



STRATEGIES TO ENHANCE THE COMPETENCE OF QUR'ANIC EDUCATION TEACHERS IN ACHIEVING EFFECTIVE MANAGEMENT OF QUR'ANIC EDUCATIONAL INSTITUTIONS

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Abstract. Teachers of the Qur'anic Education Park (TPQ) play a central role in ensuring the success of Qur'anic teaching and learning, while also serving as key figures in effective institutional management. However, in practice, many TPQ teachers still encounter limitations in pedagogical, managerial, and professional competencies. This Community Service Program (PKM) was designed to enhance TPQ teachers' competencies in order to optimize institutional management. The methods implemented included training, workshops, mentoring, and inter-teacher discussion forums. The program began with a planning phase through needs assessment and observation, followed by material preparation, structured training, and continuous mentoring. Activities were carried out from September to October 2025 in Sagulung District. The results revealed strong teacher enthusiasm during the program, along with noticeable improvements in teachers' abilities and knowledge in managing Qur'anic learning, administrative strengthening, and professional development through collaboration and experience sharing. The involvement of the Teachers' Deliberation Council (BMGQ) and local mosque or prayer room committees was essential. The program had a significant impact on improving the quality of learning and the effectiveness of TPQ management, contributing to the development of professional, adaptive, and competitive Qur'anic educational institutions.

Keyword: Qur'anic Education Teachers, Competency Development, Community Engagement, Institutional Management

INTRODUCTION

The teachers of Taman Pendidikan Al-Qur'an (TPQ) located in Sungai Pelunggut and Sungai Langkai Subdistricts, Sagulung District, Batam City, actively contributed to this community service program. Socially, TPQ teachers hold a crucial role in shaping children's character and developing Qur'anic literacy from an early age. However, many of them still face challenges in improving their pedagogical, managerial, and professional competencies.

The initial observation of TPQ teachers in the partner areas showed that among 69 respondents who filled out the survey link, 87% (60 teachers) had received a Qur'an teacher certification within the past year. However, 20.3% had never attended formal training on Qur'anic learning strategies, and 36.2% stated that although administrative tasks were carried out in their institutions, they were not performed effectively. This condition has resulted in conventional and



non-standard management practices within many TPQs. Furthermore, there are limited opportunities for professional development, as most TPQ teachers work voluntarily with minimal financial compensation.

In addition, only a small proportion of teachers have previously studied in Islamic boarding schools (*pesantren*), while 65.2% of them come from general education backgrounds. In the partner areas, TPQs typically operate independently under the management of mosque or *musholla* foundations. They often face limitations in infrastructure, have small learning spaces, minimal access to digital media, and lack standardized administrative tools. Nevertheless, community enthusiasm for Qur'anic education remains high. This condition aligns with Batam City Regulation No. 56 of 2014 concerning the Guidelines for Fulfilling Qur'anic Literacy Certification and Basic Religious Understanding for Primary and Secondary Students (Batam, 2014).

The main problems identified include low pedagogical and managerial competence as well as limited use of learning technology. The teaching methods used by most teachers remain conventional and focus mainly on rote memorization, with little variation in instructional strategies. Approximately 60% of TPQs lack a structured administrative system, resulting in ineffective institutional management. Economic and institutional factors also hinder the professional capacity development of teachers (Gunawan, 2022)(Febianti, 2022).

To enhance the quality of learning and the professionalism of institutional management, it is essential to improve the competencies of TPQ teachers. Integrated training, field mentoring, and institution-strengthening activities based on community participation are key components of the planned empowerment program. It is expected that teachers will be able to implement innovative and effective learning through training in pedagogy, management, and the use of simple technology. Efforts to improve teacher professionalism and strengthen the role of TPQs in nurturing a Qur'anic generation within the community are also carried out through continuous mentoring and collaborative networking among teachers.

By applying a systematic, targeted, and sustainable empowerment approach, this community service program aims to provide concrete solutions to the various challenges faced by TPQ teachers. Overall, the activity seeks to enhance teachers' capacity and capability to perform their strategic roles as educators, organizational managers, and agents of social change. TPQ teachers not only serve as Qur'an instructors but also play a vital role in shaping the character,



morality, and spirituality of children from an early age. Therefore, improving teacher quality has a direct impact on institutional management effectiveness and the quality of the learning process. Teachers are expected to possess professional capabilities to analyze learning situations and design effective and efficient instructional systems (Kusuma et al., 2023).

