NUR EL-ISLAM: Jurnal Pendidikan dan Sosial Keagamaan
DOI: https://doi.org/10.51311/nuris.XXXXX.XXX
ISSN: 2337-7828. EISSN: 2527-6263
https://ejurnal.iaiyasnibungo.ac.id/index.php/nurelislam/workflow/index/1414/4

Pelaksanaan Kurikulum Taman Pendidikan Al-Qur'an Di Tpa An-Nuur Desa Karang Waru Kecamatan Lawang Wetan Kabupaten Musi Banyuasin

Alham
Universitas Islam Negeri Raden Fatah, Palembang
Alham291117@gmail.com

M Hasbi
Universitas Islam Negeri Raden Fatah, Palembang
Mhasbi_uin@radenfatah.ac.id

Asep Rohman
Universitas Islam Negeri Raden Fatah, Palembang
aseprohman_uin@radenfatah.ac.id

Abstract

Abstract
This study examines the implementation of the curriculum in a Taman Pendidikan Al-Qur'an (TPA) as a form of nonformal Islamic education that plays a crucial role in shaping students' character and faith from an early age. In practice, curriculum implementation in TPA often faces challenges such as limited teaching staff, inadequate facilities, and non-standardized evaluation systems. Therefore, this research aims to describe the implementation of the curriculum at TPA An-Nuur, Karang Waru Village, Lawang Wetan District, Musi Banyuasin Regency. This study employs a qualitative approach with a case study design. Data were collected through observation, semi-structured interviews, and documentation involving the head of TPA, teachers, and related stakeholders. Data analysis was conducted through data reduction, data display, and conclusion drawing, while validity was ensured through source and technique triangulation. The findings indicate that the curriculum implementation at TPA An-Nuur has been carried out fairly well by referring to the BADKO TPQ guidelines, including activities such as reading, writing, memorizing the Qur'an, and moral development. However, the implementation remains simple and not fully structured in a systematic written curriculum. Learning methods are still predominantly conventional, such as the iqra' and sorogan methods. Evaluation is conducted directly by teachers but lacks standardized assessment tools. Supporting factors include teacher commitment and community support, while inhibiting factors involve limited human resources, facilities, and instructional time.

Keywords: curriculum, qur'anic education, nonformal education, learning process, islamic education

A. INTRODUCTION

Education is one of the most fundamental aspects of human life, playing a crucial role in shaping the quality of human resources. In the national context, education does not merely function as a means of transferring knowledge, but also as a medium for character building and the development of civilization. This is in line with the mandate of the Indonesian National Education System Law, which states that national education functions to develop capabilities and shape the character and dignified civilization of the nation in order to educate the life of the nation. The goal of national education is to develop the potential of learners so that they become individuals who are faithful and devoted to God Almighty, possess noble character, are healthy, knowledgeable, creative, independent, democratic, and responsible. [1]

Based on these objectives, it can be understood that religious values hold a very important position within the education system in Indonesia. Education is not only oriented toward cognitive aspects but also encompasses affective and spiritual dimensions that function to shape the holistic personality of learners. Therefore, the integration of religious values into the educational process is an essential necessity. Education must be carried out optimally in order to develop all aspects of learners' potential comprehensively, including intellectual, emotional, and spiritual dimensions.

Along with the development of the times, public awareness of the importance of religious education has increased significantly. Society has begun to realize that general education alone is not sufficient to form a complete character in children. Parents hold a major responsibility in guiding the religious development of their children, as the formation of faith and morality is strongly influenced by early learning experiences. One effective way to instill religious values is through learning the Qur'an as the primary source of Islamic teachings.

