



The Role of Taman Pendidikan Al-Qur'an in Children's Spiritual Development

Bambang Irawan[✉], Alimni, Yesi Agustina, Andini Fadlillah, Sholiha Tussakdiah
Universitas Islam Negeri Fatmawati Sukarno, Bengkulu, Indonesia

Abstract

This study examines the role of Taman Pendidikan Al-Qur'an (TPQ) in developing children's spiritual values at Masjid Al Ikhlas, Jalan Semangka 3, Panorama Subdistrict, Singgaran Pati District, Bengkulu City. A qualitative descriptive approach was employed to explore spiritual development practices implemented through nonformal Islamic education. Data were collected through observations, interviews with teachers and administrators, and documentation of learning activities. The findings reveal that TPQ contributes significantly to children's spiritual formation through Qur'anic learning, worship habituation, moral guidance, and exemplary behavior demonstrated by educators. Learning activities emphasize value internalization, religious discipline, and character development rather than cognitive mastery alone. Support from the mosque environment, parental involvement, and community participation strengthens the effectiveness of spiritual education. The study concludes that TPQ functions as an essential nonformal educational institution in fostering children's spiritual awareness, moral conduct, and consistent religious practice.

Keywords: Children, Spiritual Development, Taman Pendidikan Al-Quran

Abstrak

Penelitian ini bertujuan untuk menganalisis peran Taman Pendidikan Al-Qur'an (TPQ) dalam pembinaan nilai-nilai spiritual anak di Masjid Al Ikhlas, Jalan Semangka 3, Kelurahan Panorama, Kecamatan Singgaran Pati, Kota Bengkulu. Pendekatan kualitatif deskriptif digunakan untuk memahami praktik pembinaan spiritual yang dilaksanakan melalui pendidikan Islam nonformal. Pengumpulan data dilakukan melalui observasi, wawancara dengan pengajar dan pengelola, serta dokumentasi kegiatan pembelajaran. Hasil penelitian menunjukkan bahwa TPQ berperan penting dalam membentuk kesadaran spiritual anak melalui pembelajaran Al-Qur'an, pembiasaan ibadah, bimbingan akhlak, dan keteladanan guru. Proses pembelajaran menekankan internalisasi nilai keislaman, kedisiplinan beribadah, serta pembentukan karakter religius. Dukungan lingkungan masjid, keterlibatan orang tua, dan partisipasi masyarakat memperkuat efektivitas pembinaan spiritual. Penelitian ini menegaskan bahwa TPQ merupakan lembaga pendidikan nonformal yang strategis dalam menanamkan nilai spiritual dan membentuk kepribadian anak secara berkelanjutan.

Kata Kunci: Anak, Pembinaan Spiritual, Taman Pendidikan Al-Quran

Introduction

Indonesia is widely recognized as a country characterized by strong religious values embedded in social life. Spiritual education plays a fundamental role in shaping children's moral awareness, religious sensitivity, and ethical behavior from an early age. Childhood represents a crucial phase for instilling spiritual foundations that influence personality development in later stages. Religious learning at this level contributes not only to knowledge acquisition but also to character formation. Social environments surrounding children significantly affect the effectiveness of spiritual guidance. Educational institutions outside the formal school system often become essential spaces for this process. Community-based religious education therefore holds strategic importance in nurturing children's spirituality (Z. Azizah & Qomariah, 2024).

Taman Pendidikan Al-Qur'an (TPQ) functions as a non-formal educational institution dedicated to Qur'anic learning and moral development. TPQ provides children opportunities to study Islamic teachings beyond formal classroom settings. Religious activities conducted in TPQ emphasize faith, worship practice, and noble character cultivation. Spiritual learning at TPQ is usually delivered through recitation, memorization, and value-based instruction. Such learning experiences encourage children to internalize Islamic values naturally. TPQ also promotes discipline and responsibility through structured religious routines (Putri et al., 2022). These characteristics position TPQ as a vital institution for spiritual development.