Specifically, this program focuses on enhancing several aspects of teacher competence. First, the improvement of pedagogical competence enables teachers to design, implement, and evaluate Qur'anic learning effectively and creatively according to students' characteristics. This competence helps teachers select appropriate methods, develop engaging learning media, and create an enjoyable learning atmosphere. This aligns with Mulyasa's view that pedagogical competence includes understanding learners, curriculum development, designing and implementing educational learning, utilizing technology, and evaluating learning outcomes (Saleh et al., 2022).

Second, the enhancement of professional competence aims to deepen teachers' mastery of teaching materials, understanding of the Qur'anic context, and its relevance to daily life. Professional teachers are not limited to rote instruction but are also capable of instilling meaningful understanding. Third, the development of managerial and administrative competence is emphasized, as many TPQs still encounter difficulties in record-keeping and program development. Through the training program, teachers are equipped with the ability to prepare annual learning plans, manage schedules, evaluate activities, and utilize simple digital applications for student data management.

Additionally, this activity fosters social and collaborative competencies among teachers through discussion forums and learning communities, creating a supportive educational ecosystem. Moreover, digital literacy skills are emphasized to promote technology-based learning transformation, such as the use of digital Qur'an applications, instructional videos, and online learning platforms.

This competency development initiative is expected to strengthen TPQ institutions as a whole so that they can be managed professionally, adaptively, and responsively to community needs. With improved teacher capacity, TPQs will evolve into effective and competitive Islamic educational institutions capable of nurturing a Qur'anic generation with noble character, broad insight, and readiness to face contemporary challenges.



METHODOLOGY

Approach and Implementation Techniques

This community service program was implemented using participatory and collaborative approaches. The participatory approach was chosen because it actively involves the partners—namely, the teachers of Qur’anic Education Centers (TPQ) in every stage of the activity, from planning and implementation to evaluation. This ensures that the proposed solutions are genuinely relevant to the actual conditions and needs of the target group. The collaborative aspect was emphasized to build partnerships between the implementation team, local government, TPQ administrators, and community stakeholders, thereby creating a supportive environment that enhances the sustainability of the program’s outcomes.

This program employs training sessions, workshops, mentoring, focus group discussions (FGDs), and field practice. The training and workshop activities provide participants with theoretical knowledge and practical skills in pedagogical techniques, classroom management, and institutional administration. Through mentoring, teachers receive personal guidance and support, enabling them to directly apply the knowledge they have gained in their respective TPQs. Field practice offers participants the opportunity to implement innovative teaching methods in real classroom settings. Meanwhile, focus group discussions serve as a platform for sharing experiences, identifying common challenges, and developing collaborative solutions.

Activity Stages

The program was implemented through several structured stages as follows:

1. Preparation

This stage involves collaborating with TPQ partners to understand their specific needs. It includes discussions with the administrators of the *Badan Musyawarah Guru Al-Qur’an* (BMGQ) of Sagulung District, coordinators and administrators at the sub-district level, as well as meetings with TPQ teachers. To develop training materials and program modules, interviews were conducted to analyze needs. Activity scheduling, site selection, and the preparation of learning aids and digital media to support the training process were also part of the preparation stage.

2. Implementation

The implementation stage of the program consists of a series of actions aimed at addressing the identified problems. The focus of the training sessions was on improving teachers’ competencies, classroom management, curriculum design, and effective Qur’anic teaching



techniques. These activities provided hands-on experience in lesson planning, administrative management, and the use of technology in teaching. Furthermore, field practice and mentoring were conducted, during which participants received direct guidance from facilitators while applying new approaches in their TPQ environments. In addition, focus group discussions (FGDs) were organized to encourage collaborative problem-solving and peer learning

3. Evaluation

The evaluation stage aimed to assess the effectiveness and impact of the program based on predefined indicators. Pre- and post-training assessments were conducted to measure participants' knowledge and skill improvement, while observations and feedback surveys were used to capture changes in teaching practices and institutional management. The results of this evaluation provided the basis for refining future training modules and identifying areas requiring further support.