In the context of Islamic education in Indonesia, there are various non-formal educational institutions that play a role in instilling religious values in children. One of them is *diniyah education*, which is a form of non-formal education aimed at providing basic knowledge of Islam. Diniyah education has a strategic role in introducing the Qur'an from an early age and instilling moral values contained within it. A concrete example of diniyah education is the Qur'anic Education Park (*Taman Pendidikan Al-Qur'an* or TPA). [2]

The Qur'anic Education Park (TPA) is a non-formal educational institution that focuses on teaching the Qur'an and fostering children's moral development. In practice,

[1] Sisdiknas, "Undang-Undang Republik Indonesia No 20 Tahun 2003 Tentang Sistem Pendidikan Nasional," *Pasal 3*, no. 1 (2003), hlm. 1–42

[2] Siti Nurul Aprida, "Implementasi Pembelajaran Al- Qur ' an Terhadap Perkembangan Nilai Agama Dan Moral Anak Usia Dini" 6, no. 4 (2022), hlm. 2462–2471

TPA does not only teach the ability to read and write the Qur'an, but also equips learners with basic religious skills such as performing prayers, memorizing short chapters of the Qur'an, and developing attitudes and behaviors in accordance with Islamic teachings. Thus, TPA plays a significant role in supporting the achievement of national education goals, particularly in shaping a generation that is morally upright and religious.

However, in order for TPA to perform its role optimally, proper and professional management is required. One of the key aspects of educational management is the curriculum. The curriculum is a set of plans and arrangements regarding objectives, content, and learning materials used as guidelines in implementing educational activities. In the context of TPA, the curriculum serves as a reference for teachers (*ustadz* and *ustadzah*) in designing and implementing systematic and structured Qur'anic learning processes. [3]

Ideally, the curriculum in TPA should be developed based on the institution's vision and mission and tailored to the needs and characteristics of the learners. It should include various aspects of learning, ranging from reading the Qur'an, writing Arabic letters, memorizing verses, to understanding and practicing the values contained within them. In addition, the curriculum should incorporate effective teaching methods and an evaluation system capable of measuring learners' achievements comprehensively. With a well-structured curriculum, the learning process in TPA is expected to be more effective and efficient. [4]

Nevertheless, in practice, the implementation of the curriculum in various TPAs still faces several challenges and obstacles. Common issues include the limited number of teaching staff, inadequate facilities and infrastructure, and differences in learners' abilities in reading the Qur'an. Furthermore, the absence of standardized evaluation systems also poses a challenge in measuring learning outcomes. In addition, teachers' understanding of the curriculum established by supervisory institutions, such as the *Badan Koordinasi Taman Pendidikan Al-Qur'an* (BADKO TPQ), is not yet evenly distributed.

These issues indicate that curriculum implementation in TPA does not solely depend on the availability of curriculum documents but is also influenced by institutional management factors. In this regard, coordination among all parties involved in managing the TPA is crucial. Effective coordination between administrators, teachers, and parents can help ensure that the curriculum is implemented according to its intended objectives.

---

[3] Ana Merdekawaty, "Pelatihan Manajemen Organisasi Taman Pendidikan," *Jurnal Pengembangan Masyarakat Lokal (JPML)* 3, no. 2 (2020), hlm. 172–177

[4] Oemar Hamalik, *Kurikulum Dan Pembelajaran* (Jakarta: Bumi Aksara, 2018), hlm. 45

Without proper coordination, curriculum implementation may encounter obstacles and fail to achieve optimal results. [5]

In addition to coordination, motivation is another important factor supporting successful curriculum implementation. The work motivation of teachers significantly influences the quality of learning delivered to students. Educators with high motivation tend to be more creative, innovative, and committed to their duties. This motivation can stem from internal factors, such as personal calling and sincerity in teaching, as well as external factors, such as rewards, leadership support, and a conducive working environment.

Furthermore, leadership plays a vital role in TPA management. Institutional leaders are responsible for providing direction to all organizational components. Effective leadership includes the ability to give instructions, provide guidance, and motivate teachers to perform their duties effectively. In the context of TPA, leaders must be able to guide teachers in implementing the curriculum, selecting appropriate teaching methods, and maintaining student discipline. Good leadership fosters a supportive working environment and contributes to achieving educational goals.

