



Building Early Religious and Moral Foundations through Al-Qruan Education Park (Study on TPQ Al-Hasanah, Tinjomoyo Village, Semarang City)

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Abstract. Education is a fundamental aspect in shaping the future generation of the nation, including in overcoming social problems such as ignorance and poverty. Through formal, non-formal, and informal education, individuals can develop their quality and capacity, including in terms of morals and religious values. Al-Hasanah Al-Qur'an Education Park (TPQ) in Semarang is one of the non-formal education institutions that aims to instill moral and religious values from an early age. This study uses a qualitative design to analyze teaching methods, parents' roles, challenges and solutions in the learning process at TPQ Al-Hasanah. Data were collected through direct observation, interviews with teachers, students and parents, and related documentation. The results show that teaching methods such as collective recitation of prayers, recitation of the Qur'an, and memorization of short surahs, accompanied by emotional support and parental involvement, are essential for the effectiveness of the learning process. However, challenges such as limited facilities, student absenteeism, and lack of parental support need to be addressed through the implementation of clear teaching methods, improved teacher competencies, and improved facilities. This research is expected to make a significant contribution to understanding the effectiveness of religious and moral learning programs and provide suggestions for improving the quality of education at TPQ Al-Hasanah.

Keywords: Religion, Moral, Al-Qur'an Education Park (TPQ).

Abstrak. Pendidikan merupakan aspek fundamental dalam membentuk generasi masa depan bangsa, termasuk dalam mengatasi masalah sosial seperti kebodohan dan kemiskinan. Melalui pendidikan formal, non-formal, dan informal, individu dapat mengembangkan kualitas dan kapasitasnya, termasuk dalam hal moral dan nilai-nilai religius. Taman Pendidikan Al-Qur'an (TPQ) Al-Hasanah di Semarang merupakan salah satu institusi pendidikan non-formal yang bertujuan untuk menanamkan nilai-nilai moral dan religius sejak usia dini. Penelitian ini menggunakan desain kualitatif untuk menganalisis metode pengajaran, peran orang tua, tantangan, dan solusi dalam proses belajar di TPQ Al-Hasanah. Data dikumpulkan melalui observasi langsung, wawancara dengan guru, siswa, dan orang tua, serta dokumentasi terkait. Hasil penelitian menunjukkan bahwa metode pengajaran seperti bacaan kolektif doa, tilawah Al-Qur'an, dan hafalan surah pendek, diiringi dengan dukungan emosional dan keterlibatan orang tua, sangat penting untuk efektivitas proses pembelajaran. Namun, tantangan seperti fasilitas yang terbatas, ketidakhadiran siswa, dan kurangnya dukungan orang tua perlu diatasi melalui penerapan metode pengajaran yang jelas, peningkatan kompetensi guru, dan perbaikan fasilitas. Penelitian ini diharapkan dapat memberikan kontribusi signifikan untuk memahami efektivitas program pembelajaran religius dan moral serta memberikan saran untuk meningkatkan kualitas pendidikan di TPQ Al-Hasanah.

Kata kunci: Agama, Moral, Taman Pendidikan Al-Qur'an (TPQ).

1. BACKGROUND

Education is fundamental in shaping the next generation of the nation. Through education, it can alleviate various problems in society such as ignorance and poverty to achieve a prosperous life. Education runs through various programs formally, non-formally and informally. Education is useful for developing the quality and capacity of each individual.

An important aspect of education is developing morality, which includes norms and religious values. The aspect of religious values is the basis of knowledge related to religious teachings, knowledge that is applied in life followed by moral values that become customs in society. The relevance of religious and moral values cannot be separated because of their close ties.

Early planting of religion and morals needs to be done to equip children to be better prepared to face problems and prevent deviation. Many young children deviate from moral and religious norms. Deviations committed by children include cases of student brawls, bullying, sexual harassment, and drinking. This is a reflection for all elements of the nation, why the behavior of the nation's children does not imitate Indonesian cultural customs and increasingly deviates away from Islamic values. Efforts need to be started from the role of parents.

