**Journal of Innovative and Creativity**
Journal Homepage: https://joecy.org/index.php/joecy
e-mail: journaljoecy@gmail.com

Faculty of Education
University of Pahlawan Tuanku Tambusai
ISSN 2775-771X (Online)
ISSN 2962-570X (Printed)
5 (3) 2025, Page: 31689-31696

# ABCD-Based Mentoring in the Application of the Quranic Method for 8-Year-Old Students at TPQ Al-Muttaqin: A Case Study of the Potential of Inspirational Students in Pondok Wuluh Village

**Hanifa, Andini Afiatus Sholehah, Arfiyani Wulandari, Famei Haqqi Adi Putra, Robiatul Adawiyah**
**Institut Ahmad Dahlan Probolinggo**
hanif290503@gmail.com, andiniafiatus2403@gmail.com, arfiyaniwulandari@gmail.com, fameihaqqi2@gmail.com, robiek17@gmail.com

Published: November , 2025

## ABSTRAK

This community service project analyzes the effectiveness of Asset-Based Community Development (ABCD) mentoring in applying the Quranic method to improve the motivation and fluency of 8-year-old students at the Al-Muttaqin Islamic Boarding School (TPQ) in Pondok Wuluh Village. The activity was motivated by the students' varying reading abilities, with one inspiring student demonstrating more rapid reading progress. This student's potential was utilized as a local asset to motivate their peers. The mentoring session was conducted over ten meetings, involving TPQ teachers, student guardians, and the community. The ABCD stages included asset identification (discovery), dream formulation (dream), design (design), implementation (define & deliver), and sustainability evaluation (destiny). Data were collected through participant observation, in-depth interviews, and documentation, then analyzed qualitatively. The results showed significant improvements in reading fluency and learning motivation. The inspiring student served as an effective role model, while community support strengthened the program's sustainability. These findings confirm the ABCD approach as an appropriate strategy for community-based empowerment in Quranic education.

**Keywords:** ABCD, Quranic method, mentoring, inspiring students, Al-Quran education

© The Author(s). 2021 Open Access This article is licensed under a Creative Commons Atibution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons licence, and indicate if changes were made. The images or other third party material in this article are included in the article's Creative Commons licence, unless indicated otherwise in a credit line to the material. To view a copy of this licence, visit http://creativecommons.org/licenses/by/4.0

## INTRODUCTION

Learning the Quran in early childhood is a fundamental aspect of Islamic education, playing a strategic role in shaping character and noble morals. The Quran, as a source of teachings and guidance for the lives of Muslims, contains not only legal provisions and religious practices, but also universal moral values such as honesty, discipline, responsibility, and social concern. Introducing and cultivating the habit of reading the Quran from an early age allows for a more effective internalization of these values, considering that children's development is a critical period for the formation of religious habits and identity. Therefore, mastering the Quran from an early age has the potential to provide a strong spiritual and moral foundation for a child's personality development.

The ability to read the Quran fluently at a young age is not only related to cognitive achievement in religious aspects, but also has implications for strengthening spirituality and self-confidence in carrying out worship. Children's cognitive and affective development at this stage is relatively rapid and responsive to appropriate learning methods, so the application of effective methods will accelerate mastery of Quranic reading. In the context of Islamic education, structured and participatory Quranic learning at an early age is a long-term investment to prepare a generation of Muslims who are knowledgeable, have noble morals, and are able to make a positive contribution to society.

The Al-Muttaqin TPQ in Pondok Wuluh Village is a non-formal education center that plays a vital role in Quranic learning for children. Socially, the village community has strong religious traditions and demonstrates strong support for the TPQ's activities, both through the participation of students' guardians and contributions from village administrators. The students' enthusiasm for learning is also high, demonstrated by their consistent attendance and enthusiasm during Quranic recitation activities.

