

STRENGTHENING THE PEDAGOGICAL COMPETENCE OF TEACHERS AT TAMAN PENDIDIKAN AL-QUR'AN (TPQ) (QUR'ANIC EDUCATIONAL PROGRAM) THROUGH A SUSTAINABLE DEVELOPMENT PROGRAMS IN SOUTHERN PURWOKERTO REGION

Sutrimo Purnomo^{1*}, Novi Mulyani², Munjin³, Muh. Hanif⁴, Windhariyati Dyah Kusumawanti⁵, Khafifatul Fian⁶, Umi Khomsiyatun⁷

^{1,2,3,4,5,6,7}Fakultas Tarbiyah dan Ilmu Keguruan, UIN Prof. K.H. Saifuddin Zuhri Purwokerto

^{1*}trimo@uinsaizu.ac.id

Article History:

Received: 26-03-2025

Revised: 10-04-2025

Accepted: 12-04-2025

Keywords: *Strengthening, Pedagogical Competence, TPQ, Sustainable Development.*

Abstract:

This study aims to analyze the pedagogical competence of teachers at Taman Pendidikan Al-Qur'an (TPQ) or the Qur'anic Educational Program in the Southern Purwokerto Region using a Community-Based Research (CBR) approach through four stages: foundation laying, planning, data collection and analysis, and action through Focus Group Discussions (FGD). The initial stage revealed that only 28% of TPQ teachers demonstrated sufficient competence in learning management, while 52% were categorized as suboptimal. Regarding the use of strategies and teaching methods, only 39.6% of teachers exhibited adequate competence, whereas 48.4% lacked these skills. The second stage involved implementing a pedagogical competence enhancement program, which included planning, training in learning management, strengthening teaching strategies and methods, and providing mentoring during implementation. Subsequent evaluation through FGDs demonstrated a significant improvement in the pedagogical competence of TPQ teachers. Competence in learning management increased to 61.2%, while competence in utilizing teaching strategies and methods rose to 72.2%.

INTRODUCTION

Education is an essential learning process for humans. Currently, many educators and parents are emphasizing the importance of character education, especially for children as the nation's future generation under parental guidance during their developmental phases. Instilling positive values in children and adolescents is thus a critical step in shaping religious character. As a result, behaviors embodying the qualities of Prophet Muhammad (peace be upon him), such as *amanah* (trustworthiness), *tabligh* (conveyance), *sidiq* (truthfulness), and *fathonah* (intelligence), can be fostered, one of which is through Qur'anic education (Anwar, 2021: 44-50). The importance of Qur'anic education for children was highly emphasized by Prophet Muhammad (peace be upon him). The aim is to develop a strong faith in children, instilling the belief that there is no God but Allah as the only entity worthy of worship and understanding that the Qur'an is His divine revelation containing guidance for humanity (Basa'ad, 2016: 594-599).

Qur'anic education for children aims to instill the values embedded in the Qur'an, build a lifelong love for it, exemplify the noble character it teaches, and practice its commands while avoiding its prohibitions. Consequently, Qur'anic education becomes a fundamental aspect of

Islamic education, as it helps individuals understand their responsibilities as Allah's servants and apply religious practices in their daily lives (Rosi & Faliyandra, 2021: 36-53). In Indonesia, Qur'anic education has been regulated by the government as part of Qur'anic Educational Institutions (*Lembaga Pendidikan Al-Qur'an*). This is stated in Government Regulation No. 55 of 2007 on Religious Education and Religious Institutions and the Directorate General of Islamic Education Decree No. 91 of 2020 concerning Guidelines for the Implementation of Qur'anic Education. These institutions cover various types and levels, one of which is *Taman Pendidikan Al-Qur'an* (TPQ). TPQ is a non-formal Islamic educational institution that not only focuses on teaching Qur'anic reading but also provides basic Islamic religious education. Therefore, TPQ plays a vital role in shaping Indonesian youth with noble character through Islamic education.

Islamic education fundamentally aims to foster and develop human potential to fulfill their roles better as Allah's servants and as stewards on earth. This education significantly benefits children, particularly in enhancing their understanding of religion and developing the ability to read the Qur'an correctly and properly (Nabilah and Hidayah, 2022: 1913-1918). In practice, the management of TPQs faces numerous challenges, such as limited human resources, low teaching competence, poorly managed finances, suboptimal learning administration, inadequate educational promotion, and insufficient learning facilities (Haryanto, et al., 2022: 82-86). Research also reveals that TPQs encounter various challenges in terms of educational quality, teacher competence, curriculum management, educational financing, promotion strategies, and resource quality evaluation (Habibi, 2020: 130-145).

If these challenges are not seriously addressed, it will be difficult to improve the quality of education at TPQs, and inactive TPQs may emerge. In addition, TPQs play a crucial and fundamental role for the nation as a platform for introducing and instilling Qur'anic values in children from an early age (Amanullah & Sutarman, 2021). One solution to overcome these issues is implementing professional TPQ management covering all involved aspects. This approach aligns with research findings, including those of Hatta Abdul Malik (Malik, 2013: 387-404; Machali, 2014: 203-225; Aliwar, 2016: 21-37) who concluded that professional TPQ management is one of the determining factors for the success of TPQ implementation. Preliminary studies indicate that the challenges faced by TPQs are widespread across Indonesia, including in TPQs located in the Southern Purwokerto, Banyumas Regency. A survey of several TPQs in the region revealed various challenges in TPQ implementation, highlighting the needs that must be met and developed further, including the following:

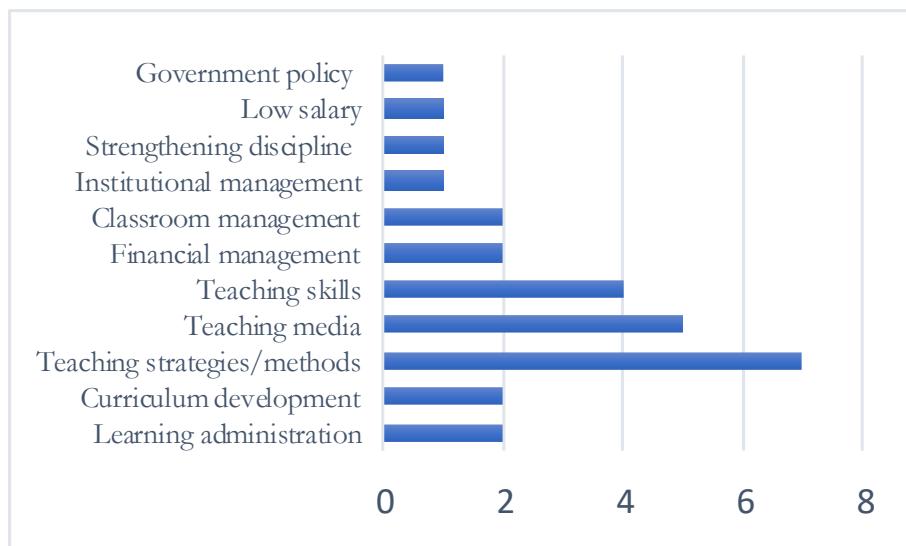


Figure Data on the Challenges in TPQ Management in Southern Purwokerto, Banyumas (Survey Results in Collaboration with Badko LPQ of South Purwokerto conducted in April-May 2024)

The findings above represent the mapping of challenges faced by 28 TPQs in the Southern Purwokerto District, highlighting the aspects that need to be developed to improve institutional quality. Among the 11 identified issues, the three primary problems are the development of teaching strategies/methods (7 TPQs), the development of learning media (5 TPQs), and the improvement of teaching skills (4 TPQs). Other issues include government policies on revoking the five-day school rule, low teacher remuneration, strengthening the discipline of students and teachers, and institutional management, each reported by one TPQ. Meanwhile, classroom management, financial management, curriculum development, and learning administration were identified by two TPQs.

