

Management Strategy for Al-Qur'an Education Parks Based on a Quality Assurance System to Improve Students' Competence in Reading the Al-Qur'an

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ARTICLE INFO	ABSTRACT
Keywords: Islamic Education Management; Learning Quality; Management Strategy; Qur'anic Education Center (TPQ); Qur'an Reading Competence. Article history: Received 2026-05-17 Revised 2026-06-14 Accepted 2026-07-16	Qur'anic Education Centers (Taman Pendidikan Al-Qur'an or TPQ) play a strategic role as non-formal Islamic educational institutions in developing students' competence in reading the Qur'an. This study aims to analyze the management strategies employed by TPQ Nursalam Surakarta to improve students' competence in reading the Qur'an and to identify the supporting and inhibiting factors affecting its management. This study employed a qualitative descriptive approach. Data were collected through in-depth interviews, observations, and documentation using both primary and secondary data sources. The data were analyzed through the stages of data reduction, data display, and conclusion drawing. The findings indicate that the management strategy of TPQ Nursalam Surakarta is implemented through systematic learning planning, effective organization of teaching staff, the implementation of Qur'anic learning according to students' competency levels, and periodic evaluation of learning outcomes. These strategies contribute to improving students' competence in terms of reading fluency, accurate pronunciation (makhraj), and the application of tajwid rules. The successful implementation of the management strategy is supported by active participation from the local community, parents, religious leaders, mosque administrators, and local government through both moral and material support. The main challenges include the limited number and competence of teaching staff, inadequate teacher welfare, and insufficient learning facilities and infrastructure. The study concludes that well-planned, participatory, and adaptive management strategies are essential for improving students' competence in reading the Qur'an at TPQ.

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1. INTRODUCTION

Education is a strategic investment in the development of quality human resources . Through education, individuals not only acquire knowledge and skills, but also experience the process of character-building, morals, and spirituality that are the foundation of social life. In the Indonesian context, the goal of national education as mandated in Law of the Republic of Indonesia Number 20 of

2003 concerning the National Education System is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. In addition, Article 5 paragraph (1) of the Law emphasizes that every citizen has the same right to obtain quality education. Thus, improving the quality of education is the responsibility of all education providers, both formal, non-formal, and informal (Law of the Republic of Indonesia Number 20 of 2003).

In the perspective of Islamic education, the educational process is not only directed at mastering science, but also aims to form human beings who have a balance between intellectual, spiritual, emotional, and social aspects. Islamic education places the Qur'an as the main source of values and guidelines for life so that learning the Qur'an from an early age becomes an important part of building Muslim character and personality. Therefore, Qur'anic educational institutions have a strategic position in forming a generation that is able to read, understand, practice, and make the Qur'an a guideline in daily life (Muhaimin, 2012; Qomar, 2013).

One of the non-formal Islamic educational institutions that has an important role in learning the Qur'an is the Al-Qur'an Education Park (TPQ). TPQ is an Islamic religious education institution that organizes learning to read, write, understand, and practice the Qur'an for children and instill the basics of Islamic teachings through a structured learning process. The existence of TPQ is a complement to the religious education obtained by students in the family environment and formal schools. Not a few people make TPQ as the main means to build the ability to read the Qur'an as well as shape children's morals and religious character from an early age (Ministry of Religion of the Republic of Indonesia, 2020).

Along with the increasing need of the community for Qur'anic education, the existence of TPQ has experienced quite rapid development in various regions. However, the development of this quantity has not been fully followed by an improvement in the quality of institutional management. Various studies show that most TPQs still face various problems, including limited number of educators, low pedagogic competence of teachers, limited facilities and infrastructure, administrative management that has not been systematic, and limited operational funding. This condition has an impact on the suboptimal quality of Qur'an education services provided to students.