All parents must want their children to have good morals so that they educate their children so that they do not become humans who fall into bad things. Providing positive activities for their children is the main goal of parents so that they do not do negative things. One of the efforts made by parents is by including children in the activities of the Al-Qur'an Education Park.

Al-Qur'an Education Park is a non-formal institution created in a community environment aimed at providing Al-Qur'an learning from an early age. TPQ is a form of religious service specifically designed for Muslim children and adolescents. The Koran is the most important learning to be taught from all sources of knowledge, because in it discusses various things that exist in the universe. The Al-Qur'an education park is also useful to facilitate children in learning to memorize prayers in worship, recognize hijaiyah letters and also understand good and correct punctuation.

Through non-formal education, children will be more happy with the lessons. By feeling happy, children will be more eager to learn, making it easier for teachers to instill moral values to their students. So that children will be able to behave well in everyday life. The cultivation of moral values is widely applied in non-formal educational institutions. One of the institutions that implements the cultivation of moral values is TPQ Al-Hasanah.

TPQ Al-Hasanah is an educational institution with an operational license from the Ministry of Religion of Semarang City. TPQ Al-Hasanah is located on Jalan Karangrejo Selatan RT 02 RW 03 Tinjomoyo Village, Banyumanik Semarang Sub-district. TPQ Al-Hasanah implements a moral learning system based on religion. Learning activities at TPQ Al-Hasanah are carried out in a week, namely Monday to Friday and take place from 16.00

to 17.00 WIB. TPQ Al-Hasanah not only teaches students how to read the Koran and tajweed, but also instills religious values concerning faith, worship, and morals. Religious values are important to instill in children because building a strong foundation in children must start early. Looking at the current era, there are so many deviations, especially in the world of children, therefore instilling religious and moral values is very important to be used as a guide to life to seek happiness in this world and the hereafter.

Based on the above problems, researchers are interested in researching how the teaching methods are carried out at TPQ Al-Hasanah, the role of parents in supporting the learning process at TPQ Al-Hasanah, and challenges during learning activities and solutions in facing challenges at TPQ Al-Hasanah.

2. METHODS

This research aims to find out how Al-Hasanah Al-Qur'an Education Park (TPQ) builds religious and moral foundations in early childhood in Tinjomoyo Village, Semarang City. This study uses a qualitative design to obtain in-depth and descriptive data about the process of learning religion and morals at TPQ Al-Hasanah. The research method involves direct observation at TPQ Al-Hasanah, interviews with teachers, students, and parents, and documentation related to learning at TPQ.

The data obtained were then analyzed descriptively qualitatively to get a more in-depth picture of the religious and moral learning process. Triangulation is used to ensure data validity by comparing results from various sources. Direct observation helped to understand the learning activities and interactions between teachers and students, while interviews provided further information about their experiences and perceptions of the learning program.

The results of this study are expected to make a significant contribution in understanding the effectiveness of religious and moral learning programs at TPQ Al-Hasanah. Thus, this study can provide useful suggestions for educational institutions and teachers to improve the quality of learning and maximize children's potential in developing moral and religious values.

3. LITERATURE REVIEW

The literature review contains a systematic explanation of the results of previous studies that are relevant to the research to be carried out. This review can support the author in expanding references and understanding of the research topic to be raised. Some previous studies related to this research topic include:

First, research conducted by Murzal and Nurdiana in an article entitled “Upaya Guru dalam Penanaman Nilai Keagamaan Pada Anak di TPQ Saprul Aziz Assuja NWDI Perempung”. This research focuses on identifying and analyzing the teacher's efforts in instilling religious values in children at TPQ Saprul Aziz Assuja NWDI Perempung. This research uses a descriptive qualitative approach. Data were collected through observation, interviews, and documentation. The data analysis technique used is Miles and Huberman analysis, which includes data reduction, data presentation, and conclusion drawing. The results of this study indicate that the teacher's efforts in instilling religious values in children at TPQ Saprul Aziz Assuja NWDI Perempung are very important and involve various aspects of education. Although there are challenges, with the right support, this process can run well and have a positive impact on children's spiritual development (Murzal, Nurdiana., 2022).