Among these challenges, the ability of teachers to use and develop teaching strategies and methods emerged as the most prevalent and urgent issue for TPQs in Southern Purwokerto. Similar concerns related to teaching skills also received significant attention. Out of the 28 TPQs surveyed, 11 TPQs faced difficulties regarding teachers' abilities and skills in managing learning processes and applying appropriate teaching strategies or methods.

The issue of TPQ teachers' ability to use teaching strategies and methods aligns with research findings indicating the low quality of human resources among TPQ teachers, particularly in terms of pedagogical competence. This is due to the fact that TPQs often emerge from community initiatives, are independently managed by the community, and serve the community as well. Teachers frequently lack sufficient educational knowledge, especially regarding learning management. Consequently, these institutions are often run with minimal resources, and learning activities take place without comprehensive planning. This condition hinders institutions from adapting to ongoing developments. Nonetheless, the sincerity of TPQ teachers in educating students remains a notable and commendable characteristic. However, this dedication could be more effective if complemented by broader insights, expertise, and teaching skills to address contemporary challenges (Habibi, 2020: 130-145).

Based on the above description, the issue of weak pedagogical competence among TPQ teachers, particularly in Southern Purwokerto, needs to be addressed immediately. To that end, this community engagement project seeks to address this problem under the title

“Strengthening the Pedagogical Competence of Teachers at *Taman Pendidikan Al-Qur'an* (TPQ) (Qur'anic Educational Program) through a Sustainable Development Programs in the Southern Purwokerto Region”.

METHOD

The community engagement program to strengthen the pedagogical competence of teachers at *Taman Pendidikan Al-Qur'an* or TPQ (Qur'anic Educational Program) employed a Community-Based Research (CBR) approach (Jason & Glenwick, 2016). The stages of this engagement program included the following, the first stage was foundation laying, where researchers, in collaboration with Badko LPQ South Purwokerto, conducted a survey of TPQ teachers to identify institutional challenges and understand their needs for development. The second stage, engagement planning, included site assessments, participant monitoring, and supervision of planned activities. The third stage focused on data collection and analysis related to efforts in strengthening TPQ teachers' pedagogical competence. The fourth stage, action on findings, involved a Focus Group Discussion (FGD) on September 29, 2024, with representatives from 23 TPQs and Badko LPQ to evaluate the impact of mentoring and coaching activities, especially the practical implementation of teaching strategies and learning management in each institution.

RESULTS AND DISCUSSION

a. Pedagogical Competence of Teachers at *Taman Pendidikan Al-Qur'an* (TPQ) in the Southern Purwokerto Region

Prior to conducting training activities aimed at strengthening the pedagogical competence of TPQ teachers in the Southern Purwokerto region, the researchers conducted a preliminary study to gather data on the existing conditions and pedagogical competencies of these teachers. This step was essential to ensure that the program objectives could be measured and that improvements in pedagogical skills before and after the training could be observed.

The following are the initial findings concerning the understanding of TPQ teachers in the Southern Purwokerto region regarding pedagogical competence before the implementation of the program. The questions were classified into two aspects: general learning management and learning strategies/methods, as the following:

b. Aspect of Learning Management

In this aspect, several questions were posed to TPQ teachers in the Southern Purwokerto region, including:

- 1) Understanding of the objectives and benefits of learning management

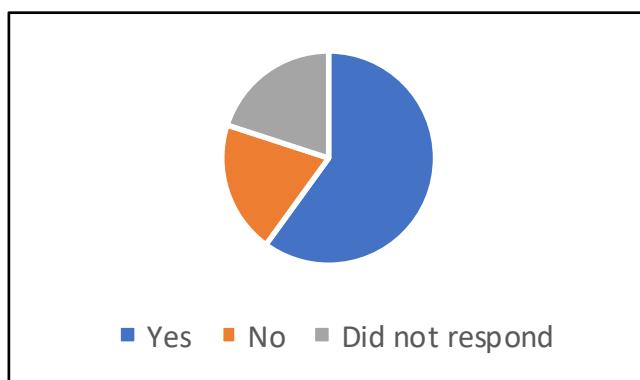
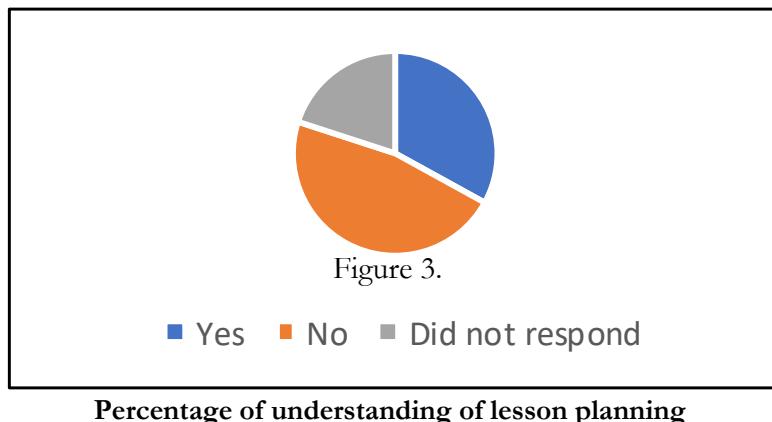


Figure Percentage of understanding of the objectives and benefits of learning management

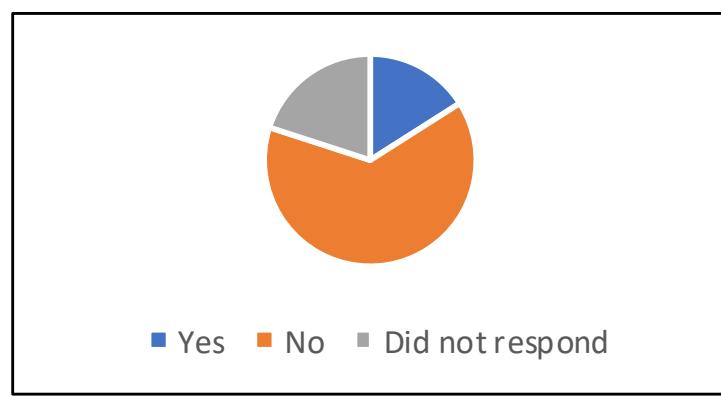
The figure above shows that most TPQ teachers already possessed understanding of the objectives and benefits of learning management. Out of 53 respondents, 31 answered "Yes," indicating they understood the objectives and benefits of learning management; 11 answered "No," indicating they lacked this understanding; and 11 did not respond. Thus, 60% of the TPQ teachers demonstrated understanding of the objectives and benefits of learning management, while 20% lacked this understanding, and the remaining 20% did not provide an answer. These findings suggest that before attending the training, most participants already had understanding of the objectives and benefits of learning management.

2) Understanding of lesson planning



The findings indicate that 33% of TPQ teachers (18 out of 53 respondents) reported having understanding of lesson planning, while 24 respondents (47%) stated that they did not have this knowledge, and 11 respondents (20%) did not answer. These results suggest that before the training, most participants lacked understanding of lesson planning and its components.