Communication is also an essential aspect of educational management. Effective communication among leaders, teachers, students, and parents facilitates the learning process. Through good communication, information related to learning activities, student development, and institutional policies can be conveyed clearly and accurately. In TPA, communication also plays a role in building cooperation between the institution and parents, creating a synergistic educational process. [6]

One of the Qur'anic Education Parks contributing to religious education in the community is TPA AN-NUUR, located in Karang Waru Village, Lawang Wetan District, Musi Banyuasin Regency. This TPA actively provides Qur'anic education to children in the surrounding area. Based on preliminary observations, TPA AN-NUUR has attempted to implement the curriculum in accordance with the guidelines set by BADKO TPQ. However, several challenges remain, such as limited variation in teaching methods used by teachers and limited instructional time.

These conditions indicate that the implementation of the curriculum at TPA AN-NUUR still requires improvement to achieve optimal outcomes. Therefore, an in-depth study is needed to examine how the curriculum is implemented in this institution. This

[5] Badko TPQ, *Pendoman Penyelenggaraan Taman Pendidikan Al-Quran* (Semarang: Badko TPQ Jateng, 2019), hlm. 14

[6] Mukhtar Hadi, *Administrasi Dan Manajemen Pendidikan* (Lampung: CV. Laduny Alifatama, 2023), hlm. 19

research is important to provide a clear picture of the extent to which the curriculum has been applied and to identify factors influencing its success or obstacles. [7]

Thus, this study is expected to contribute to the development of Islamic education management, particularly in relation to curriculum implementation in non-formal educational institutions. Additionally, the findings are expected to serve as evaluation material and provide recommendations for TPA AN-NUUR in improving the quality of Qur'anic learning. More broadly, this research is expected to contribute to the advancement of Islamic education in society, fostering a generation that is not only intellectually capable but also morally grounded in Qur'anic values. [8]

Method/Material

Nyatakan tujuan penelitian dan berikan latar belakang yang memadai, menghindari survei literatur terperinci atau ringkasan hasil. Latar belakang makalah yang tercakup dalam Pendahuluan harus dikembangkan di bagian Teori, yang juga menetapkan dasar untuk penelitian di masa depan. Bagian Perhitungan menunjukkan penerapan teori pada praktik. This study aims to analyze the implementation of the curriculum at Taman Pendidikan Al-Qur'an (TPA) AN-NUUR, located in Karang Waru Village, Lawang Wetan District, Musi Banyuasin Regency, South Sumatra. Education plays a fundamental role in shaping human resources, not only as a medium for knowledge transfer but also as a process of character building and cultural development. In the context of non-formal Islamic education, institutions such as TPA serve as important platforms for instilling religious values and basic Qur'anic literacy among children. [9] The selection of TPA AN-NUUR as the research site is based on its active role in organizing religious learning activities and its relevance to the focus of this study, particularly in terms of curriculum implementation. The research was conducted over a period of six months, from October 2025 to March 2026, allowing sufficient time

[7] Roni Wiranata, Siti, *Dasar-Dasar Manajemen* (Makassar: PT. Nas Media Indonesia, 2024), hlm. 73-81

[8] Saipul Hadi, Syatria Adymas Pranajaya, and Juhairiah Juhairiah, "Optimization of Taman Pendidikan Al-Qur'an (TPA)" Darul Muhajirin" in BORNEO SKM Housing, Samarinda City," *Amalee: Indonesian Journal of Community Research and Engagement* 4, no. 2 (2023), hlm. 427–439

[9] Abdul Hafidz bin Zaid et al., "Pendampingan Pembelajaran AL-Qer'an Melalui Program Taman Pendidikan AL-Qur'an (TPA) Di SDN 03 Slahung Ponorogo," *GANESHA: Jurnal Pengabdian Masyarakat* 5, no. 2 (2025), hlm. 471–479

for in-depth data collection through continuous observation, interviews, and documentation.

RESEARCH METHOD

This study employs a qualitative research approach using a case study design. The qualitative approach is chosen to explore and understand deeply the processes, meanings, and dynamics involved in the implementation of the curriculum within a real-life context. The case study design allows the researcher to investigate comprehensively how the curriculum is planned, implemented, and evaluated in a specific non-formal educational institution.