In the science of education management, the success of an educational institution is greatly influenced by the management strategy applied. Management strategy is a series of processes that are systematically designed through planning, organizing, implementing, supervising, and evaluating activities to achieve organizational goals effectively and efficiently. Good management allows all educational resources to be used optimally so that they can improve the quality of the process and learning outcomes (Terry, 2019; Qomar, 2013). On the contrary, weak management systems are often the cause of the low quality of educational services even though institutions have clear goals and considerable public support.

For Qur'anic educational institutions such as TPQ, management strategies are not only related to administrative aspects, but also include curriculum management, educator competencies, learning methods, evaluation of student abilities, management of infrastructure, and the development of partnerships with the community. All of these aspects are interrelated in creating an effective learning process so that they are able to improve the competence of students in reading the Qur'an properly and correctly according to the rules of tajweed and makhraj letters.

The competence of reading the Qur'an is an important indicator in measuring the success of learning in TPQ. This competence is not only measured by the ability of students to pronounce hijaiyah letters, but also includes the accuracy of makhraj, the application of tajweed law, fluency in reading, and manners in reading the Qur'an. Therefore, improving the competence of reading the Qur'an requires a planned, continuous learning process and supported by an effective institutional management system.

TPQ Nursalam Surakarta is one of the non-formal Qur'an educational institutions that consistently organizes Qur'an learning for children in the community in Gajahan Village, Pasar Kliwon District,

Surakarta City, Central Java. Based on the results of initial observations made by researchers, TPQ Nursalam Surakarta faces various challenges, including limited number of educators, simple learning facilities, and limited funding, most of which comes from non-governmental organizations. Nevertheless, TPQ Nursalam Surakarta is still able to maintain the continuity of learning activities and gain public trust. This condition shows that there is a certain management strategy that allows institutions to continue to carry out their educational functions effectively in the midst of various limitations.

This phenomenon is interesting to study because it shows that the success of a TPQ is not solely determined by the completeness of the facilities or the amount of funding, but also influenced by the manager's ability to optimize all available resources. In other words, management strategies are an important factor that determines the quality of learning the Qur'an and the competence of the students produced. Therefore, research is needed that is able to comprehensively reveal how the management strategy applied by TPQ Nursalam Surakarta in improving the competence of students reading the Qur'an. Studies on the management of the Qur'an Education Park (TPQ) have been carried out with various focuses. Most of the research examines the strategies of TPQ heads, teacher competence, Qur'anic learning methods, and factors that affect the quality of learning. The results of the study show that the success of the implementation of TPQ is not only determined by the teacher's ability to deliver learning materials, but also influenced by the effectiveness of leadership, institutional management, community support, and the learning evaluation system implemented. This study analyzes TPQ management strategies more comprehensively through education management functions which include planning, organizing, implementing, and evaluating, then linking it with improving the competence of students reading the Qur'an. This research also identifies the supporting and inhibiting factors of management as well as the efforts made by managers in overcoming various obstacles faced. Thus, this study not only describes the management practices of TPQ, but also provides an empirical picture of management strategies that can be used as a reference for the development of other non-formal Qur'an educational institutions. The object of this research is TPQ Nursalam Surakarta, which was chosen because it was able to maintain the continuity of Qur'an learning in the midst of limited human resources, infrastructure, and funding. This condition shows the existence of an adaptive and participatory management strategy so that it is interesting to study as a management practice of community-based non-formal Islamic educational institutions. Based on this description, this study aims to: (1) analyze the management strategy of TPQ Nursalam Surakarta in improving the competence of students to read the Qur'an; (2) identify the factors that support and hinder the implementation of the management strategy; and (3) describe the efforts made by managers in overcoming various obstacles to improve the quality of Qur'an learning.