4. Follow-up

As part of the sustainability plan, the follow-up stage was implemented to strengthen and expand the outcomes of the training. This included intensive communication within the existing community of practice among TPQ teachers, which serves as a platform for continuous knowledge sharing. Regular mentoring sessions were scheduled, and potential collaborations were explored with educational authorities for advanced training programs. The follow-up activities also aimed to help TPQ institutions integrate new management practices into their operational systems and identify opportunities for further institutional development.

Target, Location, and Time of Implementation

The target group of this community service program consists of Qur'anic Education (TPQ) teachers from Sungai Pelunggut and Sungai Langkai Subdistricts, located in Sagulung District, Batam City. A total of 262 teachers participated actively in the series of program activities. The program was implemented at several partner TPQ institutions and community religious facilities, including Mushola Al Ikhlas (Kav. Kamboja, Sungai Pelunggut Subdistrict), Masjid Al Muttaqin (Sungai Langkai Subdistrict), and Masjid Al Haq (Kav. Flamboyan, Sungai Pelunggut Subdistrict), over a period of two months, from September to October 2025.

The selection of these locations was conducted strategically to ensure participant accessibility and to provide a real learning environment for the implementation of field practices.



To provide a clearer overview of the implementation process of this community service program, the following activity flow diagram illustrates the stages undertaken to address the identified issues of the partner institutions.

Activity Stages:

1. Problem Identification

Initial observations, interviews with TPQ teachers, and competency needs analysis.

2. Program Planning

Coordination with TPQ administrators, development of training curriculum and materials, and determination of implementation methods.

3. Program Implementation

Training sessions, workshops, focus group discussions (FGD), mentoring, and field practice at TPQ institutions.

4. Evaluation and Monitoring

Assessment of training outcomes, participant feedback, and measurement of competency improvement.

5. Follow-up and Sustainability

Establishment of a TPQ teachers' community, formulation of further development plans, and provision of ongoing mentoring.

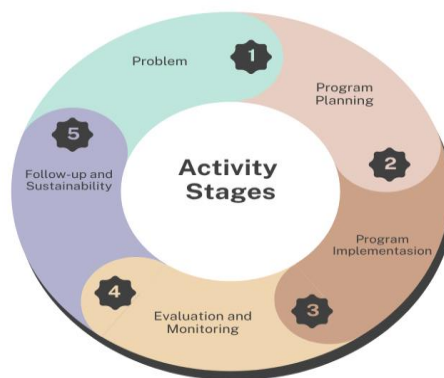


Figure 1. Activity Flow Diagram



RESULTS AND DISCUSSION

This community service program was implemented with the primary goal of enhancing the competencies of TPQ (Taman Pendidikan Al-Qur'an) teachers in pedagogical, professional, managerial, and social aspects through participatory and collaborative approaches. A TPQ institution is not a formal educational institution whose teachers are required to meet the same criteria as formal school teachers. However, it is beneficial to adopt some of the best practices from formal institutions and apply them within TPQs under each teacher's guidance. The expectation is that TPQ teachers will also, in general, meet the standards of educators who possess four core competencies—pedagogical, professional, managerial, and social (Kemenristek, 2023). According to the Law of the Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers, Article 10 Paragraph (1), *pedagogical competence* refers to the ability to manage the learning process of students. *Personal competence* refers to having a strong, noble, wise, and dignified personality that can serve as a role model for students. *Professional competence* refers to the mastery of subject matter in a broad and in-depth manner. Meanwhile, *social competence* refers to a teacher's ability to communicate and interact effectively and efficiently with students, fellow teachers, parents or guardians, and the surrounding community (Government of Indonesia, 2005). Furthermore, educational expert Prof. Zakiah Daradjat emphasizes that a teacher should possess faith in God, adequate knowledge, physical health, and good moral character (Khoir & Ihsanuddin, 2022).

The implementation of this teacher competency enhancement program began with the identification of problems and needs analysis conducted through interviews and discussions with TPQ teachers and administrators. The results showed that most teachers still faced challenges in applying innovative teaching methods, managing administrative tasks, and utilizing digital technology in their teaching activities.