Data Types and Sources

The data used in this study are qualitative in nature, consisting of words, actions, and relevant documents related to curriculum implementation at TPA AN-NUUR. The data are obtained from two main sources: primary and secondary data.

Primary data are collected directly from key informants involved in the curriculum implementation, including the head of TPA, administrators, teachers (ustadz and ustadzah), and, in some cases, students and parents to provide broader perspectives. These data are gathered through in-depth interviews, direct observations, and systematic field notes.

Secondary data are obtained from relevant documents such as the institution's vision and mission, organizational structure, work programs, learning schedules, lesson plans, attendance lists, and activity reports. These documents support and validate the primary data and serve as a means of triangulation to enhance data credibility. [10]

Sampling Technique

The selection of informants is conducted using purposive sampling, where participants are chosen based on specific considerations relevant to the research objectives. The main informant is the head of TPA AN-NUUR due to their strategic role in curriculum planning, implementation, and evaluation. Supporting informants include teachers, students, and parents. In qualitative research, the number of informants is not predetermined but depends on data saturation, which occurs when no new information is obtained.

Data Collection Techniques

Data collection in this study includes observation, interviews, and documentation.

- **Observation** is conducted in a non-participant manner, where the researcher acts solely as an observer without direct involvement in learning activities. This method allows the researcher to examine the teaching and learning process, interactions between teachers and students, instructional methods, and the availability of facilities.

[10] Rahmadi dkk, *Administrasi Dan Supervisi Pendidikan* (Sokoharjo: CV. Pradina Pustaka Grub, 2024), hlm. 41

- **Interviews** are conducted using a semi-structured format. While guided by a prepared interview framework, the researcher maintains flexibility to explore emerging topics during the fieldwork. Interviews aim to obtain detailed information regarding curriculum planning, implementation, and evaluation.
- **Documentation** is used to complement data from observations and interviews. It includes written documents such as work programs and lesson plans, as well as visual materials like photographs of learning activities and the physical environment of the institution.

Data Analysis Technique

Data analysis in this study follows the interactive model proposed by Miles and Huberman, which consists of three main steps: data reduction, data display, and conclusion drawing.

- **Data reduction** involves selecting, simplifying, and organizing data relevant to the research focus. This process occurs continuously throughout the study.
- **Data display** is presented in the form of descriptive narratives to facilitate understanding of patterns and relationships among data categories.
- **Conclusion drawing and verification** involve interpreting the data and ensuring the consistency and validity of the findings through continuous verification.

Validity of Data

To ensure data validity, this study applies triangulation techniques. This includes source triangulation, by comparing information from different informants, and technique triangulation, by using multiple data collection methods. Through triangulation, the credibility and reliability of the research findings are strengthened.

1. Result and Discussion

This study provides a detailed examination of the implementation of the curriculum at Taman Pendidikan Al-Qur'an (TPA) AN-NUUR located in Karang Waru Village, Lawang Wetan District, Musi Banyuasin Regency. The findings are organized into several key components, including curriculum planning, implementation, evaluation, supporting and inhibiting factors, as well as the role of management. The presentation of results is concise and focused, followed by a discussion that highlights the significance of the findings without unnecessary repetition or excessive elaboration.

1. Curriculum Planning

The results indicate that curriculum planning at TPA AN-NUUR is guided by general standards established by the regional coordinating body for Qur'anic education institutions (BADKO TPQ). The curriculum structure includes core learning components such as Qur'an reading, writing Arabic letters (hijaiyah), memorization

of short surahs, and basic religious practices including daily prayers and supplications. [11]

Planning is conducted collaboratively through informal discussions among administrators and teachers (ustadz/ustadzah). This participatory approach reflects a collective commitment to achieving the primary educational objective: enabling students to read the Qur'an correctly while fostering Islamic moral values. However, the planning process lacks formal documentation. There is no comprehensive written curriculum framework that includes detailed syllabi or standardized lesson plans.