However, there is variation in Quran reading ability among students. Some students, particularly an 8-year-old boy, show very rapid reading progress and serve as a positive example for his peers. The potential of this inspiring student is a valuable asset that can be utilized to motivate other students and strengthen the effectiveness of the Quranic method through the Asset-Based Community-Driven Development (ABCD) approach. On the other hand, there are still several students who are not yet fluent in reading the Quran, especially in mastering the makhraj of letters and reading fluency. This difference in ability indicates the need for community-based mentoring that utilizes all local assets, including experienced TPQ teachers, village community support, and inspiring students, so that Quran learning at TPQ can be more effective and sustainable.

The Quranic method was chosen because pedagogically it has been proven to be effective in helping children learn to read the Koran more quickly, systematically and with pleasure. This approach emphasizes mastery of recitation, makhraj letters, and reading fluency through simple but structured learning stages, so that it is easy for TPQ teachers to apply and can be understood by young students. Apart from that, this method fosters a love of the Koran through repetition, habituation and positive motivation, which is very important for the formation of children's character and morals.

In the context of the Al-Muttaqin TPQ in Pondok Wuluh Village, the Quranic method aligns with the enthusiastic character of the students and the local potential of the TPQ community. Utilizing this method allows teachers and inspiring students to work together to strengthen the Quranic learning process without changing local religious traditions. Through an Asset-Based Community-Driven Development (ABCD) approach, the application of the Quranic method not only strengthens the technical skills of reading the Quran but also empowers all the assets of the teacher community, students, and community support to support sustainable learning.

This community service activity aims to accompany the process of learning the Qur'an at TPQ Al-Muttaqin through the application of the Quranic method with the Asset-Based Community-Driven Development (ABCD) approach, utilizing the potential of inspiring eight-year-old students as motivational assets for other students, and strengthening the role of teachers and the Pondok Wuluh Village community in maintaining the sustainability of Qur'an education. This assistance is expected to provide benefits for various parties, including increasing motivation and fluency in reading the Qur'an in students, enriching the teaching practices of TPQ teachers, strengthening TPQ institutions through empowering local assets, and providing real contributions to the development of community service models based on community potential that can be replicated in similar contexts.

The Asset-Based Community-Driven Development (ABCD) approach is relevant for this community service activity because it focuses on leveraging local strengths and potential as a starting point for community empowerment. In the context of the Al-Muttaqin TPQ in Pondok Wuluh Village, this approach allows the mentoring process to not only highlight obstacles such as uneven Quran reading fluency, but also highlight existing positive assets, such as community enthusiasm, the experience of TPQ teachers, and the potential of inspiring students. Thus, the implementation of ABCD strengthens active community participation and ensures the sustainability of the program, while providing a model of community service based on local independence and potential.

## METHOD

This community service program is implemented using the Asset-Based Community-Driven Development (ABCD) approach as its primary strategy. This approach emphasizes exploring, understanding, and utilizing the assets and potential of the Al-Muttaqin TPQ community in Pondok Wuluh Village as a basis for strengthening and empowering them. The ABCD principle prioritizes

change that begins with the community's internal strengths, rather than its shortcomings or dependence on external parties.

The implementation of the activity begins with the process of identifying existing assets within the TPQ Al-Muttaqin environment, including potential teachers, inspiring students, learning facilities, and community social support. These assets are understood broadly, not limited to physical resources, but also include human resources, religious values, and social networks. In its implementation, the facilitator and PKM team not only act as companions, but also actively build equal relationships, encourage the involvement of all elements in decision-making, and design activities in a participatory manner so that the community feels ownership and responsibility for the sustainability of the program.

The implementation stages use five main steps of the ABCD approach, namely: (1) Discovery identifies the strengths and assets of the community; (2) Dream explores the hopes of teachers, students, and the community regarding the quality of learning the Qur'an; (3) Design designs a plan for mentoring the Quranic method by utilizing community assets; (4) Define & Deliver carries out mentoring and strengthening the Quranic method directly through Koran reading activities; and (5) Destiny carries out evaluation, joint reflection, and strengthening sustainability.

