and empirical evidence shows that using colored whiteboards and pair-based learning techniques can facilitate memorization of Tajweed while creating excitement during collaboration. This is validated, confirming that the lack of Learning media is often a trigger for boredom. Hence, visualization and interactive learning strategies, such as peer teaching, are vital means of stimulating students' motivation to learn. Overall, this comparison concludes that the transition from conventional methods to a more dynamic, visual approach not only makes the material easier to understand cognitively but also builds an active, enjoyable classroom ecosystem for students.

The application of practical methods, as outlined by Aprilia, is vital, as the lack of learning media makes the learning process uninteresting. On the contrary, the use of appropriate media can encourage students' thinking, feelings, attention, and learning desire. This goes hand in hand with the need for visualizations that make the material easier to understand. In addition, the collaborative element you experience is supported by Interactive Learning Strategies that prioritize student discussion and exchange. A key advantage of this approach is that it creates an active, interactive learning environment that aligns with your experience of a dynamic, collaborative classroom. This strategy also offers opportunities for students to learn from each other, for example, through peer teaching or listening to one another (Aprilia, 2023). Can apply interactive learning methods such as children's songs about hijaiyah letters, the three-period lesson approach from Montessori, hijaiyah raba letters (embossed letters), writing in the sand, and art and craft activities themed hijaiyah letters (Mawaddah et al., 2025).

Teachers need to immediately prepare the TPQ so that students feel safe and comfortable while reading the Qur'an. Teachers teach using various learning media, and they must always encourage students to be more active and enterprising in learning Qur'an material. Teachers master the material presented and are always able to handle problems experienced by children (Pajrianti, 2022). The strategy applied is to accustom children to anti, place the Qur'an or Iqra on

the teacher's desk before learning takes place, read prayers before and after the lesson, and create works of art such as calligraphy (Surbakti, 2025).

Highlighting the significance of interaction between students, because through discussion and learning together, students tend to understand the laws of Tajweed readings more quickly. Explanations from peer tutors, using more understandable language and a more relaxed, friendly learning environment, help facilitate the learning process. In addition, this approach not only improves learning ability but also hones social skills, such as the courage to speak in front of peers and the ability to collaborate in groups. This aligns with your statement that the learning atmosphere is becoming more engaging and collaborative. The use of visualization and AIDS is greatly influenced by the crucial role of learning media in determining the effectiveness of the learning process and the success in achieving educational goals, namely, enabling students to read the Qur'an correctly and in accordance with Tajweed. Collaborative elements in peer teaching are also supported by discussions about the learning methods used by teachers, such as recitation and debate, which allow students to interact, practice material, and help one another (Aulia et al., 2025).

This study reinforces your opinion that learning media need to engage students and make it easier for them to understand the material, especially Tajweed, which is often considered complicated. This can be seen in the development of media that use visual design, where colorful letters emphasize certain materials. The use of this Color aims to stimulate the student's mind and concentration, encouraging greater involvement in learning the Tajweed law, in line with your experience that the whiteboard's color supports the reminder process. Although this article emphasizes digital media, the main principle remains the same: visualization, primarily through the use of color, is an effective way to increase motivation to learn and accelerate understanding of complex material. Aspects of peer teaching are not described in detail, but the principle of engaging and simplifying methods is highly recommended (Selviana et al., 2024).

### **Factors supporting and inhibiting the development of reading interest in Bandengan**

Supporting factors include the community's intense religiosity and the collective spirit of the teachers at TPQ, who continue to innovate using visual media and interactive methods to attract students' attention. Support from community leaders and regular meetings between institution managers and parents are the driving forces that keep the spirit of learning burning. However, a significant inhibiting factor comes from the uncontrolled penetration of digital technology, where exposure to devices is often more enticing than exposure to manuscripts. In addition, the limitations of support facilities in some parts of the environment, as well as the busy economic conditions of parents in the coastal sector, sometimes create a distance in assisting children's learning at home. Understanding these two poles of factors is crucial to formulating the right strategy so that the development of interest in reading and writing the Qur'an in Bandengan not only survives but also adapts and evolves beyond the barriers of time.

*“The factor that attracted me the most was the presence of fun competitions, such as quizzes or small competitions, which were accompanied by compliments or prizes in the form of stickers or other items when I hit the target. However, some things often hinder me, such as the habit of playing on my cellphone at home, which makes it difficult for me to start studying. In addition, the uncomfortable classroom atmosphere, because some friends were still playing when the teacher gave the material, also made it difficult for me to concentrate.”*  
*(interview with C, TPQ teacher, August 25, Resource Person C).*

Motivation and barriers to learning indicate that students' enthusiasm is strongly triggered by elements of competition and by genuine forms of appreciation, such as stickers or praise, which are theoretically validated as meeting the child's need for recognition through rewards. However, the effectiveness of such positive motivation often clashes with real barriers, such as digital distractions (e.g., playing with mobile phones) and an unfavorable classroom environment, which Haidir's research identified as manifestations of laziness and a lack of parental supervision due to economic busyness as a farmer or trader. In conclusion, interest in reading and writing the Qur'an in Bandengan is caught in a tug-of-war between the allure of Pleasant rewards and structural barriers at home; therefore, consistent parental intervention is needed to mitigate external disturbances and ensure the child's learning focus is maintained in a dynamic environment.