The absence of structured planning documents results in variability in teaching practices. Each instructor tends to apply personal teaching strategies based on individual experience and understanding. While this flexibility allows adaptation to student needs, it also creates inconsistencies in learning outcomes and instructional quality. Thus, curriculum planning at TPA AN-NUUR can be characterized as functional but not yet systematic. [12]

2. Curriculum Implementation

The implementation of the curriculum occurs regularly according to a fixed schedule. Learning activities typically begin with collective prayers, followed by core instructional sessions. These sessions include individual Qur'an reading, memorization exercises, and writing practice.

The dominant teaching methods observed are traditional approaches, including the Iqra' method, individual recitation (sorogan), and simple classical instruction. In the sorogan method, students read directly in front of the teacher and receive immediate feedback. This method proves effective in improving reading accuracy and pronunciation, although it is time-intensive and limits group engagement. .[13]

Memorization activities are conducted both collectively and individually. Teachers guide students in memorizing short surahs and daily prayers, often incorporating repetition techniques. In addition, moral guidance and religious advice are occasionally integrated into the learning process, contributing to character development.

Despite the effectiveness of traditional methods, the study finds limited variation in instructional strategies. Most teachers rely heavily on conventional techniques and rarely incorporate interactive or media-based learning tools. This limitation is

[11] Elis Ratnawulan H. A. Rusdiana, *Manajemen Kurikulum: Konsep, Prinsip Dan Aplikasinya Di Sekolah/Madrasah* (Jakarta: Arsad Press, 2022), hlm. 5-32

[12] Taufiqurrahman Ahmad Muradi, *Pengembagan Kurikulum Pembelajaran Bahasa Arab: Konsep Dan Aplikasi* (Depok: Rajawali Pers, 2021), hlm. 3-8

[13] Sarinah, *Pengantar Kurikulum* (Yogyakarta: CV Budi Utama, 2018), hlm. 12

primarily due to insufficient pedagogical training and lack of access to educational resources. [14]

The implementation process demonstrates consistency and discipline but lacks innovation. As a result, while basic competencies are achieved, opportunities for enhancing student engagement and learning efficiency remain underutilized.

3. Evaluation of Learning

Evaluation practices at TPA AN-NUUR are relatively simple and not standardized. Assessment is primarily conducted through direct observation by teachers during daily learning activities. Students are evaluated based on their reading fluency, memorization ability, and participation. [15]

Periodic evaluations are conducted at certain milestones, such as level advancement or graduation ceremonies. However, these evaluations are not supported by structured assessment instruments or documented criteria. Consequently, the evaluation process tends to be subjective and varies among teachers.

Although informal communication with parents provides additional feedback on student progress, the lack of systematic evaluation tools limits the accuracy and reliability of assessments. Nevertheless, the existing evaluation approach still offers a general overview of student development.

The findings suggest that while evaluation practices fulfill basic monitoring functions, they do not yet support comprehensive measurement of learning outcomes. A more structured evaluation system is needed to ensure objectivity and consistency.

4. Supporting Factors

Several factors contribute positively to the implementation of the curriculum at TPA AN-NUUR. One of the most significant is the strong commitment of administrators and teachers. Despite limited financial incentives, educators demonstrate high levels of dedication and sincerity in fulfilling their responsibilities.

Community support also plays a crucial role. The local community values the presence of the TPA and actively entrusts it with the religious education of their children. This trust is reflected in stable student enrollment and ongoing parental involvement.

Additionally, the religious nature of the surrounding environment supports the learning process. A community that upholds Islamic values reinforces students' habits in practicing religious activities, such as reading the Qur'an and performing prayers.

---

[14] Nana Syaodih Sukmadinata, *Pengembangan Kurikulum: Teori Dan Praktik* (Bandung: Remaja Rosdakarya, 2019), hlm 220.

[15] Republik Indonesia, "Presiden Republik Indonesia," 2003, hlm. 19-21

These supporting factors create a conducive learning environment that strengthens the implementation of the curriculum, even in the absence of adequate resources. [16]

5. Inhibiting Factors

The study identifies several challenges that hinder the effective implementation of the curriculum. One major constraint is the limited number of teachers. A small teaching staff must accommodate a relatively large number of students, resulting in increased workload and reduced instructional efficiency.