Data collection techniques included participant observation, in-depth interviews with teachers and guardians, and activity documentation in the form of student reading progress notes and visual documentation. Data analysis was conducted qualitatively through data reduction, data presentation, and conclusion drawing to obtain a comprehensive picture of the effectiveness of the local potential-based Quranic method.

## FINDING AND DISCUSSION

### Community Asset Identification

A community asset mapping at the Al-Muttaqin TPQ (Islamic boarding school) in Pondok Wuluh Village revealed several key potential factors contributing to the success of the Quranic method mentoring program. First, there are experienced TPQ teachers with a strong understanding of Tajweed and a pedagogical approach that is close to the students. Second, there is the presence of an inspiring eight-year-old student whose fluency in Quranic recitation surpasses that of his peers, serving as a role model and motivator for his peers. Third, although the learning resources are relatively simple, the conducive learning environment and the creativity of the teachers ensure its effectiveness. Fourth, there is strong support from the community and students' guardians, as reflected in their participation in supporting learning and mentoring activities.

As Ustadz Muhammad stated, "The children here are incredibly enthusiastic. Even though the learning environment is simple, they are always enthusiastic, especially when they see their friends reciting the Quran fluently." This statement confirms that student enthusiasm and community support play a significant role in the smooth running of the Quranic method mentoring program.

### Mentoring Process

Mentoring for the implementation of the Quranic method at the Al-Muttaqin TPQ in Pondok Wuluh Village was carried out through 10 meetings during the Community Service Program (KKN). Each meeting focused on strengthening Quranic recitation fluency through step-by-step practice, mastery of letter pronunciation, and consistent repetition. The approach used adhered to the ABCD stages, starting from identifying community assets to evaluating and planning for sustainability.

During the program, an inspiring eight-year-old student played a crucial role as a role model for his peers. He was asked to demonstrate correct recitation in front of the class and lead small groups during practice sessions. This role not only boosted his self-confidence but also motivated other students to practice harder.

The effectiveness of this mentoring was also confirmed by interviews. Ustadzah Hanifa stated, "The children are more enthusiastic, especially when they see their friends reading fluently. They want to quickly emulate their excellent recitation." Meanwhile, Ustadz Muhammad added,

"This mentoring has made the children more confident. They are now competing to advance in reading."

Visible Developments and Changes

Quranic-based mentoring demonstrated a significant increase in students' motivation to read. Over the course of 10 sessions, students who were initially passive began to show greater enthusiasm for reading in front of the class. Some even requested additional practice time outside the scheduled time. This was reinforced by Ustadz Muhammad's statement, "The children are now more diligent in arriving on time and are no longer embarrassed to try reading, even if they aren't perfect."

In addition to motivation, there has been an improvement in the fluency of several previously fluent students in reciting the Quran. Through intensive repetition and guidance, they have begun to recognize the hijaiyah letters, improve their pronunciation, and understand the length and shortness of their recitations. Ustadzah Hanifa stated, "Students who used to often stop reading can now read without many errors. The change is very noticeable."

The presence of this inspiring eight-year-old student also has a positive influence on his peers. His example of reading and enthusiasm has encouraged other students to strive harder. Several parents mentioned that their children have begun practicing at home after witnessing their friends' success. This phenomenon shows that the potential of individuals in the community can be an important asset in strengthening the learning culture and accelerating the achievement of mentoring goals.

**Community Response and Follow-up Plan**

The Quranic method-based mentoring program at TPQ Al-Muttaqin received widespread support from parents. Several parents expressed their appreciation for the improvement in their children's reading skills and hoped that similar activities would continue. One parent stated, "We see the children becoming more enthusiastic about learning the Quran. We strongly support the continuation of this type of mentoring and are ready to assist if needed."

Furthermore, the commitment of teachers and the community to the program's sustainability was evident. Ustadz Muhammad emphasized, "We plan to continue this mentoring program even after the Community Service Program (KKN) has concluded, because the results are tangible and motivating for the children." Ustadzah Hanifa also added that the Quranic method will be incorporated into the TPQ's routine activities. This support reflects the community's collective commitment to maintaining the continuity of mentoring and strengthening the culture of Quranic learning in Pondok Wuluh Village.

