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**Revitalization training for TPQ through the Asset Based Community Development (ABCD) approach**

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**ABSTRACT**

TPQ is a non-formal educational institution that plays a crucial role in disseminating Islamic teachings, particularly in aspects aimed at enhancing the understanding and comprehension of the Qur'an. This community service adopts a qualitative approach, utilizing a case study method integrated into Asset-Based Community Development (ABCD)-based Community Service Program (KKN) activities. The community service site is located in Klepu hamlet, Planjan sub-district, Kapanewon Saptosari, Gunungkidul regency, Yogyakarta Special Region. The primary objective of this community service is to reactivate TPQ activities in the location, which were previously halted due to a limited number of teachers. As part of a revitalization effort, a Training of Trainers (ToT) program was designed to equip local teenagers with basic teaching competencies and enable them to take on the role of TPQ teachers. A total of 10 teenagers aged 14 to 18 were purposively selected based on their interest, involvement in religious activities, and potential. The training program focused on skill utilization through the provision of materials, microteaching, preparation of teaching tools, and the formation of teaching teams. The results showed that the ABCD approach was effective in exploring local assets and creating community-based solutions. Learning guides were successfully developed, and the majority of participants demonstrated basic teaching skills. Two youth teaching teams were also formed to support the sustainability of TPQ activities.

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**ABSTRAK**

TPQ merupakan lembaga pendidikan non formal yang berperan penting dalam menyebarkan ajaran Islam terutama pada aspek yang bertujuan untuk memperdalam bacaan dan pemahaman Al-Qur'an. Pengabdian ini mengadopsi pendekatan kualitatif dengan metode studi kasus yang diintegrasikan dalam kegiatan Kuliah Kerja Nyata (KKN) berbasis Asset-Based Community Development (ABCD). Lokasi pengabdian terletak di Padukuhan Klepu, Kalurahan Planjan, Kapanewon Saptosari, Kabupaten Gunungkidul, Daerah Istimewa Yogyakarta. Tujuan utama pengabdian ini adalah mengaktifkan kembali kegiatan TPQ di lokasi tersebut yang sebelumnya terhenti akibat keterbatasan jumlah tenaga pengajar. Sebagai upaya revitalisasi, program Training of Trainers (ToT) dirancang untuk memberdayakan remaja setempat agar memiliki kompetensi dasar mengajar dan mampu mengambil peran menjadi pengajar TPQ. Sebanyak 10 remaja berusia 14 hingga 18 tahun dipilih secara purposif berdasarkan minat, keterlibatan dalam kegiatan keagamaan, dan potensi yang dimiliki. Program pelatihan difokuskan pada pendayagunaan kemampuan melalui pemberian materi, microteaching, penyusunan perangkat ajar, dan pembentukan tim pengajar. Hasil pengabdian menunjukkan bahwa pendekatan ABCD efektif dalam menggali aset lokal dan menciptakan solusi berbasis komunitas. Panduan pembelajaran berhasil disusun, mayoritas peserta menunjukkan keterampilan dasar mengajar, dan dua tim pengajar remaja terbentuk untuk mendukung keberlanjutan kegiatan TPQ.

**Kata Kunci:** asset based community development; Kuliah Kerja Nyata; ToT; TPQ

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## INTRODUCTION

In the increasingly massive digital era, religious activities in rural communities face various problems that cannot be ignored. Some problems arise due to the influence of digitalization, which encourages changes in lifestyles, interaction patterns, and the decline of people's religious enthusiasm (Sinaga & Muslim, 2022). However, many problems stem from long-standing structural and cultural factors, such as the scarcity of local religious leaders, inadequate means of worship, and the absence of a regular forum or institution to handle religious activities. The reality of this problem was also discovered by a group of students from UIN Sunan Gunung Djati Bandung and UIN Sunan Kalijaga Yogyakarta while conducting a collaborative Real Work Lecture (KKN) in Padukuhan Klepu, Planjan Village, Kapanewon Saptosari, Gunungkidul Regency, Special Region of Yogyakarta (DIY), in August 2024. During the KKN activities, students found problems in the form of stagnation of religious activities.

One form of religious activity that has stagnated is the Al-Qur'an Education Park (TPQ). TPQ is a non-formal educational institution that plays a crucial role in disseminating Islamic teachings, particularly in aspects aimed at enhancing the understanding and comprehension of the Qur'an (Husna *et al.*, 2022). In Padukuhan Klepu, the stagnation of TPQ is marked by the decline of recitation activities, which were once active and served as a center for Islamic religious learning, catering to around 30 children every day. Since 2023, the activities have been carried out only once a week and have ceased altogether, starting from Ramadan 1445 H, corresponding to March 2024 AD. Based on the results of initial interviews with residents, this stagnation is not caused by digitalization, but because there are no TPQ teachers in the area. This finding aligns with previous research, which suggests that the lack of cadre regeneration among students and teachers may contribute to the cessation of TPQ (Purwaka *et al.*, 2025).