Another significant barrier is the lack of facilities and learning resources. The available infrastructure is minimal, including limited classroom space and insufficient instructional materials. This condition restricts the use of diverse teaching methods and reduces the overall quality of the learning experience.

Student diversity in learning ability also presents a challenge. Differences in reading proficiency and memorization skills within the same class make it difficult for teachers to deliver instruction uniformly. As a result, some students progress more quickly than others, creating gaps in learning outcomes.

Time constraints further complicate the situation. The limited duration of daily learning sessions restricts the depth of material coverage. Teachers must balance between completing the curriculum and ensuring student understanding, often leading to suboptimal learning results.

These inhibiting factors highlight the need for strategic improvements in resource allocation, instructional planning, and time management.

6. Role of Management

Management plays a critical role in supporting curriculum implementation at TPA AN-NUUR. The findings show that coordination among administrators and teachers is present but largely informal. Communication occurs regularly, yet it lacks structured mechanisms such as scheduled meetings or documented planning sessions. [17]

In terms of motivation, teachers exhibit strong intrinsic motivation driven by religious values and a sense of responsibility. This internal drive compensates for the absence of financial incentives and contributes significantly to program sustainability.

Leadership is centralized, with the head of the TPA playing a dominant role in providing direction and guidance. This leadership approach ensures that activities align with institutional goals, although it may limit participatory decision-making.

---

[16] Nurul Latifatul Inayati, Valentino Rossi, and Aulia Rosyida, "Pelaksanaan Pembelajaran Tahfidz Al-Qur'an Di TPA Lingkar Qur'an Al-Ikhlash Surakarta," *Didaktika: Jurnal Kependidikan* 13, no. 2 (2024), hlm. 1913–1924

[17] Inayati, Rossi, and Rosyida. *Didaktika: Jurnal Kependidikan* 13, no 2 (2024), hlm. 1913–1924

Communication with parents is generally effective but not systematically organized. Information is shared as needed rather than through formal channels or scheduled reporting systems.

Overall, management functions adequately but would benefit from increased formalization and strategic planning to enhance efficiency and accountability.

7. Discussion

The findings of this study demonstrate that the curriculum implementation at TPA AN-NUUR operates effectively within its contextual limitations. The institution successfully delivers fundamental Qur'anic education, fulfilling its primary objective of developing students' reading ability and basic religious knowledge.

The flexibility observed in curriculum planning reflects the adaptive nature of non-formal education. However, this flexibility also introduces inconsistencies that may affect instructional quality. A balance between adaptability and standardization is necessary to optimize outcomes.

The reliance on traditional teaching methods indicates both strength and limitation. While these methods are proven and culturally relevant, they may not fully address the diverse learning needs of modern students. Incorporating innovative approaches and educational media could enhance engagement and learning effectiveness. [18]

Evaluation practices represent an area requiring significant improvement. The absence of standardized assessment tools limits the ability to measure progress accurately. Developing simple yet structured evaluation instruments would provide more reliable data for decision-making.

Supporting factors such as teacher commitment and community involvement are critical assets. These elements sustain the institution despite resource constraints and should be maintained and strengthened. [19]

Conversely, inhibiting factors reveal structural challenges that need to be addressed. Teacher shortages, limited facilities, and time constraints directly impact the quality of education. Addressing these issues requires coordinated efforts from stakeholders, including community support and potential institutional partnerships.