**Discussion**

**Analysis of Mentoring Success**

The results of the Quranic-based mentoring program at the Al-Muttaqin TPQ demonstrated achievements consistent with the initial goal of the program, which was to increase the motivation and fluency of early-age students in reading the Quran. During ten meetings, students demonstrated positive changes in the form of increased self-confidence, persistence in practice, and improved reading fluency. An inspiring eight-year-old student successfully became a role model who motivated his peers, strengthening the collective spirit of learning.

This success demonstrates that leveraging the local assets of experienced TPQ teachers, community support, and the students' individual potential has proven effective in improving the quality of learning. By leveraging existing assets within the community, the ABCD approach fosters a sense of ownership and active involvement from all parties. The support of students' guardians and the teachers' commitment to continuing the mentoring program demonstrate that the results of the program are not only temporarily beneficial but also have the potential for sustainability. This confirms that strengthening the internal potential of a community is more effective than solely external interventions because it is rooted in the community's culture and real needs.

**The Role of Inspirational Students as Key Assets**

An eight-year-old inspirational student at TPQ Al-Muttaqin has proven to be a key asset in strengthening the dynamics of group learning. His presence not only increases the active participation of other students but also fosters a healthy competitive atmosphere. This student is

consistently asked to demonstrate correct Quran recitation, lead small group practice sessions, and exemplify disciplined behavior during the learning process. This role model creates a positive ripple effect, motivating other students to improve their recitation.

This finding aligns with the concepts of role modeling and peer motivation, which suggest that individual success within a group can serve as an intrinsic driver for other members to achieve higher standards. Within the context of the ABCD approach, utilizing inspirational students as local assets demonstrates that a community's internal potential can be mobilized to accelerate the achievement of collective goals. This approach strengthens evidence that asset-based strategies are more effective than purely external interventions because they foster a sense of ownership and active engagement within the learning community.

**Ommunity Involvement and Sustainability**

The involvement of TPQ teachers, student guardians, and the Pondok Wuluh Village community plays a central role in strengthening the success of the Quranic method-based mentoring program. Teachers function not only as learning facilitators but also as community motivators, maintaining the consistent quality of students' reading. Parents actively provide support, both through supervising home practice sessions and participating in program evaluation discussions. One parent stated, "We are ready to help if this mentoring program continues, because we see its real impact on the children."

This collective participation reflects the principle of community empowerment, where local assets are utilized to achieve shared goals and promote sustainability. The teachers' commitment to continuing the Quranic method after the KKN program ended, as well as the parents' willingness to support similar activities in the future, demonstrates that the ABCD approach successfully fosters a sense of ownership. This reinforces the understanding that the success of mentoring depends not only on momentary interventions but also on the community's ability to sustain and develop initiatives independently.

**Comparison with Similar Literature or Experiences**

The findings of this study align with the literature on the effectiveness of the Quranic method as an approach to Quranic learning, which emphasizes repetition, role models, and strengthening students' internal motivation. Similar research by Rahmawati (2021) showed that implementing the Quranic method in elementary school-aged students can improve reading fluency while strengthening religious attitudes. The results of mentoring at TPQ Al-Muttaqin are also consistent with the study by Aziz and Pratama (2022), which emphasized the importance of peer motivation in accelerating Quranic recitation mastery.

From a community-based empowerment perspective, these findings support Kretzmann and McKnight's (1993) theory of Asset-Based Community Development (ABCD), which emphasizes the utilization of local potential as key to program sustainability. The involvement of teachers, guardians, and inspiring students as community assets demonstrates that this approach can encourage active participation and strengthen a sense of ownership. Thus, the success of mentoring at TPQ Al-Muttaqin is not the result of external intervention alone, but rather a collaborative process rooted in the strength of the community itself.