Second, research conducted by Novan Auliyassalam and Farid Pribadi in an article entitled “Konstruksi Orang Tua Tentang TPQ Sebagai Pembentukan Moral Anak di Kelurahan Kepanjen, Jombang”. The focus of the study in this research is to analyze parents' construction of the Al-Qur'an Education Park (TPQ) as a means of shaping children's morals in Kepanjen Village, Jombang. This research aims to understand how parents interpret the existence of TPQ in the context of moral education and childcare, and how TPQ plays a role in providing deeper religious education for their children. The method used in this study is a qualitative method. This research adopts the perspective of social construction theory and uses data collection techniques such as interviews, observation, and documentation. The results of the study show that the phenomenon of parents' construction of TPQ for children can be seen through the meaning of actions taken by individuals towards the environment and aspects outside themselves. The research found that parents choose TPQ as an additional means of Islamic education for their children, which helps in parenting and moral development of children. The results of externalization activities produce an objective reality related to parents' decisions in choosing TPQ, which is considered important to support children's moral and religious education (Novan Auliyassalam et al., 2023).

Third, research conducted by Ida Windi Wahyuni in an article entitled “Penerapan Nilai-Nilai Moral pada Santri TPQ Al-Khumaier Pekanbaru”. The focus of the study is the application of moral values to the students of TPQ Al-Khumaier Pekanbaru, as well as the obstacles faced in its application and the solutions sought to overcome these obstacles. The research method used in this study is a qualitative approach with a case study method. The qualitative approach produces descriptive data in the form of written or spoken words from people or observed behavior. The source of respondents in this study were the teachers and administrators of TPQ Al-Khumaier Pekanbaru, and data collection was carried out through observation, interviews, and documentation. The results showed that the implementation of the TPQ Al-Khumaier program had a great influence on the development of students' moral values. The application of moral values has been practiced through activities, habituation process, and modeling from teachers. However, there are several obstacles in its application, such as the duration of meeting time, socialization outside TPQ, and the influence of social media at home and the environment around students (Ida Windi Wahyuni, 2018).

Fourth, research conducted by Rosyida Nurul Anwar in an article entitled “Pendidikan Al-Qur'an (TPQ) sebagai Upaya Membentuk Karakter pada Anak”. The focus of the study is the implementation of the Anwarul Qulub TPQ education program in the context of instilling children's character education in the Sidorejo environment, obstacles in the implementation of the Anwarul Qulub TPQ program and how to overcome various obstacles that exist during the implementation of the education program. The research method used in this study is descriptive qualitative type. Data collection techniques were carried out by means of observation, interviews, and documentation. The results showed that the program was implemented in character education efforts through teaching in-depth reading of the Quran, memorization of juz amma letters, interpretation of Quranic verses, hadith and Arabic aphorisms (Mahfuzhat) (Anwar, Rosyida N. 2018).

Fifth, research conducted by Vika Rahmatika in an article entitled “Implementasi Nilai-nilai Moderasi Beragama dalam TPQ melalui Kegiatan Mengaji Al-Qur'an di TPQ Nurul Khikmah”. The focus of the study is the implementation of religious moderation values through Qur'an recitation activities at TPQ Nurul Khikmah, one of the TPQs located in Pasir Lor Village, Karanglewas District. The research method used in this research is qualitative. data collection is done by observation and by interviewing the ustadz or teacher at TPQ Nurul Khikmah. The results showed that through the Qur'an recitation activities carried out at TPQ Nurul Khikmah, it can build religious understanding for children or

TPQ students to become more moderate and can strengthen religious moderation since childhood. Teaching and Quran recitation activities at TPQ to build awareness that leads to and reflects the values of religious moderation by requiring habituation and exemplary (Rahmatika, Vika. 2022).