The next phase was program planning, during which the implementation team developed the training curriculum, learning modules, and implementation strategies encompassing training sessions, workshops, group discussions, and field practices. The activities were carried out over two months (September to October 2025) across three main locations: Mushola Al Ikhlas, Masjid Al Muttaqin, and Masjid Al Haq. The implementation team played an active role as facilitators and mentors throughout the program, as well as evaluators of participant progress.



Supporting factors that contributed to the program's success included the high enthusiasm of TPQ teachers and strong support from TPQ administrators and the BMGQ (Badan Musyawarah Guru Al-Qur'an) committee. However, several challenges were also encountered, such as limited digital facilities, differences in participants' educational backgrounds, and time constraints due to teachers' other occupations. Nevertheless, the activities proceeded smoothly and successfully achieved most of the intended objectives.

This program involved a total of 262 TPQ teachers from Sungai Pelunggut and Sungai Langkai Subdistricts. The attendance rate was relatively high, reaching 93% of the expected total. The detailed participation figures for each session were as follows: the first meeting at Mushola Al Ikhlas was attended by 65 participants, the second meeting at Masjid Al Muttaqin by 111 participants, and the third meeting at Masjid Al Haq by 86 participants.



Figure 2. Documentation Photo of the Community Service Program (PKM) at Mushola Al Ikhlas – Sungai Pelunggut Subdistrict



Figure 3. Documentation Photo of the Community Service Program (PKM) at Masjid Al Muttaqin – Sungai Langkai Subdistrict



Figure 4. Documentation Photo of the Community Service Program (PKM) at Masjid Al Haq – Sungai Pelunggut Subdistrict

The level of active participant engagement showed highly positive results. This was further evidenced by data collected from respondents who completed the survey via Google Forms, where 91.3% of participants actively participated in discussion sessions. Their enthusiasm was reflected in the number of questions raised, the interactive nature of the discussions, and the strong interest in attending similar training programs in the future.

The first survey, which involved 23 respondents from TPQ teachers in Sungai Langkai, showed that 100% of participants expressed interest in participating in similar training. Meanwhile, the second survey, which involved 69 respondents from TPQ teachers in Sungai Pelunggut, indicated that 94.2% of participants desired follow-up training, while the remaining 5.8% were undecided between “yes” or “no.”