**Challenges and Solutions**

The implementation of Quranic-based mentoring at the Al-Muttaqin TPQ (Islamic boarding school) faced several obstacles. Time constraints were a major challenge, as mentoring activities had to be tailored to students' study schedules and local community activities. Furthermore, there was significant variation in student abilities; some students were already fluent in reading the Quran, while others still struggled to recognize the hijaiyah letters. This difference in ability levels hindered uniform learning progress at each meeting.

To address time constraints, the mentoring team and TPQ teachers rescheduled and extended the duration of certain sessions to provide more attention to students who were lagging behind. A small-group approach was implemented to address these varying abilities, where inspiring students played a role in assisting their peers through direct guidance. This approach proved effective in accelerating students' reading progress while strengthening a sense of community. These obstacles, in turn, demonstrated the importance of flexibility and collaboration in community-based

programs, which aligns with the ABCD principles of utilizing local assets to address problems in a participatory manner.

## CONCLUSIONS

Asset-Based Community Development (ABCD) mentoring through the implementation of the Quranic method at the Al-Muttaqin Islamic Boarding School (TPQ) in Pondok Wuluh Village successfully increased the motivation and fluency of early-age students in reciting the Quran. This success was supported by the utilization of local assets, including experienced teachers, support from parents and the community, and the presence of an inspiring eight-year-old student as a role model. The inspiring student proved to play a key role in motivating peers and strengthening group learning dynamics.

The mentoring activities demonstrated that community-based empowerment was more effective than external interventions alone, as it involved active participation and fostered a sense of community ownership of the program. The support of teachers and parents for the continuation of the mentoring also confirmed the program's potential for sustainability after the end of the Community Service Program (KKN). These findings indicate that a local asset-based approach not only positively impacts the quality of Quranic learning but also strengthens social networks and a culture of learning within the community..

## REFERENCES


Amrindono, A. (2022). Metode Pembelajaran Al-Qur'an Bagi Anak Usia Dini. *Smart Kids: Jurnal Pendidikan Islam Anak Usia Dini*, *4*(1), 8-16.

Andini, A. D., & Faelasup, F. (2024). Efektifitas Pembelajaran Al-Quran Dengan Metode Tilawati Di TPA Ali Hikmah Sangatta. *AL-AMIYAH: Jurnal Ilmiah Multidisiplin*, *1*(02), 141-152.

Asshafy, Z. N. F., Imammudin, K., Fikri, M. S., Maulidi, M. R. U., & Rohmah, A. (2025). Pendampingan dan Peran TPQ untuk Meningkatkan Baca Al-Qur'an di Dusun Pengkol Desa Ngrami. *Dinamika Sosial: Jurnal Pengabdian Masyarakat dan Transformasi Kesejahteraan*, *2*(2), 173-183.

Azhar, N. N., Elisa, T., & Mulyawan, S. (2021). Meningkatkan Kemampuan Membaca dan Menulis Al-Qur'an Pada Anak Usia Dini di Masa Pandemi. *Proceedings UIN Sunan Gunung Djati Bandung*, *1*(14), 70-79

Azisi, A., Hakimullah, A., & Badri, B. (2025). Pemberdayaan Guru Ngaji melalui Metode Qur'ani Sidogiri untuk Meningkatkan Kemampuan Membaca Teks Arab Al-Qur'an. *An-Nuqthah*, *5*(1), 17-31.

Choiriyah, S., & Jinan, M. (2024). Strategi Inovatif Guru Dalam Meningkatkan Kemampuan Membaca Al-Qur'an di TPQ Jami'atul Ichwan Dalangan Sukoharjo. *Instructional Development Journal*, *7*(2), 259-269.

Fuadi, A. A. (2025). Penguatan Kompetensi Ustadz TPQ Melalui Pelatihan Manajemen Pembelajaran Modern Di Desa Semen Paron Ngawi. *ABDI MASYARAKAT*, *1*(1), 1-10.