In fact, the local Hamlet Head stated that outwardly Padukuhan Klepu has potential assets that can be developed, consisting of three Integrated Islamic schools and one mosque that can be used as a TPQ. However, the people of Padukuhan Klepu tend to lack awareness of developing their religious education institutions. Additionally, the history of the Christianization movement that occurred during the colonial period in the region further complicated the challenges faced in religious education. It influenced people's understanding of Islamic teachings. Most of the local people are of the view that Islam is limited only to religion, and worship consists only of prayer, zakat, fasting, and other things related to it. Only one to two people hold the view that developing religious educational institutions is also part of worship.

Therefore, as an effort to overcome this problem, *the Training of Trainers* (ToT) for TPQ Teachers activity was initiated as part of the work program by the Students of Group 120 KKN in Collaboration with UIN Sunan Gunung Djati Bandung and UIN Sunan Kalijaga Yogyakarta. ToT is training that is carried out to make a person skilled in a particular field (Nurdyastuti *et al.*, 2018). The selection of ToT in this service is based on previous research, which states that the first step in revitalizing or reviving TPQ activities can be achieved through training (Purwaka *et al.*, 2025). Previous research has also demonstrated that ToT programs can have a significant positive impact in various ways. For example, ToT in the field of *public speaking* has a positive effect on improving speaking skills (Sari, 2024). Furthermore, ToT regarding soil ecology has been proven to provide benefits for the Ketapang Village Organic Rice Farmers Group. After the implementation of ToT, there was an increase in farmers' understanding of the ecological benefits of soil as part of the global ecosystem (Supriyadi *et al.*, 2021). In addition, ToT in the field of Emergency Nursing has also succeeded in increasing participant satisfaction in developing their skills (Putri *et al.*, 2024). The delivery of material in ToT also dramatically affects the understanding of trainees (Hakika *et al.*, 2021).

The ToT program in this service employs a distinct approach and goals compared to previous research. The ToT program in an earlier study was conducted as an effort to address problems in non-religious

fields, such as public speaking, agriculture, and health. Meanwhile, the ToT program in this study aims to address issues in the religious field, one of which is to revive a number of TPQs that have ceased operations due to a lack of human resources and weak management (Purwaka *et al.*, 2025). Meanwhile, the ToT program in this service aims to overcome similar problems with a different approach, namely, utilizing and empowering local assets in the form of Padukuhan Klepu teenagers who have the potential to become prospective TPQ teachers. These teenagers were chosen because they are human resource assets (HR) who are directly involved and play an active role in carrying out essential community activities. They are agents of social change who play a role in solving social problems, including in the fields of education and religion (In'am, 2020). The selection of adolescents as the main target is intended to provide them with basic teaching skills in their area. Therefore, this service aims to empower Padukuhan Klepu teenagers as TPQ teachers so that TPQ activities at the location can resume actively and sustainably by the local community.

## Literature Review

### *Training of Trainer (ToT)*

*Training* is a series of activities that are systematically designed to improve a person's abilities, knowledge, and experience (Ashary & Komara, 2022; Supatmi *et al.*, 2013). *Training* is an effort that provides opportunities for a person to develop their spirituality (Li, 2024). At the same time, a *Trainer* is someone who trains or guides other individuals. A *trainer* refers to an individual who meets specific requirements or is directly assigned to deliver material to a predetermined group of participants (Talli & Sulaiman, 2023). Based on this, *Training of Trainers (ToT)* can be defined as training that is either technical or non-technical, serving as a forum to prepare individuals to acquire specific competencies. In practice, this ToT involves a *trainer* who is responsible for delivering material effectively, responding to participants' questions, and leading activities designed to strengthen understanding and encourage behavior change (Hosman & Nova, 2025; Suryani *et al.*, 2024; Tshewang *et al.*, 2025).

Previous research has stated that this ToT can be used as a means to revitalize various fields, including education and religion. Suhilmiati's research, for example, uses ToT as a means to revitalize character education (Suhilmiati, 2017). In the religious context, previous research designed a ToT with activity stages consisting of opening, delivering materials, and filling out the follow-up plan (RTL) form (Purwaka *et al.*, 2025). As for this service, ToT is used as an instrument to revitalize TPQ in Klepu Village. ToT is designed with stages that include opening, providing materials, microteaching, and feedback. This is done to equip local adolescents with religious knowledge, Qur'anic learning strategies, and teaching practices in the hope that these adolescents can fill the vacancy of TPQ teaching staff and maintain the sustainability of Qur'an education in their communities.