4. RESULT AND DISCUSSION

Teaching methods used at TPQ Al-Hasanah

The teaching methods described above can be seen as a comprehensive approach to instilling religious values and practices in children. The strategies focus on repetition, collective participation, and consistent practice to ensure that the children not only learn but internalize important religious teachings. Here's an analysis of the methods used:

1. **Collective Recitation of Daily Prayers and Sholawat (Twice a Week)**

Objective: The primary goal of this method is to help children easily understand, memorize, and recall the prayers and sholawat (praises to the Prophet) that they recite together.

Method: By reciting prayers collectively twice a week, the children are exposed to a rhythmic and communal learning environment. The repetition reinforces memory, while the group setting encourages participation and motivation. This method taps into the benefits of auditory learning and the social aspect of communal activities, which can enhance memory retention and understanding.

Outcome: Children are expected to develop a stronger connection with the prayers, leading to better memorization and comprehension. The communal aspect also builds a sense of belonging and shared religious practice among the children.

2. **Listening and Reciting Al-Qur'an and Iqro' (Three Times a Week)**

Objective: The aim here is to improve the children's understanding and fluency in reciting the Qur'an and Iqro' by engaging them in focused listening and recitation sessions.

Method: Listening to and reciting the Qur'an and Iqro' three times a week provides regular exposure to the language and rhythm of the texts. This method emphasizes both auditory learning and oral practice, which are crucial for mastering the pronunciation and intonation of Qur'anic verses.

Outcome: Over time, children are expected to develop better pronunciation, increased fluency, and a deeper understanding of the meanings behind the verses

they recite. Regular practice in a supportive environment also boosts their confidence in reciting the Qur'an

3. Daily Recitation of Short Surahs at the End of TPQ Sessions

Objective: This practice is designed to help children memorize short surahs (chapters) from the Qur'an and instill a habit of daily prayer and recitation.

Method: By ending each TPQ (Taman Pendidikan Al-Qur'an) session with a collective recitation of short surahs, children are given a consistent, daily opportunity to reinforce their memorization. This method leverages daily repetition and the closing routine of the session to create a lasting impact on the children's memory.

Outcome: Children are likely to find it easier to memorize and retain the short surahs, and they will develop a habit of regular recitation. This method also reinforces the importance of daily prayer, helping children to internalize these practices as part of their daily lives.

The Role of Parents in Supporting the Learning Process at TPQ Al-Hasanah

Learning at the Al-Hasanah Al-Qur'an Education Park (TPQ) is an important part of religious education for children. In this context, the role of parents is a very significant factor in supporting the success of the learning process. Parents not only act as providers of physical and financial needs, but also as emotional supporters, motivators, and guides in children's religious activities. This role is very important to ensure that the religious values taught at TPQ can be internalized and applied in daily life by children.

One of the most influential forms of parental support is direct involvement in teaching and learning activities at TPQ. This involvement can be in the form of parents' presence when children participate in activities at TPQ, helping children in doing the tasks given by ustadz and ustadzah, and encouraging children to actively participate in every religious activity. With this kind of support, children will feel more motivated and get reinforcement in learning the Qur'an and other religious knowledge.

In addition to direct involvement, parents also have an important role in creating a conducive learning environment at home. This conducive environment can be achieved by providing special time for religious learning, reducing distractions that can divert children's attention, and providing adequate learning facilities. Parents can also organize their child's daily schedule so that it is balanced between academic activities, play time, and time to study religion. Thus, children can be more focused and serious in following the learning process at TPQ.

Emotional support from parents is also an important aspect. Encouragement, appreciation and motivation provided by parents can have a positive influence on children's enthusiasm for learning. Parents who consistently give praise for their children's achievements, both small and large, will help increase children's self-confidence and motivation to continue learning. Conversely, a lack of emotional support can make children feel less valued and potentially reduce their interest in learning religion.