Haryati, A., Pranata, G. A., Rahmayanti, P., Mardalena, I., Septiana, L., Ibrahim, J. M., ... & Karim, H. A. (2024). PENINGKATAN KEMAMPUAN MEMBACA AL-QUR'AN PADA ANAK USIA DINI DAN LANSIA MELALUI LITERASI AGAMA. *Jurnal Gembira: Pengabdian Kepada Masyarakat*, *2*(04), 1389-1399.

Herianto, M., & Arifin, S. (2024). Peran Guru dalam Meningkatkan Kualitas Baca Al-Qur'an Santri di TPQ Darus Syifa Nahdlatul Wathan. *Risâlah Jurnal Pendidikan dan Studi Islam*, *10*(3), 1132-1145.

Hidayat, M. S. (2024). Pola Penerapan Pendidikan Agama Islam Pada Anak Usia Dini Di Paud Al Qur'an (Paudqu) Annisa Syarifah. *Edusiana: Jurnal Ilmu Pendidikan*, *2*(1), 28-37.

Husna, R., Haniah, R., & Siahaan, L. N. (2024). Pendampingan Pembelajaran Membaca Al-Qur'an Bagi Anak-Anak Dan Remaja Di Musholla Al-Fatah Bondowoso: Upaya Meningkatkan Kemampuan Literasi Qur'ani Dan Spiritual. *Indonesian Journal of Community Dedication*, *2*(3), 467-476.

Ifada, M. Z. (2025). EFEKTIVITAS METODE PEMBELAJARAN DI TAMAN PENDIDIKAN AL-QUR'AN (TPA) MASJID AR-ROHMAH ASH-SHOLIHIN, NGABEYAN. *Al-ATHFAL: Jurnal Pendidikan Anak*, *6*(1), 84-96

Mulyadi, W., Muslim, M., Ismail, I., Nurainah, N., & Maghfiatun, M. (2025). Penguatan Kelembagaan TPQ dalam Meningkatkan Generasi Qur'ani di Desa Cempi Jaya. *Jurnal Penelitian, Pengabdian Dan Pemberdayaan Masyarakat*, *2*(1), 66-76.

Nur, H. I., & Amirudin, N. (2025). Implementasi Kegiatan Baca Tulis Al-Qur'an Dalam Menumbuhkan Karakter Qur'ani Pada Diri Peserta Didik. *JURNAL PENDIDIKAN ISLAM AL-ILMI*, *8*(2), 158-167.

Rusydiyah, E. F., Izzuddin, M. A., Hamid, A., Farisia, H., Ahmad, M., & Indarwati, D. (2017). Pedoman KKN literasi dengan pendekatan ABCD (Asset Based Community-driven Development) UIN Sunan Ampel Surabaya.

Srirejeki, K., Faturahman, A., Warsidi, W., Ulfah, P., & Herwiyanti, E. (2020). Pemetaan potensi desa untuk penguatan badan usaha milik desa dengan pendekatan Asset Based Community-Driven Development. *Warta LPM*, *23*(1), 24-34.

Amrindono, A. (2022). Metode Pembelajaran Al-Qur'an Bagi Anak Usia Dini. *Smart Kids: Jurnal Pendidikan Islam Anak Usia Dini*, *4*(1), 8-16.

Andini, A. D., & Faelasup, F. (2024). Efektifitas Pembelajaran Al-Quran Dengan Metode Tilawati Di TPA Ali Hikmah Sangatta. *AL-AMIYAH: Jurnal Ilmiah Multidisiplin*, *1*(02), 141-152.

Asshafy, Z. N. F., Imammudin, K., Fikri, M. S., Maulidi, M. R. U., & Rohmah, A. (2025). Pendampingan dan Peran TPQ untuk Meningkatkan Baca Al-Qur'an di Dusun Pengkol Desa Ngrami. *Dinamika Sosial: Jurnal Pengabdian Masyarakat dan Transformasi Kesejahteraan*, *2*(2), 173-183.