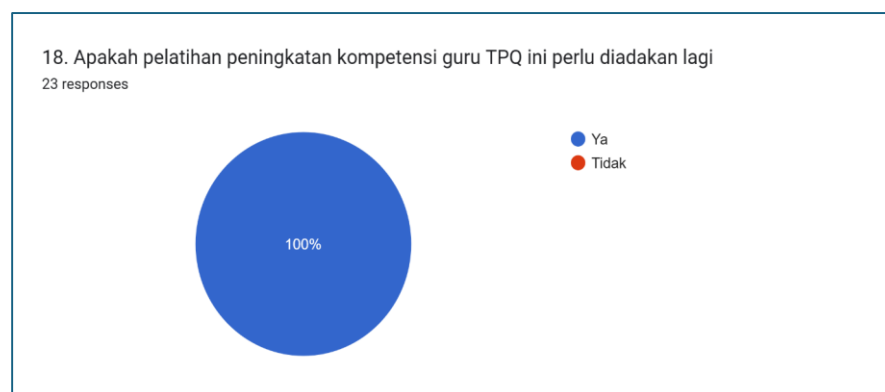


Figure 5. Chart of the Need for Improving TPQ Teachers' Competence

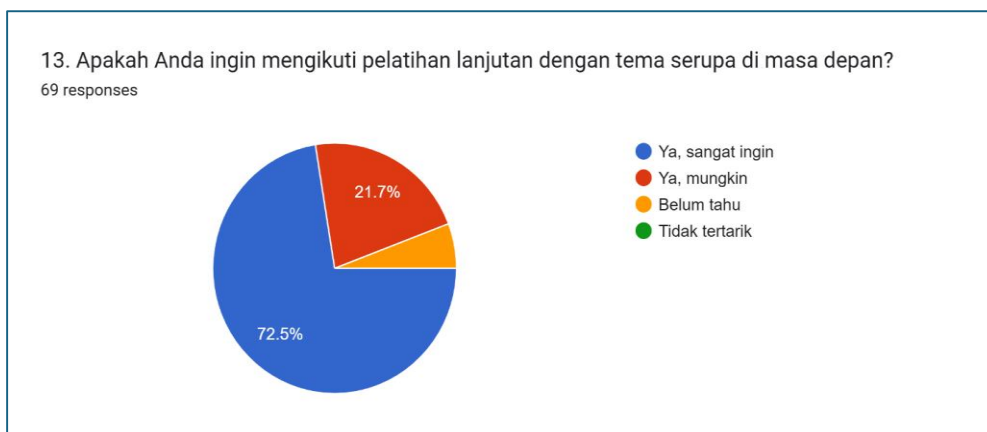


Figure 6. Chart of the Need for Similar Training in the Future

This community service activity produced several tangible outcomes aligned with the predetermined objectives. First, there was a 92.7% improvement in designing Qur’anic learning. Based on survey results, there was a significant increase in participants’ understanding of Qur’anic learning concepts, indicating that the training had a positive impact on their ability to design and implement effective learning processes.



Figure 7. Chart of Improvement in TPQ Teachers’ Competence

Secondly, the program successfully generated behavioral changes and improvements in teaching practices. Most participants began implementing new instructional methods, such as contextual approaches, play-based learning for early childhood, and the use of simple interactive media in teaching. In addition, many participants started applying more structured administrative systems, including the preparation of monthly lesson plans.

Administration is essential for the continuity of the teaching and learning process within educational institutions. It depends greatly on the active involvement of individuals who are skilled in managing institutional administration—those who have received proper training or



education in the field. Administrative tasks should not be carried out sporadically but must be performed systematically on a daily basis. The success of education in an institution must be supported by well-organized, directed, and planned administrative services, which should adapt to the increasingly competitive and modern era (Maisaroh & Danuri, 2020).

Thirdly, from an institutional perspective, this program produced innovative outputs in the form of a training module and a TPQ management guide that can be utilized sustainably by teachers and administrators. The module includes materials on Qur'an learning strategies, institutional administrative techniques, and guidelines for using digital media in teaching activities. In addition, the TPQ teachers' community of practice has become increasingly valuable as a platform for collaboration, discussion, and continuous professional development.

Overall, the results of this program demonstrate that a participatory and collaborative approach can create a tangible impact on improving the quality of human resources within TPQ institutions. It not only enhances individual competencies but also strengthens institutional management as a whole. The expected long-term impact is the establishment of more professional, adaptive, and responsive Qur'anic education institutions, capable of meeting the evolving needs of society while contributing significantly to the development of an excellent Qur'anic generation

Analysis and Discussion

This analysis and discussion aim to explain the meaning and significance of the community service program results by linking them to the identified partner problems, the empowerment approach used, and findings from previous related studies or programs. The discussion also emphasizes how the implemented program successfully addressed the partners' challenges while providing sustainable long-term impacts.

1. Relevance of the Results to Partners' Problems

The main issues faced by TPQ teachers include limited pedagogical, professional, and managerial competencies, as well as low utilization of learning technologies. The lack of formal training and weak administrative management have also reduced the overall effectiveness of TPQ institutions. The program results indicate that these challenges can be significantly addressed through structured training, workshops, and mentoring activities.

Evaluation data show improvements in pedagogical knowledge and skills, as well as managerial abilities including the development of more systematic work programs and administrative management.



This demonstrates that the community service activities have made a tangible impact in enhancing the quality of TPQ teachers and institutional management (Amaliati, 2021). Furthermore, the increased use of basic digital media indicates that barriers to technology adoption have begun to be overcome (Anjeli et al., 2023).

2. Relevance to the Concept and Approach of Empowerment

The participatory and collaborative approach implemented in this program proved effective in empowering the partners. Through this approach, teachers were actively involved from the planning to the evaluation stages, ensuring that the training methods were genuinely aligned with real needs in the field. Continuous mentoring ensured that the training outcomes could be effectively applied in each TPQ, while collaboration with TPQ administrators and local government strengthened institutional support (Febianti, 2022). This approach not only enhanced individual capacities but also built a sustainable supporting ecosystem (Gunawan, 2022).