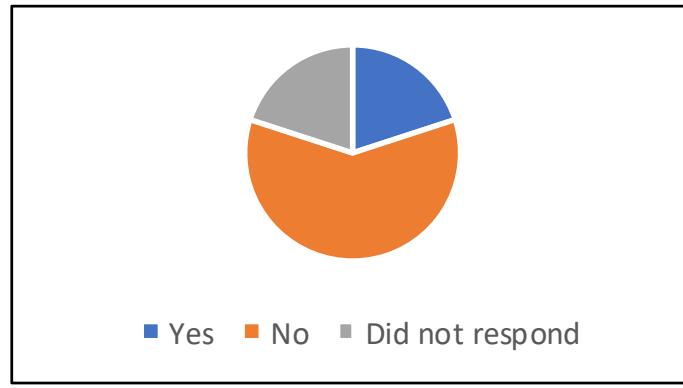
3) Understanding of the implementation of learning



The figure above illustrates that out of 53 respondents, only 8 respondents (16%) claimed to understand the concept of learning implementation, while 34 respondents (64%) indicated that they did not have this understanding, and 11 respondents (20%) did

not provide an answer. These findings suggest that prior to the training, most participants lacked an understanding of the concept of learning implementation.

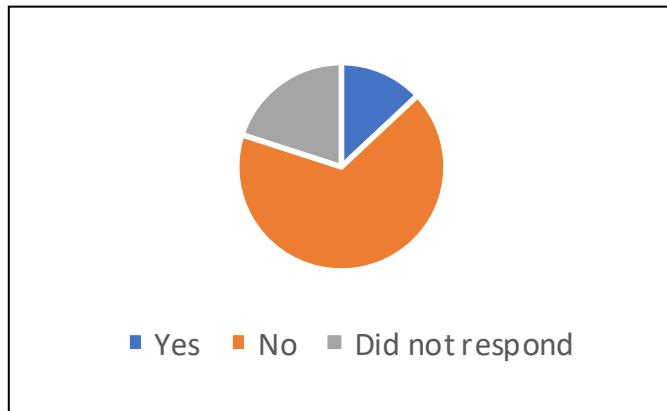
4) Understanding of learning evaluation



Percentage of understanding of learning evaluation

The data was gathered from 53 informants, it revealed that 11 respondents (20%) stated they had understood the learning evaluation, including the development of evaluation instruments. In contrast, 31 respondents (60%) indicated they did not understand, and 11 respondents (20%) did not respond. These findings indicate that prior to the training, most participants lacked understanding of learning evaluation, including the procedures for developing evaluation instruments.

5) Experience in developing lesson plans and evaluation instruments



Percentage of experience in developing lesson plans and evaluation instruments

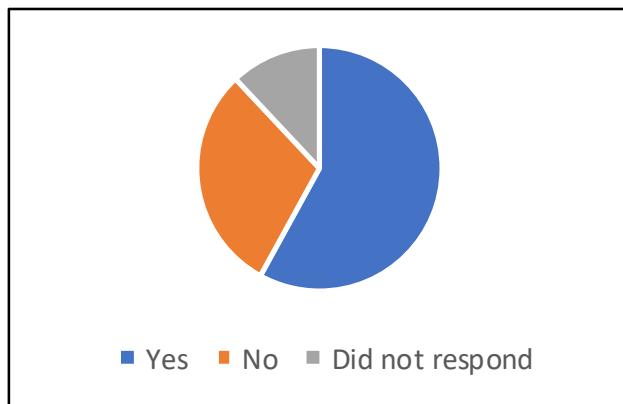
The findings reveal that out of 53 respondents, only 7 respondents (11%) reported having experience in developing lesson plans and evaluation instruments, while 35 respondents (67%) stated they had no such experience, and 11 respondents (20%) did not respond. These findings suggest that prior to the training, most participants lacked experience in developing lesson plans and evaluation instruments. The findings above are summarized in the following table:

6) Aspect of Mastery of Learning Strategies and Methods

To assess the initial knowledge and competence of TPQ teachers in the Southern Purwokerto region before training regarding learning strategies and methods, several

questions were managed. The responses served as preliminary findings for this community service project and can be described as follows:

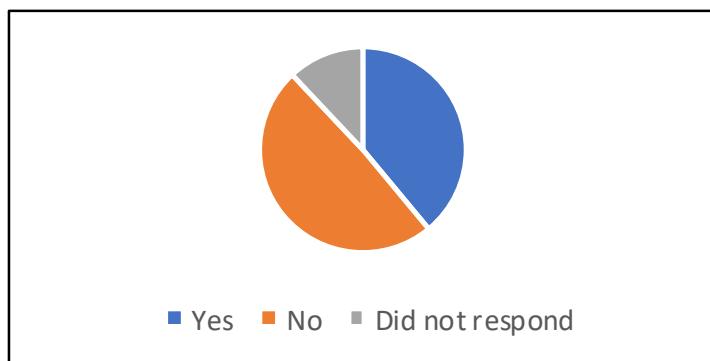
- a) Understanding of the Objectives and Benefits of Using Strategies and Methods in Learning



Percentage of understanding of the objectives and benefits of using learning strategies and methods

Out of 53 respondents, 31 (58%) indicated they had understanding of the objectives and benefits of using strategies and methods in learning, 16 respondents (30%) stated that they did not have such understanding, and the remaining 6 respondents (12%) did not provide an answer. These findings suggest that before participating in the training, most respondents already had some understanding of the objectives and benefits of using learning strategies and methods.

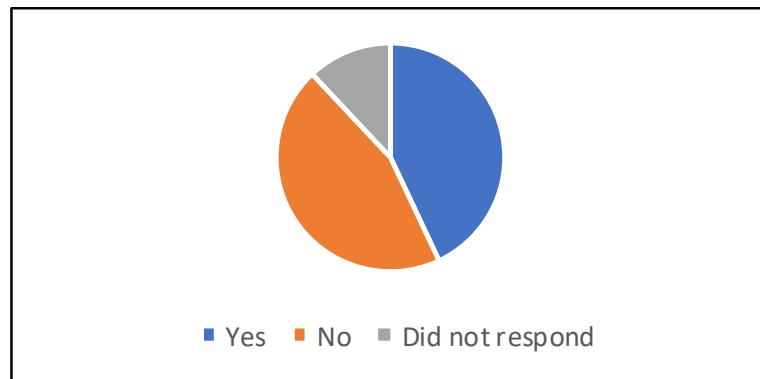
- b) Understanding of the Concept of Learning Strategies



Percentage of understanding of the concept of learning strategies

The findings show that 21 out of 53 respondents (39%) claimed to have understood the learning strategy concepts, while 26 respondents (49%) stated they lacked this understanding, and 6 respondents (12%) did not provide an answer. Based on these results, it can be concluded that before the training, a larger proportion of participants did not have an understanding of learning strategy concepts.

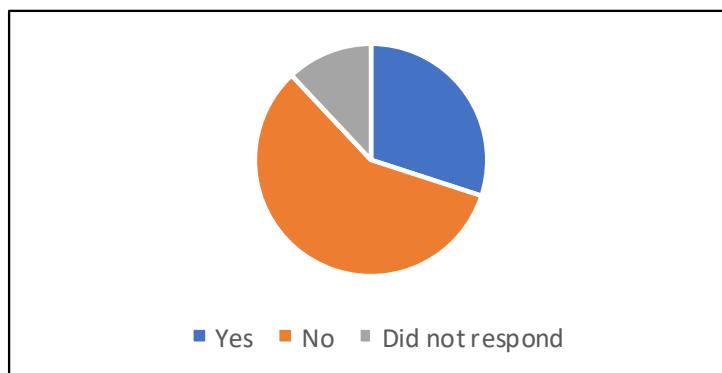
c) Understanding of the Concept of Learning Methods



Percentage of understanding of the concept of learning methods

The findings indicate that 23 out of 53 respondents (43%) reported having understanding of the learning methods, 24 respondents (45%) stated they did not possess such understanding, and 6 respondents (12%) did not provide the answer. This suggests that prior to the training, a significant portion of participants had limited understanding of learning method concepts.