Azhar, N. N., Elisa, T., & Mulyawan, S. (2021). Meningkatkan Kemampuan Membaca dan Menulis Al-Qur'an Pada Anak Usia Dini di Masa Pandemi. *Proceedings UIN Sunan Gunung Djati Bandung*, *1*(14), 70-79

Azisi, A., Hakimullah, A., & Badri, B. (2025). Pemberdayaan Guru Ngaji melalui Metode Qur'ani Sidogiri untuk Meningkatkan Kemampuan Membaca Teks Arab Al-Qur'an. *An-Nuqthah*, *5*(1), 17-31.

Choiriyah, S., & Jinan, M. (2024). Strategi Inovatif Guru Dalam Meningkatkan Kemampuan Membaca Al-Qur'an di TPQ Jami'atul Ichwan Dalangan Sukoharjo. *Instructional Development Journal*, *7*(2), 259-269.

Fuadi, A. A. (2025). Penguatan Kompetensi Ustadz TPQ Melalui Pelatihan Manajemen Pembelajaran Modern Di Desa Semen Paron Ngawi. *ABDI MASYARAKAT*, *1*(1), 1-10.

Haryati, A., Pranata, G. A., Rahmayanti, P., Mardalena, I., Septiana, L., Ibrahim, J. M., ... & Karim, H. A. (2024). PENINGKATAN KEMAMPUAN MEMBACA AL-QUR'AN PADA ANAK USIA DINI DAN LANSIA MELALUI LITERASI AGAMA. *Jurnal Gembira: Pengabdian Kepada Masyarakat*, *2*(04), 1389-1399.

Herianto, M., & Arifin, S. (2024). Peran Guru dalam Meningkatkan Kualitas Baca Al-Qur'an Santri di TPQ Darus Syifa Nahdlatul Wathan. *Risâlah Jurnal Pendidikan dan Studi Islam*, *10*(3), 1132-1145.

Hidayat, M. S. (2024). Pola Penerapan Pendidikan Agama Islam Pada Anak Usia Dini Di Paud Al Qur'an (Paudqu) Annisa Syarifah. *Edusiana: Jurnal Ilmu Pendidikan*, *2*(1), 28-37.

Husna, R., Haniah, R., & Siahaan, L. N. (2024). Pendampingan Pembelajaran Membaca Al-Qur'an Bagi Anak-Anak Dan Remaja Di Musholla Al-Fatah Bondowoso: Upaya Meningkatkan Kemampuan Literasi Qur'ani Dan Spiritual. *Indonesian Journal of Community Dedication*, *2*(3), 467-476.

Ifada, M. Z. (2025). EFEKTIVITAS METODE PEMBELAJARAN DI TAMAN PENDIDIKAN AL-QUR'AN (TPA) MASJID AR-ROHMAH ASH-SHOLIHIN, NGABEYAN. *Al-ATHFAL: Jurnal Pendidikan Anak*, *6*(1), 84-96

Mulyadi, W., Muslim, M., Ismail, I., Nurainah, N., & Maghfiatun, M. (2025). Penguatan Kelembagaan TPQ dalam Meningkatkan Generasi Qur'ani di Desa Cempi Jaya. *Jurnal Penelitian, Pengabdian Dan Pemberdayaan Masyarakat*, *2*(1), 66-76.

Nur, H. I., & Amirudin, N. (2025). Implementasi Kegiatan Baca Tulis Al-Qur'an Dalam Menumbuhkan Karakter Qur'ani Pada Diri Peserta Didik. *JURNAL PENDIDIKAN ISLAM AL-ILMI*, *8*(2), 158-167.

Rusydiyah, E. F., Izzuddin, M. A., Hamid, A., Farisia, H., Ahmad, M., & Indarwati, D. (2017). Pedoman KKN literasi dengan pendekatan ABCD (Asset Based Community-driven Development) UIN Sunan Ampel Surabaya.

Srirejeki, K., Faturahman, A., Warsidi, W., Ulfah, P., & Herwiyanti, E. (2020). Pemetaan potensi desa untuk penguatan badan usaha milik desa dengan pendekatan Asset Based Community-Driven Development. *Warta LPM*, *23*(1), 24-34.