Spiritual formation during childhood requires consistent guidance and meaningful religious experiences. Early exposure to Islamic teachings shapes children's worldview and moral reasoning. Spiritual awareness developed at a young age supports emotional stability and ethical decision-making. Religious education strengthens children's relationship with God and society. Community involvement enhances the internalization of spiritual values. Non-formal religious institutions provide flexible learning environments that accommodate children's needs. TPQ plays a significant role in facilitating such holistic spiritual growth (Al Manaanu et al., 2024).

Mosques function not only as places of worship but also as centers for religious education and social development. Educational activities conducted in mosques support religious learning accessible to the surrounding community. TPQ programs hosted in mosques strengthen the spiritual atmosphere for children. Religious environments foster positive habits related to worship and morality (Nurwahidaturrahim, 2022). Mosques provide cultural legitimacy to spiritual learning processes. Community trust toward mosque-based education increases participation. Such conditions make mosques ideal settings for TPQ activities.

Masjid Al Ikhlas, located on Jalan Semangka 3, Kelurahan Panorama, Kecamatan Singgaran Pati, Kota Bengkulu, represents an active religious center within its community. The mosque hosts regular TPQ activities aimed at children's spiritual development. Religious learning programs attract children from diverse family backgrounds. Community engagement supports the sustainability of TPQ activities. Spiritual instruction at this mosque emphasizes moral behavior and religious discipline. Local cultural values harmonize with Islamic teachings delivered at TPQ. These characteristics make Masjid Al Ikhlas a relevant research setting (Rizki et al., 2024).

Urban communities face increasing challenges related to moral degradation and weakening religious commitment among children. Exposure to digital media influences children's behavior and value orientation. Parental supervision often becomes limited due to economic demands (Qosim & Mubarrok, 2024). Religious institutions serve as

alternative spaces for moral reinforcement. TPQ provides structured spiritual learning amid modern distractions. Islamic values transmitted through TPQ help children develop self-control and ethical awareness. Such contributions become increasingly important in contemporary society.

Non-formal Islamic education complements formal schooling by emphasizing character and spirituality. Formal education often prioritizes academic achievement over moral cultivation. TPQ focuses on faith-based values that shape children's attitudes and behavior. Spiritual learning strengthens emotional intelligence and empathy. Religious instruction encourages respect, honesty, and social responsibility. TPQ activities integrate worship practice into daily habits. This educational balance supports holistic child development.

The effectiveness of TPQ programs depends on teaching methods and educator commitment. Educators play a central role in transmitting spiritual values authentically. Teaching strategies influence children's engagement and understanding. Interactive religious activities enhance learning motivation. Role modeling becomes a powerful tool for spiritual formation. Consistent guidance supports internalization of religious values. TPQ educators therefore carry significant responsibility.

Community participation contributes significantly to the success of TPQ programs. Parental support reinforces religious learning at home. Social cooperation strengthens program continuity. Cultural acceptance encourages children's active involvement. Collective responsibility nurtures a supportive learning environment. Community-based education aligns with local values and traditions. TPQ benefits from such collaborative engagement.

Spiritual education aims to develop inner awareness rather than mere ritual practice. Understanding religious meaning fosters sincere worship. TPQ learning encourages reflection and moral consciousness. Spiritual formation influences behavior in social interactions. Religious values guide children toward positive life choices. Faith-based education supports resilience against negative influences. TPQ plays a meaningful role in achieving these objectives (Anwar et al., 2022).

Research on TPQ highlights its contribution to religious character building among children. Existing studies emphasize TPQ effectiveness in Qur'anic literacy and moral education. Empirical evidence demonstrates positive behavioral outcomes. Spiritual learning enhances children's discipline and religious commitment. Community-based religious education remains relevant across generations. Further research provides deeper understanding of TPQ roles. Academic inquiry supports educational development (Hidayat & Malihah, 2023).