2. METHODS

This study uses a qualitative approach with a descriptive research type. The qualitative approach was chosen because it aims to understand in depth the phenomenon of the management strategy of the Al-Qur'an Education Park (TPQ) in improving the competence of students reading the Qur'an based on the perspectives of the actors directly involved. Qualitative research allows researchers to gain a comprehensive understanding of the management process, supporting factors, inhibiting factors, and various efforts made to improve the quality of Qur'an learning (Creswell & Poth, 2018; Sugiyono, 2023). The research location was chosen purposively with the consideration that TPQ Nursalam is one of the non-formal Qur'an educational institutions that continues to actively organize Qur'an learning amidst limited human resources, infrastructure, and funding. This condition is interesting to study because it shows the existence of a management strategy that is able to maintain the sustainability and quality of learning. The data sources in this study consist of primary data and secondary data. Primary data were obtained directly through in-depth interviews and observations of research informants, while secondary data were obtained through documentation studies in the form of institutional archives, learning schedules, student data, administrative documents, and various other documents relevant to

the research focus. Research informants were determined using a purposive sampling technique, namely the selection of informants based on the consideration that they have knowledge, experience, and direct involvement in TPQ management. Research informants consisted of the head or manager of TPQ, ustaz and ustazah, students, and parents of students. Data analysis used an interactive model developed by Miles, Huberman, and Saldaña (2014), which includes three stages: data condensation, data presentation (data display), and drawing and verifying conclusions (conclusion drawing and verification). Analysis was carried out continuously from the data collection process until the research was completed to obtain valid and comprehensive findings.

3. FINDINGS AND DISCUSSION

The results of the study indicate that the management strategy at TPQ Nursalam Surakarta is implemented through the application of management functions including planning, organizing, implementing, and monitoring and evaluating. Although it has not implemented a formal management system like formal educational institutions, TPQ management has been carried out systematically and adjusted to the real conditions of the institution, the availability of resources, and the needs of the surrounding community. Planning is the initial stage that determines the direction of education at TPQ Nursalam Surakarta. Based on the results of interviews with the head of TPQ, program preparation is carried out through deliberation involving the administrators, ustaz, ustazah, and Takmir Nursalam Mosque. The deliberation is held at the beginning of the academic year and is evaluated periodically to adjust to the development of the number of students and learning needs. Planning begins with identifying the initial conditions of students, their ability to read the Qur'an, the availability of teaching staff, and learning facilities. Based on this identification, the management established learning targets, including the ability to read the Quran according to Tajweed rules, improving memorization of short surahs, developing worship habits, and developing Islamic morals. The learning program was then structured based on the students' ability levels, using the Iqra' levels as the basis for grouping. These findings indicate that planning at TPQ Nursalam adheres to the basic principles of educational management, namely setting goals, identifying resources, and developing work programs in a participatory manner. Although still rudimentary, this approach aligns with the concept of educational management, which places planning as the foundation for effectively achieving organizational goals (Terry, 2019; Qomar, 2013).

The organizational structure of TPQ Nursalam Surakarta is simple yet functional. Management of the institution is coordinated by the Nursalam Mosque Takmir, which acts as both a mentor and supervisor. In daily operations, a TPQ chairperson is responsible for program implementation, assisted by a secretary, a treasurer, and several ustaz and ustazah (Islamic religious teachers) who implement learning. Tasks are distributed based on the competency and experience of each teaching staff member. Teachers with better basic Quranic recitation skills are responsible for assisting students at the Iqra' level, while more experienced teachers guide students who have advanced to the Quranic recitation stage. This division of tasks reflects an effort to optimize available human resources, despite the limited number of teaching staff. Students are grouped based on their Quranic recitation ability, starting from Iqra' 1 to Iqra' 6, and then moving on to Quranic recitation. This ability-based grouping system allows teachers to adapt teaching methods, making the learning process more effective than if all students were placed in one group without considering their competency levels. These findings demonstrate that the organization at TPQ Nursalam prioritizes flexibility. The simple organizational structure is not an obstacle as long as each administrator understands their duties and responsibilities. This condition is in line with previous research which states that the effectiveness of TPQ management is more influenced by the clarity of task division and coordination than the complexity of the organizational structure.