In supporting the learning process at TPQ, parents are also expected to be role models for their children. Children tend to imitate their parents' behavior and habits. Therefore, parents who consistently practice worship, read the Qur'an, and show attitudes that are in accordance with Islamic values, will set a good example for their children. This good example will help children to more easily absorb and apply the knowledge they gain at TPQ in their daily lives.

Collaboration between parents and teachers at TPQ Al-Hasanah is also an important element in supporting the learning process. Parents are expected to establish good communication with ustadz and ustadzah to monitor their child's development. With effective communication, parents can find out their children's strengths and weaknesses in learning, so that they can provide support that is more specific and in accordance with the child's needs. In addition, good communication can also help solve problems that may arise during the learning process, so that children can learn more optimally.

However, in reality, there are still many parents who do not fully realize the importance of their role in supporting the learning process at TPQ. Some parents may assume that the responsibility of religious education is entirely in the hands of ustadz and ustadzah, so they tend to be less involved in their children's religious activities. This is certainly a challenge for the success of the learning process at TPQ. Therefore, efforts are needed to raise parents' awareness of the importance of their role in their children's religious education.

One way to raise this awareness is to conduct counseling and training programs for parents. These programs can take the form of seminars, workshops or group discussions that discuss the importance of parents' role in religious education, strategies to support the learning process and ways to create a conducive learning environment at home. By attending these programs, parents are expected to better understand their responsibilities and be more motivated to be actively involved in their children's religious education.

In addition, TPQ Al-Hasanah can also adopt a more inclusive approach in involving parents in learning activities. For example, by inviting parents to participate in certain religious activities at TPQ, such as joint recitation, social service activities, or religious competitions. Direct involvement in such activities will not only strengthen the relationship between parents and TPQ, but will also increase parents' involvement in their children's learning process.

On the other hand, the role of parents in supporting the learning process at TPQ is also influenced by factors such as education level, busy work, and economic conditions. Parents who have a higher level of education tend to be more aware of the importance of their role in their children's religious education and are better able to provide the necessary support. In contrast, parents with lower levels of education may feel less confident in assisting their children to learn religion, so they tend to leave the responsibility entirely to ustadz and ustadzah.

Busy work is also a factor that affects the level of parental involvement. Parents who work with busy schedules may find it difficult to provide special time for their children, especially when it comes to assisting with religious learning. This condition often causes parents to be less involved in TPQ activities and pay less attention to the development of their children's religious education. To overcome this, TPQ can provide flexible learning programs or alternative home learning that can be done by parents with busy schedules.

Overall, the role of parents in supporting the learning process at TPQ Al-Hasanah is very important and determines the success of children's religious education. The support provided by parents, whether in the form of direct involvement, the creation of a conducive learning environment, emotional support, and role modeling, will help children to more easily absorb and apply the religious knowledge they learn. Therefore, continuous efforts are needed to increase parents' awareness and involvement in supporting the learning process at TPQ. Thus, the religious education provided at TPQ Al-Hasanah can have a maximum positive impact on children's spiritual development.

Challenges Faced during Learning Activities at TPQ Al-Hasanah

While participating in learning activities at TPQ Al-Hasanah during KKN activities, there were several challenges faced. The following are some of the main challenges:

1. Limited Facilities and Resources

The facilities available at TPQ Al-Hasanah are still relatively simple. Limited classrooms, even the absence of classes, learning aids, and other facilities and infrastructure are challenges in creating a conducive learning environment. In addition, the limitations of additional materials also make the learning process less than optimal. The absence of classes is due to the limited space at TPQ Al-Hasanah and the teaching staff for TPQ children.

2. Attendance and Consistency of Learners

The attendance rate of students at TPQ Al-Hasanah is often inconsistent. Many factors influence this, such as parents' busy schedules, activities at formal schools, and other family activities. Frequent and inconsistent absences make the learning process disjointed and less than optimal. In addition, the absence of an attendance system at TPQ Al-Hasanah is also a problem, because TPQ activities for some parents and students are not compulsory activities, so they will object if attendance is held.