Local context influences the implementation of TPQ programs. Cultural background shapes teaching approaches and learning outcomes. Community traditions interact with religious values in educational practices. TPQ adapts instruction to local needs and conditions. Such contextualization strengthens learning relevance. Masjid-based TPQ reflects community identity. Local studies enrich educational discourse.

Spiritual education contributes to national character development goals. Religious values support social harmony and moral integrity. Non-formal institutions complement national education systems. TPQ supports government efforts in character education. Faith-based learning fosters responsible citizenship. Community religious education strengthens moral resilience. TPQ thus aligns with broader educational objectives (Anwar et al., 2022).

This study focuses on examining the role of Taman Pendidikan Al-Qur'an in fostering children's spiritual development at Masjid Al Ikhlas. Research explores educational practices and community involvement. Findings aim to contribute to Islamic education discourse. Practical implications support TPQ development strategies. Academic insights enrich non-formal education studies. This research emphasizes the importance of mosque-based spiritual education. The study ultimately highlights TPQ as a vital institution for nurturing children's spirituality.

Method

This study employed a qualitative research approach using a descriptive design to explore the role of Taman Pendidikan Al-Qur'an in fostering children's spiritual development at Masjid Al Ikhlas, Kota Bengkulu. The qualitative approach was selected to obtain an in-depth understanding of educational practices, interactions, and meanings constructed by participants in their natural setting. The researcher served as the primary instrument responsible for data collection, interpretation, and analysis. The research site was chosen due to its active TPQ program and strong community involvement in religious education. Participants were selected through purposive sampling to ensure relevance to the research objectives. Research subjects included TPQ teachers, children participating in TPQ activities, mosque administrators, and parents as supporting informants. Fieldwork was conducted over a period sufficient to achieve data saturation.

Data collection techniques consisted of non-participant observation, semi-structured interviews, and documentation analysis. Observation focused on learning activities, teaching methods, student participation, and spiritual practices implemented during TPQ sessions. Interviews were conducted to capture participants' perspectives regarding spiritual guidance, educational goals, and program effectiveness. Documentation included lesson schedules, learning materials, attendance records, and photographs of TPQ activities. Data sources were classified into primary and secondary categories to enhance credibility. Multiple techniques allowed cross-checking of information across sources. This triangulated approach strengthened the depth and accuracy of the findings.

Data analysis followed an interactive model involving data reduction, data display, and conclusion drawing. Collected data were systematically organized, coded, and categorized according to emerging themes related to spiritual development and educational roles. Interpretation emphasized social, religious, and educational contexts surrounding TPQ activities. Trustworthiness of the data was ensured through credibility, transferability, dependability, and confirmability criteria. Techniques such as source triangulation, prolonged engagement, member checking, and reflective analysis were applied throughout the research process. An audit trail was maintained to document analytical decisions. These procedures ensured that the research findings were valid, reliable, and academically accountable.

Results & Discussion

1. The Role of Taman Pendidikan Al-Qur'an in Developing Children's Spiritual Values

Taman Pendidikan Al-Qur'an (TPQ) plays a significant role as a nonformal educational institution that contributes to the spiritual development of children (P. Puspitasari et al., 2023). Its existence complements formal education by providing religious instruction that emphasizes moral formation and spiritual awareness. TPQ serves as a learning space

where children are introduced to Islamic teachings through structured and age-appropriate activities. The educational orientation of TPQ focuses on nurturing faith, devotion, and ethical behavior from an early age. Spiritual values instilled through TPQ are expected to shape children's attitudes toward religion and daily life practices. Such values function as foundational elements for character building in childhood. The role of TPQ becomes increasingly relevant amid social changes that challenge moral development.