Haidir's research revealed that the elements that strengthen parents' role as movers align with the child's expectations for recognition. Encouragement can be given through words and rewards, such as when the child is successful in an exam, or to increase their learning spirit. However, the child's learning process does not always go smoothly and can be hampered by several factors, mainly laziness, which can appear at any time. While this laziness is natural, it still requires consistent intervention and encouragement. In addition, the busy lives of parents, most of whom work as farmers or traders, are also an obstacle, as they prevent them from providing adequate motivation and attention to their children. As a result, this indirectly leads to a lack of supervision of activities that interfere with the child's learning and concentration at home. All of these factors indicate that children's interest in education is influenced by both positive motivations, such as rewards, and internal barriers, such as laziness, which must be balanced with parents' active involvement (Haidir et al., 2023).

According to Lora, the impact of technology is that children today are more focused on gadgets such as mobile phones in the era of society 5.0, which is one of the factors in the decline in interest in reading, including in learning the Koran. The pondok administrators firmly stated that excessive use of mobile phones without parental supervision can have a negative impact and interfere with students' time for learning the Koran. Therefore, institutions need to implement strict regulations regarding the use of gadgets to reduce addiction. On the other hand, this paper aligns with the view that supports the argument for fun and competitive activities, because a person's interest generally arises from feelings of happiness and positive emotions associated with that activity. In addition, interest in learning the Qur'an can be increased through the art of reading with appropriate intonation; this interest can then be developed by participating in various competitions, such as qiro'at or MTQ, which shows that interesting competitions are very instrumental in building interest in learning the Qur'an (Lora Oktavia, 2024).

The leading hindrances to the child's learning process come from the family environment, such as busy parents and indifference. This suggests that completely entrusting the child's education to TPQ is a mistake. Therefore, a good collaboration between institutions and households is needed. The teacher should serve as a guide and motivator by providing a structured approach. However, the result of the child's learning process is highly dependent on the consistency and active involvement of parents (Anwar & Adama, 2023). Factors that hinder the improvement of students' literacy skills include the lack of variety in PAI teachers' teaching methods, low parental motivation to support efforts, and limited facilities and infrastructure (Gusman, 2017). The learning process is not varied, lacks parental participation, and has limited learning tools. To overcome this problem, some solutions include implementing more interactive learning methods, using digital technology, increasing parents' involvement, and training teachers

to increase the reading of the Qur'an. Conversely, parents also play a crucial role in supporting their children by providing guidance and encouragement at home (Rahma et al., 2025).

Studies show that teachers at TPQ seek to increase students' interest through motivating teaching methods, such as rewards and greater attention to children. This method is effective in making students love the Qur'an more. However, some elements hinder, such as excessive use of gadgets at home. This aspect is highly influential because it makes children reluctant to learn, find it difficult to concentrate, and are less enthusiastic, due to excessive time spent playing on gadgets. In addition, uncomfortable classroom conditions due to Playmates also affect focus and motivation to learn. Research shows that interactions with negative peers and a less supportive environment are the main obstacles to interest in understanding the Qur'an (Haidir et al., 2023). Research findings show that how parents educate their children is the main factor affecting children's interest in reading. One factor that influences interest in reading is family. Parents who take the time to read with their children provide a strong foundation for understanding literacy, which is the right approach to achieving educational success (Nurazizah & Kustanti, 2021).

## **CONCLUSION**

This study concludes that the role, strategy, and factors can provide discipline regarding the development of interest in reading and writing. Research limitations: data are limited, and information methods are limited. Research Agenda research can examine blemishes that have not been studied and can use other methods. The existence of TPQ Al-Barokah Bandengan in the modern era is not just a non-formal educational institution; it also serves as a crucial spiritual fortress amid the onslaught of digital distractions and shifting lifestyles in coastal communities. The success of developing students' interest in reading and writing the Qur'an depends on the transformative synergy between teachers, as facilitators of the method, and parents, as the primary educators in the family environment. Teachers play an active role in reducing boredom through fun learning strategies, such as the use of colored whiteboard visuals and peer-tutor collaborative techniques, which are empirically proven to facilitate Tajweed understanding and create a dynamic learning atmosphere. However, pedagogic innovation in the classroom will not achieve maximum results without the consistency of supervision and emotional involvement of parents at home.

Supporting factors, such as environmental religiosity and reward appreciation systems, often clash with real structural barriers, primarily the phenomenon of digital amnesia resulting from uncontrolled device use and limited time for parents who are busy with economic activities. This finding confirms that the responsibility for Qur'anic literacy cannot be fully delegated to TPQ alone, because the home is the "first school," and parents' example is the main factor in mitigating the child's laziness and external interference. In conclusion, integrating a flexible, interactive curriculum at TPQ with supportive, disciplined parenting at home is the key to fostering children's intrinsic interest in reading and writing the Qur'an, while ensuring that the tradition of reciting the Qur'an remains relevant amid changing dynamics.

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