3. Different Backgrounds and Abilities of Learners

Learners at TPQ Al-Hasanah have diverse backgrounds and abilities, both in terms of formal education and religious knowledge. This difference is a challenge for teachers in developing learning methods and strategies that suit the needs of each individual, so that all students can understand the material well.

4. Limited Learning Time

The time allocated for learning activities at TPQ Al-Hasanah is often limited, especially since students also have to divide their time with formal schools and other activities. This time limitation requires teachers to design learning activities that are compact and effective, without reducing the quality of the material taught. Activities at TPQ start at 4pm until 5pm, or only 1 hour, making it less optimal for students to absorb the material taught.

5. Lack of Support from Parents

Parents participation and support greatly influence the success of learning in TPQ. However, at TPQ Al-Hasanah, this support is still not optimal. Many parents leave religious education entirely to TPQ without providing reinforcement at home. This is a challenge in building a strong religious foundation from an early age.

By facing these challenges, there is a need for solutions and improvements to learning activities at TPQ Al-Hasanah to ensure that religious and moral education can be effectively instilled from an early age to students.

Solutions for Facing Challenges at TPQ Al-Hasanah

1. Applying Learning Methods

A learning activity will not run effectively if it is not supported by the application of clear and structured methods. Given that learning is a systematic and planned process, the lack of careful preparation and organization can interfere with the smooth delivery of material and student understanding. Therefore, it is very important for a teacher to apply certain learning methods that are in accordance with the objectives and learning needs of students.

One of the most common and still relevant methods in Qur'anic learning is the sorogan method. This method has long been used and proven effective in helping students learn the Qur'an well. In the sorogan method, the teacher gives special attention to each student individually. Students are asked to read the Qur'an, while the teacher listens carefully, corrects reading errors, and corrects the application of tajweed. This process is carried out alternately among the students in the recitation group.

With the application of the sorogan method, the teacher can not only ensure that each student reads the Qur'an correctly, but also provide more personalized and detailed guidance. This allows for timely corrections and encourages students to continue to improve. As a result, learning becomes more in-depth and meaningful, and helps students understand and memorize the Qur'an better.

2. Improving Teacher Quality and Competence through Training and Development

To improve the quality and competence of teachers, various ongoing training programs and directed professional development are carried out, including the latest teaching methods, which are currently very common, so that teaching methods are not only focused on the teacher. Interactive or interesting learning methods make children able to pay attention to the teacher properly and not just ignore it.

3. Conditioning Children According to Their Volumes

Conditioning children according to the volume they are studying is one of the effective solutions to overcome the challenges faced at TPQ Al-Hasanah. Difficulty in conditioning children is a common problem that often hinders the teaching and learning process. By dividing the children based on the volume or level of learning they are mastering, the teacher can more easily adjust the teaching method according to the ability and needs of each child. Not only does this make it easier for the teacher to manage the class, but it also ensures that each child receives the right attention and guidance according to their ability level. As a result, the learning process becomes more

structured, focused and effective, so that children can achieve a better understanding of the material being taught.

5. CONCLUSION

At TPQ Al-Hasanah, the teaching methods used include collective recitation of prayers and sholawat, listening to and reciting the Qur'an and Iqro', as well as reciting short surahs at the end of each session. These methods aim to help children understand and memorize religious teachings effectively through repetition, collective participation and regular practice. Parents' involvement is crucial in supporting this learning process, whether through direct attendance, creation of a conducive learning environment, emotional support, and being a good role model. However, challenges such as limited facilities, inconsistent student absenteeism, differences in students' backgrounds and abilities, limited learning time, and lack of parental support hinder the effectiveness of the learning process. Solutions to overcome these challenges include implementing clear and structured teaching methods, improving the quality of teachers through training and adapting teaching methods to students' ability levels. Parental support and improvements in facilities and teaching methods will enhance the quality of religious education at TPQ Al-Hasanah, ensuring children's optimal spiritual development.

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