Spiritual development in childhood represents a crucial phase that influences long-term religious attitudes and behavior. Children at this stage demonstrate high receptivity to value internalization through habituation and modeling. Religious education provided during early years contributes to the formation of spiritual sensitivity and moral consciousness. TPQ facilitates this process by creating a learning environment rooted in Islamic values. Educational activities emphasize not only cognitive understanding but also emotional and behavioral aspects of spirituality. Repetition of religious practices encourages children to internalize values through consistent experience. This process supports the development of spiritual identity from a young age (Hidayah, 2022).

The learning system applied in TPQ prioritizes gradual and continuous guidance. Qur'anic reading skills are introduced alongside moral lessons derived from Islamic teachings. Instructional materials are designed to align religious knowledge with practical application. Children are guided to understand the meaning of worship beyond ritual performance. Spiritual awareness is developed through daily religious routines practiced collectively. Such routines strengthen emotional bonds between children and religious values. The educational structure reinforces spirituality as an integral part of everyday life.

Teachers in TPQ hold a strategic position in shaping children's spiritual growth. Their role extends beyond delivering material to serving as moral exemplars. Personal conduct displayed by teachers influences children's attitudes toward religious practice. Teaching methods emphasize patience, compassion, and consistency to create a supportive learning atmosphere. Interactions between teachers and students foster trust and emotional security. Spiritual values are conveyed through both verbal instruction and observed behavior. This approach enhances the effectiveness of value internalization among learners (MAHMUD & ROSMIATI, 2024).

Learning activities at TPQ incorporate various pedagogical strategies to maintain children's engagement. Qur'anic recitation sessions are combined with storytelling, memorization, and guided practice. Stories of prophets and Islamic figures provide moral lessons that resonate with children's experiences. Such narratives encourage reflection on ethical behavior and spiritual responsibility. Practical worship guidance strengthens understanding through direct application. Collective activities cultivate a sense of belonging and shared religious identity. These strategies contribute to holistic spiritual development.

The mosque environment provides a meaningful context for spiritual education. Religious spaces create an atmosphere that supports reverence and reflection. Children become familiar with places of worship through routine participation. Exposure to mosque activities enhances spiritual sensitivity and respect for sacred spaces. The physical setting reinforces the seriousness of religious learning. Spiritual experiences gained in such environments leave lasting impressions. This context strengthens the internalization of religious values (Amdini & Jinan, 2021).

Parental involvement contributes significantly to the success of spiritual education at TPQ. Support from families reinforces religious values learned in educational settings. Consistency between home and TPQ practices strengthens value internalization. Communication between teachers and parents ensures alignment of educational goals. Parents play a role in encouraging discipline and religious habits. Shared responsibility enhances children's spiritual development. Collaboration creates a comprehensive support system for moral formation (Nisa & Khoiri, 2023).

Spiritual values cultivated through TPQ influence children's social behavior. Respect, honesty, and responsibility emerge as visible outcomes of religious education. Children demonstrate improved attitudes toward peers and elders. Ethical awareness develops through continuous guidance and reinforcement. Social interactions become guided by moral considerations rooted in religious teachings. Such outcomes reflect the effectiveness of TPQ in character formation. Spiritual education contributes to harmonious social relationships.

Habituation serves as a core strategy in developing children's spirituality. Repeated practice of religious activities fosters familiarity and discipline. Daily routines strengthen commitment to worship and moral conduct. Gradual internalization occurs through consistent exposure to values. Habituation transforms religious practices into meaningful personal experiences. This approach ensures sustainability of spiritual behavior. TPQ provides a structured setting for such habituation processes (Liana & Sahri, 2020).

Moral discipline emerges as an important dimension of spiritual development. Religious rules introduced through education guide behavior and self-control. Children learn boundaries that regulate actions and attitudes. Instruction emphasizes accountability before God as a moral principle. Awareness of religious responsibility strengthens ethical decision-making. Discipline cultivated through spiritual education shapes positive character traits. TPQ supports this process through consistent guidance.