[18] Ali Mustofa and Munira Ira, "Peran Taman Pendidikan Al-Qur'an (TPA) Dalam Meningkatkan Kualitas Baca Tulis Al-Qur'an Di Desa Sidoharjo Kab. Oku Timur," *JUPIN (Jurnal Pendidikan Islam Nusantara)* 1, no. 2 (2022), hlm. 115–126

[19] Indriyani Tri Jayanti et al., "Penguatan Pendidikan Karakter Religius Di TPA (Taman Pendidikan Al-Qur'an) Nurul Yaqin Desa Jagoan," *Buletin KKN Pendidikan* 4, no. 1 (2022), hlm. 69–79

Management practices, while functional, lack formal structure. Strengthening management systems through documentation, planning, and regular evaluation would enhance organizational effectiveness. [20]

In summary, the implementation of the curriculum at TPA AN-NUUR demonstrates a strong foundation rooted in commitment and community support. However, improvements in planning, instructional methods, evaluation systems, and management practices are necessary to achieve more optimal educational outcomes.

Conclusion

This study concludes that the implementation of the curriculum at TPA AN-NUUR in Karang Waru Village has been carried out adequately and fulfills its primary objective as a non-formal Islamic educational institution, namely to develop students' ability to read the Qur'an and instill basic religious values. The curriculum is generally aligned with the guidelines of BADKO TPQ and includes essential learning components such as Qur'anic reading, writing of hijaiyah letters, memorization of short surahs, and basic worship practices. However, the implementation remains relatively simple and has not yet been supported by a fully structured and systematically documented curriculum framework.

In terms of planning, the curriculum is prepared collaboratively by administrators and teachers through informal discussions, reflecting strong internal commitment. Nevertheless, the absence of formal documents such as syllabi and standardized lesson plans leads to inconsistencies in instructional practices. This indicates that while planning is functional, it still lacks systematic organization.

The implementation of learning activities shows consistency and discipline, with traditional methods such as iqra' and sorogan proving effective in improving students' reading skills. However, the limited variation in teaching methods and the minimal use of instructional media reduce opportunities for enhancing student engagement and learning effectiveness. This suggests that innovation in pedagogical approaches is still needed.

Evaluation practices are conducted through direct observation and periodic assessments, but they are not yet supported by standardized instruments. As a result, the evaluation process tends to be subjective and less measurable. Although it

[20] Abdul Rahman, "Edukasi Berdimensi Ketuhanan Dan Kemanusiaan Pada Anak Usia Dini Di Kampung Sumanna," *Aksiologi: Jurnal Pendidikan Dan Ilmu Sosial* 4, no. 2 (2024), hlm. 64-74

provides a general picture of student progress, it does not fully ensure objectivity and consistency in assessing learning outcomes.

The study also highlights important supporting factors, including strong teacher commitment, community trust, and a conducive religious environment. These factors significantly contribute to sustaining the implementation of the curriculum despite various limitations. On the other hand, several inhibiting factors were identified, such as limited teaching staff, inadequate facilities, diverse student abilities, and restricted learning time, all of which affect the overall quality of the learning process.

Furthermore, management plays a crucial role, particularly in coordination, leadership, motivation, and communication. Although these aspects function reasonably well, they are still largely informal and require further development to become more structured and systematic.

Based on these findings, it can be concluded that the curriculum implementation at TPA AN-NUUR has a strong foundational basis but requires improvement in several key areas, including curriculum structuring, teaching innovation, evaluation systems, and institutional management. For future development, it is recommended that TPA AN-NUUR develop a more comprehensive and documented curriculum, enhance teacher pedagogical competence through training, utilize more varied and interactive learning methods, and establish standardized evaluation tools. Additionally, further studies are suggested to explore the effectiveness of innovative teaching strategies and management models in improving the quality of non-formal Islamic education.

B. REFERENCE

Ahmad Muradi, Taufiqurrahman, *Pengembagan Kurikulum Pembelajaran Bahasa Arab: Konsep Dan Aplikasi* (Depok: Rajawali Pers, 2021)

Aprida, Siti Nurul, 'Implementasi Pembelajaran Al- Qur ' an Terhadap Perkembangan Nilai Agama Dan Moral Anak Usia Dini', 6.4 (2022), 2462–71 <https://doi.org/10.31004/obsesi.v6i4.1959>

H. A. Rusdiana, Elis Ratnawulan, *Manajemen Kurikulum: Konsep, Prinsip Dan Aplikasinya Di Sekolah/Madrasah* (Jakarta: Arsad Press, 2022)