3. Relevance to Previous Research and Programs

The findings of this program align with previous studies emphasizing the importance of continuous training to improve TPQ teachers' competencies. In terms of implementation, the integrated training program also supports national policies aimed at improving the quality of religious education through teacher professionalism and the revitalization of non-formal educational institutions (Sukandar & Adzkie, 2025). Amaliati highlighted the importance of post-training mentoring as a key factor for sustaining competency improvement (Amaliati, 2021). Meanwhile, Anjeli, Kustati, and Gusmirawati demonstrated that practice-based workshop methods can enhance pedagogical skills more rapidly than conventional approaches (Anjeli et al., 2023).

Akmal's research found that the success of teacher empowerment depends not only on knowledge improvement but also on behavioral and work pattern changes (Gunawan, 2022). These findings reinforce the conclusion that an integrated approach including training, mentoring, collaboration, and the use of technology is an effective strategy to overcome challenges within TPQ environments.

4. Program Effectiveness and Sustainability Aspects

The program's effectiveness is reflected in two main aspects: the enhancement of individual capacities and the strengthening of institutional management. On the individual level, participants demonstrated improved teaching skills and innovations in instructional methods where learning is



understood as an interactive process between students (santri), teachers (ustadz), and learning resources within a learning environment (Dirjen Pendidikan Islam Kementerian Agama RI, 2020). On the institutional level, the program encouraged the establishment of more organized administrative systems and the formation of an active TPQ teachers' community as a continuous learning forum.

Human resource development (HRD) is a fundamental element in improving the quality of educational institutions, consistent with Edward Deming's concept. According to Deming, training and competency development of employees including educators are strategic steps to build an adaptive and responsive organization. This focus on HRD ensures that individuals within the organization possess the knowledge, skills, and attitudes aligned with the institution's vision and mission (Zar'an, 2024).

Sustainability is also a crucial focus. Empowerment through the existing TPQ teachers' community of practice must continue to be maintained to ensure ongoing competency development through regular discussions and long-term collaboration (Suryana & Wahyuni, 2023). Furthermore, the integration of digital media opens opportunities for developing modern and adaptive learning systems. Thus, this community service program not only addresses short-term issues but also lays a long-term foundation for developing professional, adaptive, and competitive TPQ institutions.

CONCLUSION AND RECOMMENDATIONS

Conclusion

The focus of this community service activity is to enhance the competencies of teachers at Taman Pendidikan Al-Qur'an (TPQ). Its main objective is to strengthen teachers' capacity and professionalism in pedagogical, managerial, social, and professional aspects. The program has significantly improved teachers' knowledge, skills, and confidence in implementing innovative and effective Qur'anic learning through training sessions, workshops, mentoring, and field practice.

Evaluation results indicate a substantial improvement in understanding teaching methods and their application, as well as progress in administrative management and work program development. Teachers have begun to utilize digital media and interactive methods suitable for their students and have become more systematic in planning activities.



This initiative has resulted in the formation of a continuously developing teacher community, the creation of TPQ management guidelines, and training modules. The participatory and collaborative approach has proven effective not only in addressing short-term challenges but also in building a foundation for sustainable institutional growth. Overall, the program has enhanced the quality of Qur'anic education and strengthened the role of TPQs as professional Islamic institutions that are flexible and adaptive to contemporary demands.

Recommendations

Several key challenges encountered during this community service program included limited activity time, differences in participants' educational backgrounds that led to varying levels of understanding, and a lack of supporting facilities such as technology and digital learning media. In addition, due to limited teaching hours and external activities beyond the TPQ, some teachers still struggled to maintain consistency in applying the results of the training.

Therefore, it is recommended that the TPQ community establish study groups or communities of practice where teachers can meet regularly and share experiences. On the other hand, the implementation team needs to design follow-up programs such as technology-based training and integrated curriculum workshops. Moreover, it is hoped that relevant institutions such as local governments, BMGQ, and the Ministry of Religious Affairs will provide continuous support in the form of training facilities, equipment assistance, and policies aimed at improving teacher competence.

By taking these steps, similar activities in the future are expected to run more efficiently, generate broader impact, and strengthen the position of TPQs as flexible, professional, and competitive Islamic educational institutions.

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