Evaluation of spiritual development in TPQ emphasizes qualitative observation rather than numerical measurement. Behavioral changes serve as indicators of value internalization. Teachers observe consistency in worship practices and moral conduct. Progress is assessed through participation and attitude development. Reflection on daily behavior provides insight into spiritual growth. This approach aligns with the nature of spiritual education. Evaluation focuses on long-term character formation.

Challenges in implementing spiritual education require adaptive strategies. Differences in children's backgrounds influence learning responses. Limited instructional resources may affect program effectiveness. Teachers address these challenges through creativity and flexibility. Contextual approaches ensure relevance to children's daily experiences. Continuous improvement strengthens program implementation. Adaptation supports sustainability of spiritual education (Hidayat & Kuswanto, 2024).

The role of TPQ extends beyond individual development to community impact. Spiritual education contributes to shaping morally responsible future generations. Children educated through TPQ carry values into broader social contexts. Community involvement enhances collective awareness of religious education importance. TPQ becomes a center for moral reinforcement within society. This role strengthens social cohesion grounded in shared values. Spiritual education supports community resilience.

TPQ functions as a vital institution in nurturing children's spiritual values. Educational practices integrate faith, worship, and moral guidance systematically. Spiritual development achieved through TPQ influences behavior and identity formation. Religious values become embedded through consistent instruction and modeling. Such outcomes highlight the relevance of TPQ in contemporary society. Spiritual education

provided by TPQ supports holistic child development. The role of TPQ remains essential in shaping spiritually grounded individuals.

2. Spiritual Development Practices Implemented through Taman Pendidikan Al-Qur'an at Masjid Al Ikhlas

Spiritual development practices at Taman Pendidikan Al-Qur'an (TPQ) Masjid Al Ikhlas are designed to foster religious awareness among children through structured nonformal education. Educational activities emphasize internalization of Islamic values rather than mere ritual performance. Learning programs aim to shape faith, devotion, and moral responsibility from an early age. Religious instruction is organized systematically to suit children's cognitive and emotional development. Spiritual education becomes an integral component of daily learning routines. Such practices contribute to the formation of a strong religious foundation. TPQ functions as a supportive environment for nurturing spiritual growth.

Religious learning at TPQ Masjid Al Ikhlas focuses on Qur'anic literacy as a primary medium for spiritual formation. Children are guided to recognize Arabic letters, recite verses correctly, and gradually understand basic meanings. Qur'anic learning encourages discipline, patience, and perseverance. Spiritual sensitivity develops through regular engagement with sacred texts. Recitation activities foster emotional attachment to the Qur'an. Continuous exposure strengthens reverence toward divine teachings. This practice establishes spirituality as a lived experience (Al Manaanu et al., 2024).

Worship guidance constitutes a central aspect of spiritual development practices. Instruction includes daily prayers, ablution procedures, and basic Islamic rituals. Children receive practical demonstrations followed by guided repetition. Understanding worship as a meaningful act is emphasized rather than mechanical execution. Religious routines promote consistency and responsibility. Collective worship builds communal awareness and discipline. Such practices enhance spiritual consciousness through experiential learning.

Habituation represents a key strategy applied in TPQ Masjid Al Ikhlas. Repeated religious activities create familiarity and internal commitment. Children gradually adopt worship routines as part of daily life. Moral discipline develops through structured religious schedules. Habituation strengthens consistency in religious behavior. Spiritual values are reinforced through daily practice rather than verbal instruction alone. This method ensures sustainability of spiritual growth (Nisa & Khoiri, 2023).

Moral education is integrated into every learning activity at TPQ. Instruction highlights values such as honesty, respect, obedience, and empathy. Ethical lessons are delivered through storytelling and daily interactions. Moral messages are contextualized within children's social experiences. Behavioral guidance supports the application of spiritual values. Character development emerges through continuous reinforcement. Moral formation becomes inseparable from spiritual education.