Hadi, Mukhtar, *Administrasi Dan Manajemen Pendidikan* (Lampung: CV. Laduny Alifatama, 2023)

Hadi, Saipul, Syatria Adymas Pranajaya, and Juhairiah Juhairiah, 'Optimization of Taman Pendidikan Al-Qur'an (TPA)" Darul Muhajirin" in BORNEO SKM Housing, Samarinda City', *Indonesian Journal of Community Research and Engagement*, 4.2 (2023), 427–39

Hafidz bin Zaid, Abdul, Riza Ashari, Yusuf Al Manaanu, Hilmi Abdil Hafizh, Andi Muhammad Zulzalal, Muhammad Diffa Maula Al-Afath, and others, 'Pendampingan Pembelajaran AL-Qer'an Melalui Program Taman Pendidikan AL-Qur'an (TPA) Di SDN 03 Slahung Ponorogo', *GANESHA: Jurnal Pengabdian Masyarakat*, 5.2 (2025), 471–79

Hamalik, Oemar, *Kurikulum Dan Pembelajaran* (Jakarta: Bumi Aksara, 2018)
Inayati, Nurul Latifatul, Valentino Rossi, and Aulia Rosyida, 'Pelaksanaan Pembelajaran Tahfidz Al-Qur'an Di TPA Lingkar Qur'an Al-Ikhlash Surakarta', *Didaktika: Jurnal Kependidikan*, 13.2 (2024), 1913–1924. <https://doi.org/10.58230/27454312.597>
Indonesia, Republik, 'Presiden Republik Indonesia', 2003
Jayanti, Indriyani Tri, Aji Nur Cahyo, Endang Setyaningsih, Eko Purnomo, Ambar Winarti, and Mawardi Mawardi, 'Penguatan Pendidikan Karakter Religius Di TPA (Taman Pendidikan Al-Qur'an) Nurul Yaqin Desa Jagoan', *Buletin KKN Pendidikan*, 4.1 (2022), 69–79 <https://doi.org/10.23917/bkkndik.v4i1.19184>
Merdekawaty, Ana, 'PELATIHAN MANAJEMEN ORGANISASI TAMAN PENDIDIKAN', *Jurnal Pengembangan Masyarakat Lokal (JPML)*, 3.2 (2020), 172–77
Mustofa, Ali, and Munira Ira, 'Peran Taman Pendidikan Al-Qur'an (TPA) Dalam Meningkatkan Kualitas Baca Tulis Al-Qur'an Di Desa Sidoharjo Kab. Oku Timur', *JUPIN (Jurnal Pendidikan Islam Nusantara)*, 1.2 (2022), 115–26 <https://doi.org/10.30599/jupin.v1i2.123>
Rahmadi, Dkk, *Administrasi Dan Supervisi Pendidikan* (Sokoharjo: CV. Pradina Pustaka Grub, 2024)
Rahman, Abdul, 'Edukasi Berdimensi Ketuhanan Dan Kemanusiaan Pada Anak Usia Dini Di Kampung Sumanna', *Aksiologi: Jurnal Pendidikan Dan Ilmu Sosial*, 2024 <https://doi.org/10.47134/aksiologi.v5i1.205>
Sarinah, *Pengantar Kurikulum* (Yogyakarta: CV Budi Utama, 2018)
Sisdiknas, 'Undang-Undang Republik Indonesia No 20 Tahun 2003 Tentang Sistem Pendidikan Nasional', *Pasal 3*, 1, 2003, 1–42
Siti, Roni Wiranata, *Dasar-Dasar Manajemen* (makassar: PT. Nas Media Indonesia, 2024)
Sukmadinata, Nana Syaodih, *Pengembangan Kurikulum: Teori Dan Praktik* (Bandung: Remaja Rosdakarya, 2019)
TPQ, Badko, *Pendoman Penyelenggaraan Taman Pendidikan Al-Quran* (Semarang: Badko TPQ Jateng, 2019)