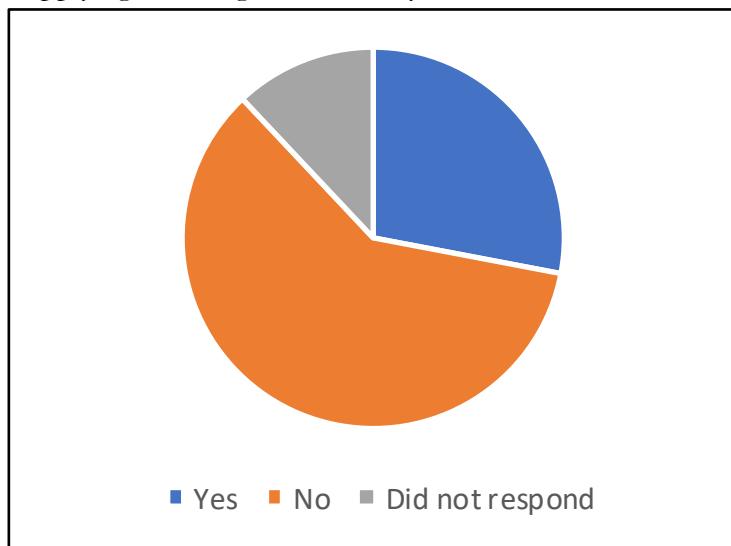
d) Understanding of Learning Methods Beyond Lectures and Demonstrations



Percentage of understanding of learning methods beyond lectures and demonstrations

The data show that 16 out of 53 respondents (30%) had understanding of the learning methods other than lectures and demonstrations, while 31 respondents (58%) stated they did not know about such methods, and 6 respondents (12%) did not provide a response. From these findings, it can be concluded that prior to the training, most participants were not familiar with alternative learning methods beyond lectures and demonstrations.

e) Experience in Applying Learning Methods Beyond Lectures and Demonstrations



Percentage of experience in applying learning methods beyond lectures and demonstrations

The findings reveal that 15 out of 53 respondents (28%) had experience in using learning methods beyond lectures and demonstrations, while 32 respondents (60%) stated they had no such experience, and 6 respondents (12%) did not provide an answer. These results indicate that before the training, most participants had not yet practiced learning methods other than lectures and demonstrations. The summarized findings are presented in the following table:

c. Strengthening the Pedagogical Competence of TPQ Teachers through a Sustainable Development Program in the Southern Purwokerto

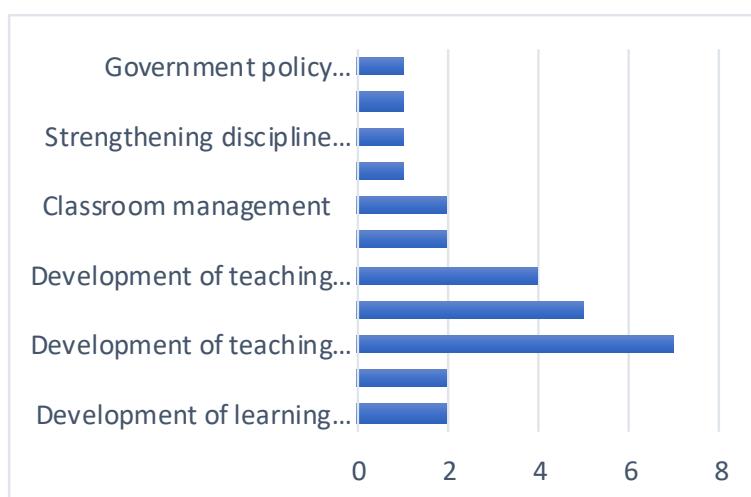
This community engagement activity aimed at strengthening the pedagogical competence of teachers in *Taman Pendidikan Al-Qur'an* (TPQ) through a sustainable development program in the Southern Purwokerto. The approach used in this initiative is Community Based Research (CBR) with the following steps: (1) Laying foundation, (2) Research Planning, (3) Gathering and analysis, (4) Action on finding. Below is an explanation of the findings and analysis of the pedagogical competence enhancement for TPQ teachers through the sustainable development program in South Purwokerto, based on the CBR approach:

1) Laying the Foundation

Community-Based Research (CBR) contrasts with conventional academic research, which often excludes community involvement and offers no direct benefits to participants. CBR emphasizes co-construction, where researchers actively listen to and collaborate with the community. In this project, a survey was conducted among TPQ teachers in South Purwokerto in partnership with Badko LPQ, represented by Ustazah Annisa Mahfuzah. The survey aimed to identify institutional challenges and teacher needs for development. Jointly developed by researchers and Badko LPQ, the instrument covered identity, current conditions, problems, training needs, and a commitment to quality improvement. Distributed via Google Forms through the Badko LPQ WhatsApp group, this process ensured inclusive participation and reflected the core values of CBR mutual respect, collaboration, and shared outcomes.

The distribution of responsibilities and delegation of authority aligns with Andy Susilawaty et al.'s assertion that in the Community-Based Research (CBR) approach, sharing information with community groups partnered in the research is a fundamental necessity. This aligns with the primary goal of CBR, which emphasizes the principle of co-construction, realized through community and knowledge mobilization. Community mobilization involves fully engaging the local community in the research process. Researchers and community members collaboratively identify key issues to be studied, organize methods for data collection and analysis, determine dissemination strategies for research findings, decide who will benefit from the research, and identify ways the results can benefit society (Susilawaty, 2016: 18).

The survey findings generally depict the challenges currently faced by TPQs in the Southern Purwokerto, serving as an indication of the need for TPQ development. The following are the survey results regarding the challenges and development needs of TPQs in the Southern Purwokerto region:



Data on Operational Challenges of TPQs in South Purwokerto

(Survey conducted in collaboration with the Badko LPQ of South Purwokerto, April–May 2024)

The survey results reveal several challenges faced by TPQs in South Purwokerto, ranging from government policies on the five-day school week, which have reduced student attendance during learning activities, to issues such as low or minimal teacher remuneration, student and teacher discipline, institutional management, classroom management, financial management, teaching skills development, instructional media development, teaching strategy/method development, curriculum development, and learning administration development. These various issues indirectly highlight the need for TPQs to develop and enhance their institutions.

The findings indicate that the development of teaching strategies and methods ranks highest, with 7 out of 28 institutions surveyed identifying this issue. This finding aligns with research conducted by Muhammad Nasrulloh Purwanto, which suggests that one factor contributing to students' lack of motivation to learn is the ineffective development of teaching strategies and methods (Purwanto, 2024: 46–57). Following this, the development of instructional media for TPQ students was identified by five institutions, while teaching skills development was highlighted by four institutions.

Following discussions with Ustazah Annisa (Badko LPQ South Purwokerto) and several TPQ teachers, it was agreed that the most urgent issue to address is strengthening

teachers' pedagogical competence—specifically in teaching strategies, methods, and classroom management. This collaborative dialogue, part of the foundation-laying phase, involved identifying challenges, needs, and development goals through direct engagement with the community. Survey results also revealed strong enthusiasm among TPQs, with over 95% expressing willingness to join training programs aimed at improving teacher and institutional competencies. As a result, a consensus was reached to prioritize human resource development, leading to the proposed program: "Strengthening the Pedagogical Competence of TPQ Teachers through a Sustainable Development Program in Southern Purwokerto."