Learning at TPQ Nursalam Surakarta is conducted every afternoon after the Asr prayer and lasts approximately 90–120 minutes. The activity begins with a group prayer, memorization review, Quranic recitation based on ability groups, delivery of basic Islamic material, and concludes with a closing

prayer. The primary method used is the Iqra' method, as it is considered easy to implement and appropriate to the students' initial abilities. In addition, teachers also implement the talaqqi method and individual reading exercises. Students are asked to read in turn in front of the teacher so that errors in pronunciation and tajwid can be immediately corrected. This individual approach is one of the strengths of learning at TPQ Nursalam because it allows teachers to provide direct feedback based on each student's individual abilities. In addition to Quranic recitation, every Friday, additional material is provided in the form of worship practices, daily prayers, morals, and basic Islamic teachings. Thus, the learning process is not only oriented towards Quranic recitation skills but also directed at developing the students' religious character. Learning takes place adaptively, utilizing the main hall of the Nursalam Mosque as a learning space. Although the learning facilities are still modest, this does not dampen the teachers' enthusiasm for the learning process. The dedication of the ustaz and ustazah, mostly volunteers, provides crucial social capital in maintaining the sustainability of TPQ activities.

Research results indicate that learning supervision is carried out in stages. The TPQ management, along with the Nursalam Mosque Takmir, conducts regular evaluations of program implementation, teacher attendance, student population growth, and the need for learning resources. These evaluations are generally conducted through monthly meetings, which serve as a forum for discussing program achievements and challenges. At the learning level, teachers conduct daily evaluations of each student's Quran reading ability. Assessments cover reading fluency, accuracy of pronunciation, application of Tajweed rules, and progress in memorization of short surahs. Students who have achieved competency at one level of Iqra' are given the opportunity to take a level-up exam before advancing to the next level. As a form of appreciation, TPQ Nursalam gives awards to students who demonstrate good learning progress, either in the form of certificates, simple gifts, or recognition at the student graduation activities. The awarding of these awards has been proven to increase student learning motivation while strengthening parental support for the learning process. Based on the overall findings, it can be concluded that the management strategy of TPQ Nursalam Surakarta has implemented educational management functions in a simple but effective manner. The success of management is not solely determined by the completeness of facilities, but by the ability of managers to optimize available resources, build a collaborative work culture, and involve the community in the implementation of Al-Qur'an education. This strategy shows that community participation-based management is one of the main factors supporting the improvement of students' competence in reading the Al-Qur'an at TPQ Nursalam Surakarta.

One of the main indicators of the success of the implementation of Al-Qur'an education at TPQ Nursalam Surakarta is the increasing competence of students in reading the Al-Qur'an. Based on the results of observations, interviews, and documentation, the students' Al-Qur'an reading competence shows positive developments although the level of achievement still varies. This variation is influenced by the students' age, attendance intensity, initial abilities, parental support, and length of learning at TPQ. The results show that new students generally begin learning by introducing the hijaiyah letters using the Iqra' method. After mastering each volume of Iqra', students are directed to read the Al-Qur'an mushaf gradually. Grouping based on reading ability makes it easier for teachers to determine methods, materials, and learning targets according to the developmental level of each student. Thus, the learning process is more effective than if all students were placed in one class without considering their initial abilities. Based on the results of interviews with administrators and ustaz/ustazah, the increase in competence in reading the Qur'an is not only measured by the ability to complete the Iqra' volume, but also includes several indicators, namely: (1) accuracy in recognizing hijaiyah letters; (2) reading fluency; (3) accuracy in makhraj letters; (4) application of tajweed laws; (5) ability to read the Qur'an mushaf gradually; and (6) memorization of short letters and daily prayers. These indicators are the basis for evaluating the continuous development of students' learning. The results of observations show that most students experienced an increase in reading ability after participating in regular learning. Students who initially did not know the hijaiyah letters were gradually able to read Iqra' until they continued to read the Qur'an mushaf. Meanwhile, students who had entered the stage of reading

the Qur'an showed an increase in aspects of reading fluency, mastery of tajweed, and self-confidence when asked to read in front of teachers and friends. However, the rate of development varies from student to student, influenced by attendance frequency, individual ability, and the habit of reading the Quran within the family.