The role of teachers remains crucial in implementing spiritual development practices. Educators act as role models whose behavior influences learners significantly. Personal conduct reflects the values taught during lessons. Instruction emphasizes compassion, patience, and consistency. Teacher-student relationships foster emotional security and trust. Spiritual messages are conveyed through actions as well as words. Exemplary behavior strengthens the effectiveness of spiritual education (N. Puspitasari & Yusuf, 2022).

The mosque environment provides a meaningful setting for spiritual learning activities. Sacred spaces cultivate reverence and spiritual awareness. Children become accustomed to religious atmospheres through regular presence. Religious architecture reinforces respect for worship practices. Learning within a mosque enhances emotional engagement. Spiritual experiences gained in such settings remain memorable. The environment supports holistic spiritual development.

Group activities play an essential role in spiritual practice implementation. Collective recitation encourages cooperation and shared responsibility. Group worship nurtures discipline and mutual respect. Peer interaction strengthens motivation to participate actively. Social learning reinforces religious values through observation. Collective experiences foster unity and belonging. Group-based practices enhance spiritual engagement (M. Azizah et al., 2023).

Parental involvement supports the effectiveness of spiritual development programs. Home reinforcement strengthens values learned at TPQ. Communication between teachers and parents ensures educational alignment. Parental encouragement increases children's motivation. Religious habits practiced at home complement institutional guidance. Shared responsibility enhances spiritual outcomes. Collaboration strengthens continuity of learning.

Evaluation of spiritual development focuses on behavioral observation. Progress is identified through consistency in worship practices (Septantiningtyas et al., 2024). Attitude changes indicate value internalization. Teachers monitor participation and discipline. Reflection provides insight into children's spiritual growth. Qualitative assessment aligns with spiritual education objectives. Evaluation prioritizes long-term character formation.

Challenges encountered during implementation require adaptive strategies. Differences in children's religious backgrounds influence learning pace. Limited instructional resources may affect activity variation. Teachers respond through creativity and flexibility. Contextual approaches maintain relevance to learners' experiences. Continuous adjustment improves program effectiveness. Adaptation ensures sustainability of practices.

Spiritual development practices contribute to positive social behavior among children. Respectful interaction reflects internalized values. Responsibility emerges through religious discipline. Empathy develops through moral instruction. Social harmony benefits from spiritual awareness. Religious education shapes ethical conduct. Such outcomes demonstrate program effectiveness.

Community involvement strengthens spiritual education implementation. Religious activities connect TPQ with surrounding society. Community support enhances program sustainability. Social interaction reinforces collective values. TPQ functions as a moral center for children. Community engagement amplifies educational impact. Spiritual practices extend beyond institutional boundaries.

Overall, spiritual development practices at TPQ Masjid Al Ikhlas demonstrate a comprehensive educational approach. Religious instruction integrates faith, worship, and morality systematically. Habituation and modeling reinforce value internalization. Educational activities align with children's developmental needs. Spiritual growth influences behavior and identity formation. Such practices affirm the relevance of TPQ in nonformal education. TPQ Masjid Al Ikhlas plays a vital role in nurturing spiritually grounded children.

Conclusion

The findings indicate that spiritual development practices implemented through Taman Pendidikan Al-Qur'an at Masjid Al Ikhlas play a significant role in shaping children's religious awareness, moral character, and worship discipline. Spiritual education is carried out through structured Qur'anic learning, worship guidance, habituation, moral instruction, and exemplary conduct demonstrated by teachers. Learning activities emphasize internalization of values rather than ritual performance alone, allowing children to develop meaningful spiritual understanding. The mosque environment, group activities, parental involvement, and community support contribute to the effectiveness of these practices. Observed behavioral changes reflect increased consistency in worship, respectful social interaction, and moral responsibility. These outcomes confirm that Taman Pendidikan Al-Qur'an serves as a vital nonformal educational institution for nurturing spiritually grounded children and reinforcing Islamic values within everyday life.

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