2) Research planning

Before conducting this community engagement activity, several initial steps were taken as part of the CBR process, including determining where the engagement would take place, who would be involved, and what programs or activities would be carried out (Susilawaty, 2016: 18). The following describes the research planning for this community engagement:

a) Location of Engagement

The engagement program for strengthening the pedagogical competence of TPQ teachers through continuous development is located in the Southern Purwokerto area, Banyumas Regency. The selection of South Purwokerto as the location, particularly for the development of TPQs, is not without reason. According to EMIS data from the Ministry of Religious Affairs of Banyumas Regency for 2024, South Purwokerto is the district with the highest number of TPQs in the region. The data above (based on EMIS data from the Ministry of Religious Affairs of Banyumas Regency, accessed on May 3, 2024) shows that South Purwokerto is in the first place for the number of TPQs compared to other districts. This indicates that public interest and awareness regarding religious education, especially in Quranic reading and writing, are relatively high in South Purwokerto. This is evidenced by the large number TPQs established in the district.

However, according to Ustazah Annisah Mahfuzah, the administrator of Badko LPQ of South Purwokerto, the significant number of TPQs has not yet been matched by the quality of their management. Therefore, programs and activities supporting the development of TPQs and the improvement of human resource quality within them are essential. This information was obtained through an interview with Ustazah Annisah Mahfuzah, conducted on May 5, 2024.

Considering these challenges, the Southern Purwokerto area was chosen as the location for the community service program focused on strengthening the pedagogical competencies of TPQ teachers through a sustainable development initiative in the region.

b) Community Service Implementers and Participants

This program involved the researchers/community service providers and their team, as well as the administrators of Badko LPQ of South Purwokerto. Their task is to organize the program and ensure its smooth implementation, alignment with the objectives, and the achievement of the goal—namely, improving the pedagogical competencies of TPQ teachers in the Southern Purwokerto.

Additionally, two academic lecturers from UIN Prof. K.H. Saifuddin Zuhri Purwokerto were involved as resource persons for strengthening pedagogical competencies, covering topics such as learning management and enhancing teaching

strategies and methods for TPQ students. The lecturers were Novi Mulyani, M.Pd.I., and Intan Nur Azizah, M.Pd.

c) Program Activities

The program for strengthening the pedagogical competencies of TPQ teachers in South Purwokerto was carried out through the activities such as: Survey on TPQ management issues, Planning for the competency development program for TPQ teachers, Training on learning management for TPQ teachers, training on enhancing teaching strategies and methods for tpq teachers, mentoring and coaching on implementing learning management and teaching strategies/methods, and fgd on evaluation and implications of the competency development program through the sustainable development program.

3) Information gathering and analysis

a) Training on Learning Management for TPQ Teachers

The Learning Management Training for TPQ teachers in South Purwokerto was held on August 4, 2024, at Al Birru Mosque as part of a sustainable development program to enhance pedagogical competence. Facilitated by Intan Nur Azizah, M.Pd., from UIN Prof. K.H. Saifuddin Zuhri Purwokerto, the training aimed to equip 53 participants from 23 TPQs with the ability to manage learning effectively, covering planning, implementation, and evaluation. Emphasis was placed on lesson planning, identified as a major weakness in TPQ education. Participants were introduced to the RPP TPQ (Lesson Plan for Qur'anic Educational Program), a structured document containing identity, content, evaluation, and authorization components to guide purposeful learning. The training combined theory with practical exercises, including guided drafting of RPP TPQ using templates, which sparked enthusiasm and active engagement. Participants like Restiani shared that this was their first exposure to structured lesson planning, which significantly improved their understanding of organizing learning objectives and activities. This initiative marked a pioneering step in formalizing educational planning in the non-formal TPQ context.

b) Training on Strengthening Teaching Strategies and Methods for TPQ Teachers

The training on strengthening teaching strategies and methods for TPQ teachers in South Purwokerto, held on August 25, 2024, was a continuation of the earlier session on learning management, aiming to further enhance the pedagogical competence of 53 teachers from 23 TPQs. Facilitated by Novi Mulyani, M.Pd.I., from UIN Prof. K.H. Saifuddin Zuhri Purwokerto, the session focused on diversifying teaching approaches beyond the commonly used lecture and demonstration methods, which often led to student disengagement. Participants were introduced to various interactive strategies, such as sociodrama, make a match, snowball throwing, and card sorting, alongside traditional methods like discussions and Q&A. These strategies were demonstrated and practiced directly, allowing participants to actively engage and better understand their application. Although initially unfamiliar, the methods were well-received, and teachers reported increased confidence in using them to enhance student interest and comprehension. Participants like Sutiwen, Kusniyah, and Sugiyah noted that the training broadened their teaching repertoire, offering fresh, effective ways to foster a more engaging learning environment in their TPQs.

c) Mentorship on the Implementation of Learning Management and Teaching Strategies/Methods

The mentorship program, held from September 1–15, 2024, was a follow-up to the previous two training sessions on learning management and teaching strategies for

TPQ teachers in South Purwokerto. Its goal was to provide hands-on guidance as participants implemented the newly learned concepts in real teaching settings. The mentoring team visited all 23 participating TPQs according to a set schedule, observing how teachers applied learning management principles and interactive strategies such as “make a match.” The visits revealed strong enthusiasm and preparation, with participants demonstrating improved use of teaching materials, media, and student engagement. Teaching sessions were also recorded and shared via social media platforms like YouTube, enabling participants to reflect on their performance, learn from peers, and continuously improve their teaching practices.

d) Action on findings

The following are findings and evaluations related to the strengthening of TPQ teachers' pedagogical competence, particularly regarding the implementation of teaching strategies/methods and learning management principles:

No.	TPQ Name	Notes/Evaluation
1	TPQ Baiturrahman	<ul style="list-style-type: none"> a. To make learning more engaging, it is recommended that the teacher use more appealing instructional media, particularly for lower grade levels, such as colorful posters of Arabic letters to create a more enjoyable learning atmosphere. b. The Sirah Nabawiyah material is less suitable for the make-a-match method. It is suggested that the teacher consider using audiovisual media, such as watching a film or employing the socio-drama method.
2	TPQ Baitul Jannah	When implementing small group discussions, it is suggested for the teacher to continue guiding the students to ensure a better understanding of the material.
3	TPQ Al Barokah Berkoh	The selection of learning strategies has been appropriate for the subject matter. May the teacher remain enthusiastic about teaching.
4	TPQ Nurul Ikhlas	When using small group discussion strategies, it is advisable for the teacher to provide ongoing guidance to help students better grasp the material. Additionally, it is suggested that the teacher recognize and appreciate students assigned as group discussion leaders.
5	TPQ Baitussalam	The material was delivered clearly, and the strategies used were appropriate for the subject matter. If some children are inattentive, it is acceptable to gently correct them. May the teacher continue to demonstrate patience while teaching.
6	TPQ Nurul Ikhlas	To make learning more engaging, it is recommended that the teacher use more interesting instructional media. The strategies employed are already appropriate for the material. Occasionally incorporating icebreakers could help motivate students during learning sessions.
7	TPQ Al Birru	<ul style="list-style-type: none"> a. The choice of learning strategies is suitable for the subject matter. The teacher is encouraged to use simpler language to facilitate understanding and maintain enthusiasm while teaching. b. The learning strategies selected align well with the subject matter. May the teacher remain motivated in teaching.
8	TPQ Al Ittihad	<ul style="list-style-type: none"> a. The learning strategies selected align with the subject matter. b. To make learning more enjoyable, it is recommended that the teacher use colored pictures when implementing the describing picture strategy to make it more appealing.
9	TPQ Al Ikhlas Berkoh	<ul style="list-style-type: none"> a. The choice of learning strategies is appropriate for the subject matter. The teacher is encouraged to interact more actively with all students instead of focusing solely on those willing to come to the front. b. The strategies used align with the subject matter. It is suggested that the teacher be firmer with students who engage in conversations during lessons to create a more conducive classroom atmosphere