In addition to reading skills, this study found that learning at TPQ Nursalam Surakarta also focuses on developing religious habits. Each learning activity begins with a communal prayer, memorized recitation, and the habit of reciting daily prayers. On certain days, students also receive material on the basics of Islamic teachings, such as the practice of ablution (wudu), prayer, manners towards parents, manners in the mosque, and morals in daily life. Thus, Quran learning at TPQ Nursalam Surakarta is not only cognitively oriented but also touches on the affective and psychomotor dimensions. From an educational quality perspective, the study results indicate that the quality of learning at TPQ Nursalam Surakarta is reflected not only in students' academic achievements but also in the quality of the learning process. Teachers consistently provide individual guidance to each student, directly correct reading errors, and provide reinforcement and motivation throughout the learning process. This individual approach is one of the strengths of learning at TPQ because it allows each student to receive attention tailored to their learning needs. Learning evaluation is carried out continuously through daily assessments and Iqra' level advancement exams. Teachers assess not only reading ability but also discipline, attendance, enthusiasm for learning, and memorization progress. Students who have met the competency at one level are given the opportunity to participate in an evaluation before moving on to the next level. This gradual evaluation system helps teachers monitor each student's progress and ensure that basic competencies have been mastered before moving on to more advanced material. Research findings also indicate that providing rewards is one strategy to increase student learning motivation. Awards are given to students who demonstrate good learning progress, have high attendance, or successfully complete the Iqra' level or read the Quran. These rewards are not always in the form of material gifts, but also in the form of certificates of appreciation, announcements at student graduation ceremonies, or appreciation in front of parents. This strategy has been proven to increase students' self-confidence and enthusiasm for learning. This study also identified several obstacles that affect the achievement of Quran reading competency. The limited number of teachers means that the teacher-student ratio is less than ideal, so individual mentoring cannot be provided optimally to all study groups. Furthermore, there are limitations in learning resources, such as the number of musholla (student groups).

4. CONCLUSION

This study shows that the management strategy at TPQ Nursalam Surakarta has been implemented through the application of management functions including planning, organizing, implementing, and monitoring and evaluation. Although the management of the institution is still simple and based on community self-help, the implementation of these functions is able to support the sustainability of the Qur'an learning process effectively. Program planning is carried out through deliberations between the management, ustaz/ustazah, and Takmir Masjid by considering the condition of the students, the availability of resources, and the needs of the community. Organization is carried out through a clear division of tasks and grouping of students based on their level of Qur'an reading ability so that the learning process takes place more focused. The improvement of students' competence is shown through the development of their ability to read the Qur'an according to makhrāj and tajwid rules, increased reading fluency, increased memorization of short surahs, and the growth of discipline and self-confidence in participating in learning. Although the level of development of each student is different, in general there is an increase in competence as a result of learning that is carried out gradually and continuously. The successful management of TPQ Nursalam Surakarta is supported by the commitment of the management, the dedication of the ustaz and ustazah, the support of the Mosque Takmir, the involvement of parents, and community participation in providing resources and funding. Conversely, several factors that remain obstacles include the limited number of teaching staff,

the suboptimal pedagogical competence of some teachers, limited learning facilities and infrastructure, and the lack of sustainable funding support. Based on the research results, it is recommended that TPQ managers increase institutional capacity through the preparation of a more systematic curriculum, strengthening administration, improving the competence of ustaz and ustazah through ongoing training programs, and developing a more measurable learning evaluation system. In addition, strengthening partnerships with the government, zakat institutions, religious organizations, universities, and philanthropists is needed to support the provision of facilities and infrastructure, improving the welfare of teaching staff, and the sustainability of the Qur'an education program. Further research is expected to develop studies on the TPQ's internal quality assurance system, Islamic educational leadership, innovation in digital technology-based Qur'an learning, and the implementation of an integrated quality management model (Total Quality Management) in Qur'an education institutions. Thus, the research results are expected to provide a broader contribution to the development of policies and practices for managing non-formal Islamic education in Indonesia.

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