10	TPQ Darussalam	The teaching methods used were suitable for the subject matter, making students highly enthusiastic about learning. In general, everything was conducted well.
11	TPQ Hidayatul Mubtadiin	The steps presented in the lessons were appropriate, starting with enjoyable activities that prepared students for learning. The instructional media used were well-prepared and relevant to the subject matter.
12	TPQ Nurul Iman	The use of matching methods can be enhanced by incorporating more engaging and interactive instructional media so that students can follow the learning sessions more enthusiastically and enjoyably.
13	TPQ Nur Hikmah	<ul style="list-style-type: none"> a. In general, the learning process was conducted well, including intonation when delivering lessons, the initial steps in starting the lesson, and the strategies used. b. Selecting engaging strategies and methods is important. Moreover, maintaining classroom management is essential for creating a conducive learning environment.
14	TPQ Baitul Khoiriyyah	Learning can be enhanced by employing a variety of strategies and methods, such as describing pictures, allowing students to experience learning through diverse media.
15	TPQ Nurul Jannah	Learning would be more engaging if teachers used appropriate instructional media.
16	TPQ Baitul Muttaqin	The methods and strategies employed need further development to create a better learning experience.
17	TPQ Nurul Iman	The methods and strategies employed need further development to create a better learning experience.
18	TPQ Al Barokah Karangbawang	<ul style="list-style-type: none"> a. In general, the teaching process was good, but there is room for improvement in the teacher's enthusiasm during lessons to make learning more enjoyable. b. The methods and strategies employed need further development to create a better learning experience.
19	TPQ Al Husna	<ul style="list-style-type: none"> a. The choice of learning strategies aligns well with the subject matter. May the teacher remain enthusiastic in teaching. b. It is recommended that the teacher engage more interactively with students, for example, by encouraging students to ask questions.
20	TPQ Nurul Hidayah	The methods and strategies employed need further development to create a better learning experience.
21	TPQ Nurushsholihin	<ul style="list-style-type: none"> a. In general, the teaching process was good, but there is room for improvement in the teacher's enthusiasm during lessons to make learning more enjoyable. b. The methods and strategies employed need further development to create a better learning experience.
22	TPQ Nurul Iman	The methods and strategies employed need further development to create a better learning experience.
23	TPQ Al Kautsar	In general, the teaching process was good, but there is room for improvement in the teacher's enthusiasm during lessons to make learning more enjoyable.

Table Evaluation of the Implementation of Learning Strategies/Methods for TPQ Teachers in the Southern Purwokerto Region

Based on the evaluation documentation of the implementation of learning strategies/methods by TPQ teachers in the Southern Purwokerto region, the table above provides information on findings and evaluations regarding the strengthening of learning strategies/methods and the application of learning management principles. Each participant or institution received notes and evaluations based on the outcomes of

the learning practice reviews. These evaluation notes were then provided as feedback to each participant or the TPQs following the training.

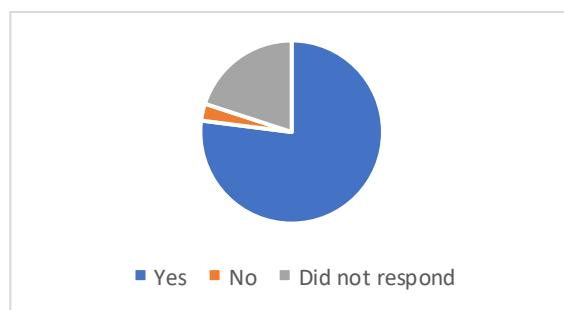
d. Implications of Strengthening TPQ Teachers' Pedagogical Competence through a Sustainable Development Program in the Southern Purwokerto Region

From the series of activities carried out to support the program for strengthening the pedagogical competence of TPQ teachers in the Southern Purwokerto region, several implications from the achievements and results obtained during the training are presented below. Information on the implications of this training was obtained from post-test results, video recordings of learning practices uploaded to YouTube as part of continuous coaching and monitoring, and participant testimonials provided either orally or through Google Forms.

Below are the implications of strengthening TPQ teachers' pedagogical competence through the sustainable development program in the Southern Purwokerto region:

1) Aspects of Learning Management

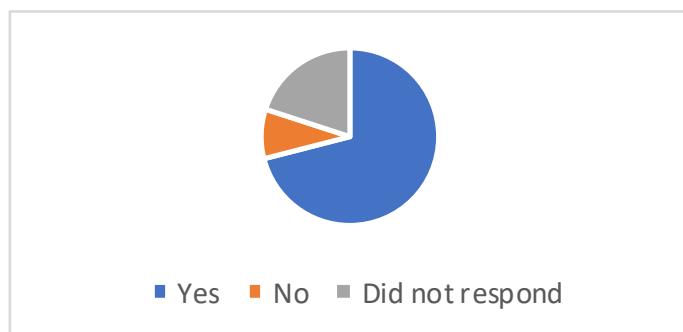
a) Understanding of Learning Management Objectives and Benefits



Percentage of Understanding of Learning Management Objectives and Benefits

The figure above illustrates that after the training, participants' understanding of the objectives and benefits of learning management increased. Out of 53 participants, 40 participants (77%) stated that their understanding had increased, 2 participants (3%) stated that it had not increased as they already possessed the understanding, and the remaining 11 participants (20%) did not provide a response. These results indicate that the training led to a significant increase in participants' understanding of the objectives and benefits of learning management.

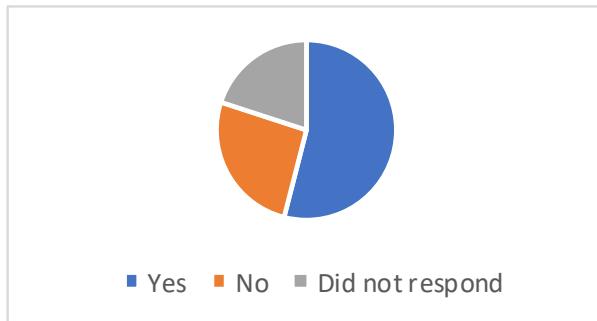
b) Understanding of Learning Planning



Percentage of Understanding of Learning Planning

The figure above shows that after attending the training, 37 out of 53 participants (71%) reported gaining understanding and an enhanced understanding of the basic concepts of learning planning, 5 participants (9%) indicated that they did not understand, and the remaining 11 participants (20%) did not provide a response. These results suggest that the training contributed to a greater number of participants acquiring knowledge about the basic concepts of learning planning.

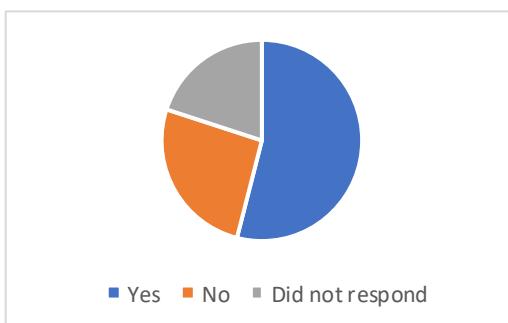
c) Understanding of Learning Implementation



Percentage of Understanding of Learning Implementation

Based on the figure above, it can be explained that after the training, out of 53 participants, 28 participants (54%) stated that their understanding of learning implementation concepts had increased, 14 participants (26%) reported no increase or lack of understanding, and 11 participants did not provide feedback. These findings indicate that the training led to a substantial number of participants understanding the concept of learning implementation.

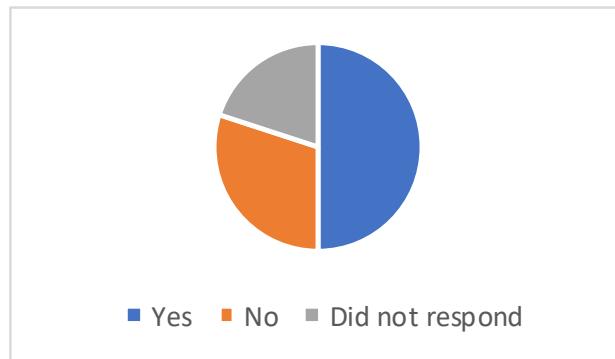
d) Understanding of Learning Evaluation



Percentage of Understanding of Learning Evaluation

The figure above provides information that after the training, 28 out of 53 participants (54%) reported an increase in their knowledge or understanding of learning evaluation, including instrument development, while 14 participants (26%) stated that there was no improvement, and 11 participants did not provide feedback. These findings indicate that more than half of the participants gained knowledge or improved their understanding of learning evaluation.

e) Experience in Developing Learning Plans and Evaluation Instruments

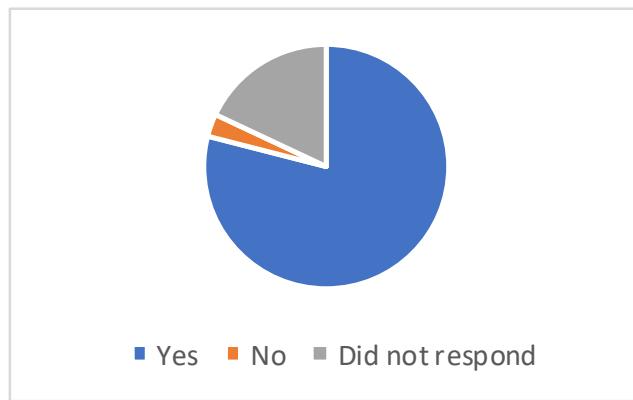


Experience in Developing Learning Plans and Evaluation Instruments

The figure above illustrates the percentage of TPQ teachers' experience in creating learning plans and evaluation instruments. From the findings, it was revealed that 26 participants (50%) reported having prior experience, 16 participants (30%) stated they had no experience, and 11 participants did not provide a response. These results indicate that after attending the training, the majority of participants had already developed learning plan instruments and evaluation tools

2) Aspects of Learning Strategies and Methods

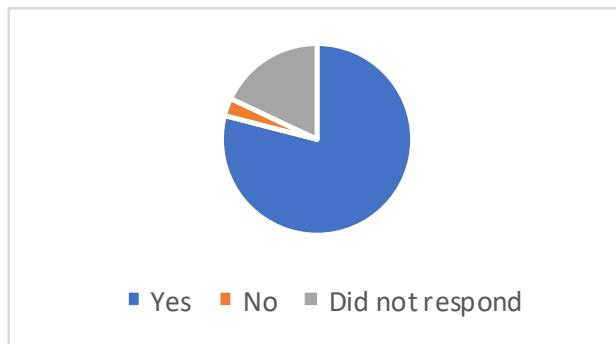
a) Understanding of the Objectives and Benefits of Using Strategies and Methods in Learning



Percentage of Understanding of the Objectives and Benefits of Using Learning Strategies and Methods

The figure above shows that after attending training on strengthening learning strategies and methods, out of 53 participants, 41 participants (79%) indicated they had gained or improved their understanding of the objectives and benefits of using learning strategies/methods after the program. Two participants (3%) stated they did not know, while 10 participants (18%) did not provide a response. These results suggest that there was an increase in the number of participants with understanding of the objectives and benefits of using learning strategies and methods.

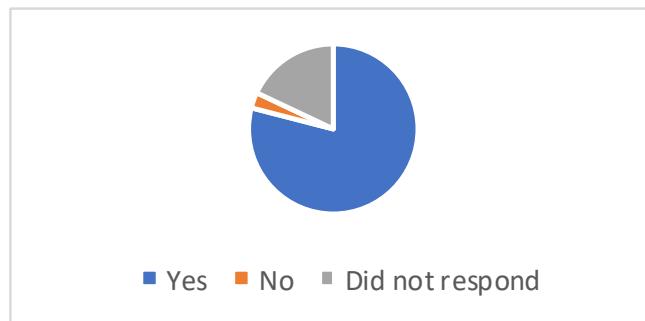
b) Understanding of Learning Strategy Concepts



Percentage of Understanding of Learning Strategy Concepts

The figure above shows that 41 out of 53 participants (79%) stated they had gained or improved their understanding of learning strategy concepts after the training. Two participants (3%) reported not knowing, and 10 participants (18%) did not provide a response. These findings indicate that there was an increase in the number of participants who understood learning strategy concepts, with the majority now familiar with the concept.

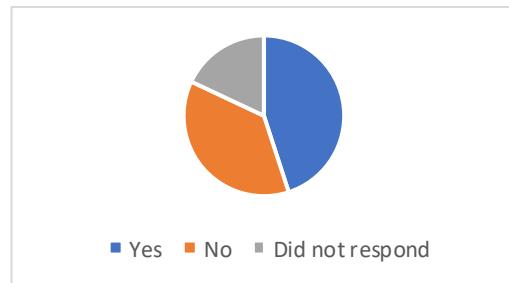
c) Understanding of Learning Method Concepts



Percentage of Understanding of Learning Method Concepts

The figure above indicates that after attending the training, 41 out of 53 participants (79%) reported having understanding of learning method concepts. Two participants (3%) stated they did not or had not yet acquired this understanding, and 10 participants (18%) did not provide a response. These findings suggest that there was an increase in the number of participants who understood learning method concepts, with the majority now demonstrating comprehension.

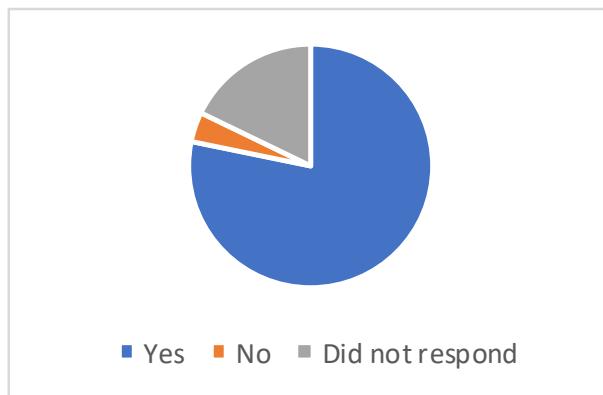
d) Understanding of Learning Methods Beyond Lecturing and Demonstration



Percentage of Understanding of Learning Methods Beyond Lecturing and Demonstration

The figure above illustrates that after the training, 23 out of 53 participants (45%) stated that they understood various learning methods beyond lecturing and demonstration, while 20 participants (37%) stated they did not or had not yet gained this understanding. Ten participants (18%) did not provide a response. These results indicate an increase in the number of participants familiar with learning methods beyond lecturing and demonstration.

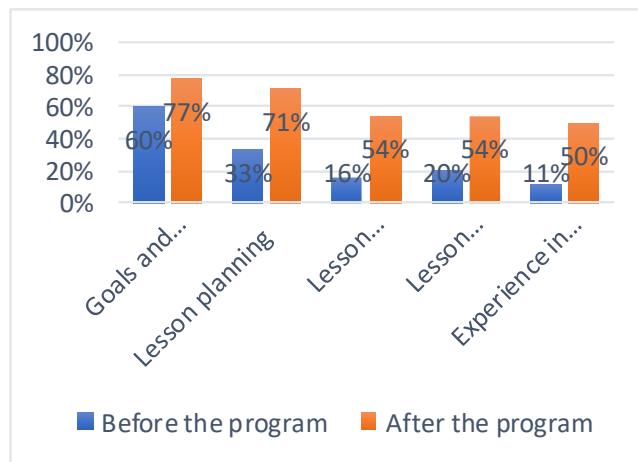
e) Experience in Implementing Learning Methods Beyond Lecturing and Demonstration



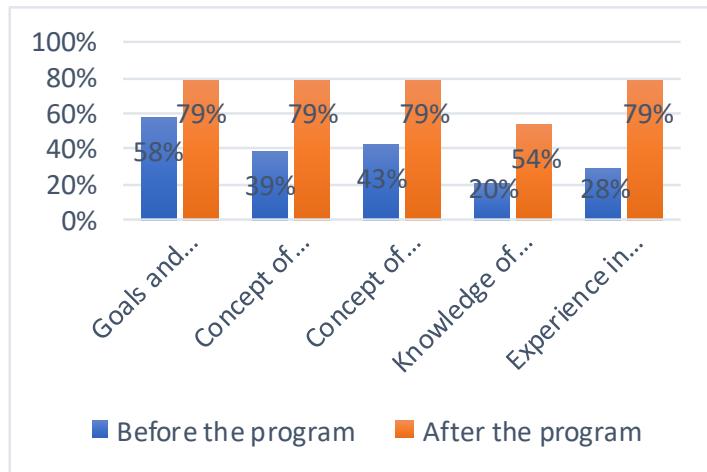
Percentage of Experience in Implementing Learning Methods Beyond Lecturing and Demonstration

The figure above shows that after attending the training, 41 out of 53 participants (79%) had implemented learning methods other than lecturing and demonstration. Two participants (3%) stated they had not yet applied these methods, while 10 participants (18%) did not provide a response. These findings suggest a post-training increase in the number of participants capable of implementing learning strategies and methods beyond lecturing and demonstration, with the majority having already practiced them.

The table below summarizes the pedagogical competencies of TPQ teachers in Purwokerto Selatan following training on strengthening learning strategies and methods. From these findings and descriptions, it can be inferred that the training significantly enhanced participants' pedagogical competencies. To illustrate this improvement, the following diagrams present participants' conditions and competencies before and after the training:



TPQ Teacher Competencies in South Purwokerto Before and After Teaching Management Training



TPQ Teacher Competencies in South Purwokerto Before and After Training on Strengthening Teaching Strategies/Methods

This community service project aimed to enhance the pedagogical competence of TPQ teachers in Southern Purwokerto by addressing institutional challenges and improving teaching skills. Training activities led to notable progress in classroom management and instructional methods. FGDs revealed increased teacher confidence and ability to create engaging, student-centered learning environments using innovative methods like "make a match." Evaluation showed all participants found the training valuable, with 76.2% reporting significant skill improvement affirming the program's positive impact on teacher development and institutional growth.

CONCLUSION

The initial pedagogical competence of TPQ teachers in South Purwokerto prior to training was generally low, with only 28% demonstrating competence in learning management and 39.6% in teaching strategies and methods, while a significant portion admitted to limited or no competence. To address this, a structured and collaborative training program was implemented, encompassing planning activities to enhance pedagogical capacity, targeted

training on learning management and teaching strategies, as well as intensive mentoring and coaching, all of which were supported by active involvement from key stakeholders including Badko LPQ South Purwokerto, Takmir Masjid Al-Birru Teluk, and academic experts from UIN Prof. K.H. Saifuddin Zuhri Purwokerto. These activities aimed not only to increase technical competence but also to build sustainable professional development habits among TPQ teachers.

For Recommendation to measure the effectiveness of this program, a Focus Group Discussion (FGD) was conducted, which revealed significant improvements in teacher competence: 61.2% of participants reported mastery in learning management, and 72.2% demonstrated enhanced ability in applying teaching strategies and methods. These findings reflect a substantial positive shift in the pedagogical capacity of TPQ teachers in South Purwokerto, affirming the effectiveness of the training as a sustainable model for teacher development.

ACKNOWLEDGEMENT

The Community Service Team would like to thank all parties who have supported the implementation of this community service program, especially the Institute for Research and Community Service of UIN Prof. K.H. Saifuddin Zuhri Purwokerto. Gratitude is also expressed to all TPQ teachers who have been willing to participate in this activity. Hopefully TPQ will continue to develop as a milestone in eradicating illiteracy of the Qur'an in Indonesia.

BIBLIOGRAPHY

Aliwar. (2016). Penguatan Model Pembelajaran Baca Tulis Quran dan Manajemen Pengelolaan Organisasi (TPA), *Jurnal Al-Ta'dib*, 9(1), pp. 21–37.

Amanullah, W.A. & Sutarman, S. (2021). Upaya Pengembangan Guru Taman Pendidikan Al-Qur'an, *AL-ASASIYYA: Journal Of Basic Education*, 5(2), pp. 70–84. Available at: <https://doi.org/10.24269/ajbe.v5i2.4691>.

Anwar, R.N. (2021). Pendidikan Alquran (TPQ) Sebagai Upaya Membentuk Karakter Pada Anak, *Jurnal Pendidikan dan Konseling (JPDK)*, 3(1), pp. 44–50. Available at: <https://doi.org/10.31004/jpdk.v2i2.1342>.

Basa'ad, T. (2016). Membudayakan Pendidikan Al-Qur'an, *Jurnal Tarbiyah Al-Anwlad*, VI(2), pp. 594–599.

Habibi, N. (2020). Manajemen Pengembangan Madrasah Yang Unggul Dan Kompetitif, *Southeast Asian Journal of Islamic Education Management*, 1(2), pp. 130–145.

Haryanto, S., et.al. (2022). Peningkatan Kompetensi Paedagogik Ustadz/Ustadzah Taman Pendidikan Al-Qur'an, *Multidisiplin Pengabdian Kepada Masyarakat*, 1(03), pp. 82–86.

Jason, L., A., & Glenwick, D., S. (2016). *Handbook of Methodological Approaches to Community-Based Research Qualitative, Quantitative, and Mixed Methods*. New York: Oxford University Press.

Machali, I. (2014). Manajemen Pengembangan Sumber Daya Pendidik di Taman Pendidikan Al-Qur'an (TPQ) Al-Hidayah Purwogondo Kalinyamatan Jepara, *Jurnal An Nûr*, VI(2), pp. 203–225.

Malik, H.A. (2013). Pemberdayaan Taman Pendidikan Al-Quran (TPQ) Alhusna Pasadena Semarang, *Dimas*, 13(2), pp. 387–404.

Nabilah & Hidayah, S. (2022). Peran Taman Pendidikan Al-Qur'an Dalam Meningkatkan Kualitas Dalam Membaca Al- Qur'an, *Jurnal Pendidikan Dasar Dan Sosial Humaniora*, 1(9), pp. 1913–1918.

Purwanto, M.N. (2024). Strategi Guru Dalam Menumbuhkan Motivasi Belajar Murid Di TPQ Miftahul Jannah, *Jurnal Pendidikan dan Pembelajaran (JPP)*, 6(3), pp. 46–57.

Rosi, F. & Faliyandra, F. (2021). Urgensi Pembelajaran Al-Qur'an Bagi Siswa Madrasah Ibtidaiyah, *Auladuna : Jurnal Prodi Pendidikan Guru Madrasah Ibtidaiyah*, 3(2), pp. 36–53. Available at: <https://doi.org/10.36835/au.v3i2.579>.

Susilawaty, A. (2016). *Panduan Riset Berbasis Komunitas*. Makassar: Nur Khairunnisa.