### Revitalizing

The term *revitalization* refers to a multidimensional process that encompasses various actions aimed at reviving a building, area, or city that has undergone degradation in physical, social, and economic aspects. This revitalization is a movement to rebuild a more fulfilling culture through awakening from within. The term "revitalization" then developed not only in the building sector but also extended to the cultural and environmental sectors as a whole (Horbliuk & Dehtiarova, 2021). Thus, revitalization can be defined as the process of restoring activity or attraction to a building, community, environment, or activity that has deteriorated (Bipinchandra & Bhagat, 2020). Revitalization is an effort or process to revive something that was previously abandoned (Komara & Hadiapurwa, 2023).

## **Qur'an Education Park**

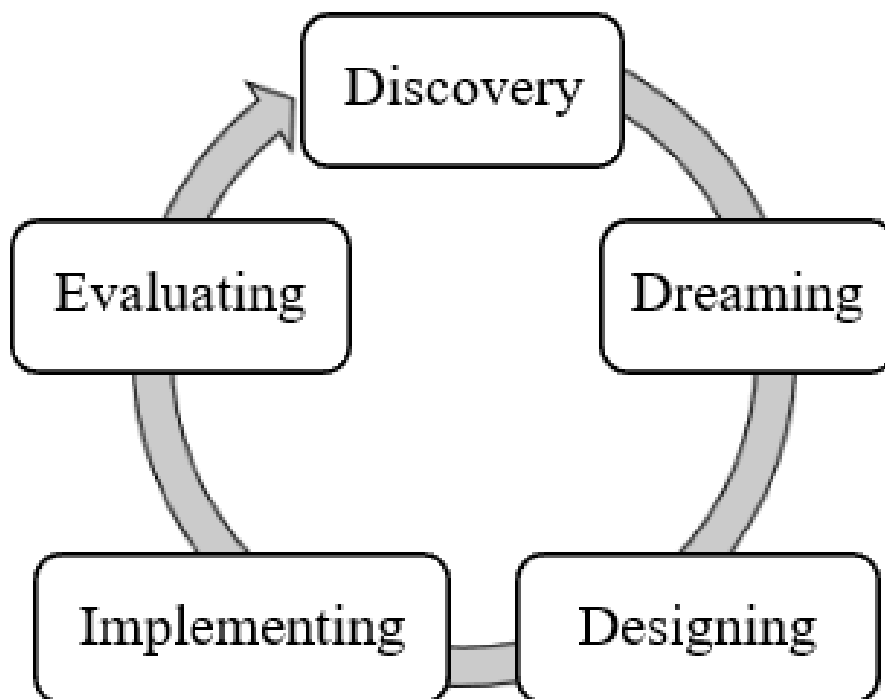
The Al-Qur'an Education Park (TPQ) is a form of non-formal educational institution that strengthens the mission of religious education by incorporating the dimensions of tarbiyah and Islamic da'wah through learning the Qur'an. In the community, TPQ develops in various terms such as TKQ (Al-Qur'an Kindergarten), LPQ (Qur'an Education Institution), TPA (Al-Qur'an Education Park), TA (Qur'an Garden), BBA (Qur'an Reading Guidance), SPA (Al-Qur'an Education Studio), and MDA (Madrasah Diniyah Al-Qur'an). Although the terms differ, they all refer to the same institution with the same goal: to foster the younger generation's ability to read and write the Qur'an and develop Islamic character from an early age (Warsitasari & Arifin, 2020).

Based on the Decree of the Director General of Islamic Education No. 6091 of 2020, this TPQ has activities that are divided into six grade levels according to the age and stage of development of students (see: [https://badkolpqsemarang.com/images/badkolpq-media/Badkolpq-Dokumen/Peraturan-Terkait/Kep-Dirjen-91-2020-\(LPQ\).pdf](https://badkolpqsemarang.com/images/badkolpq-media/Badkolpq-Dokumen/Peraturan-Terkait/Kep-Dirjen-91-2020-(LPQ).pdf)). Research states that this TPQ activity can improve the ability to read, write, memorize the Qur'an, and motivate children to be closer to religion (Abdullah *et al.*, 2024). However, in its operational practice, TPQ, as a non-formal religious education institution, does not only focus on teaching the Qur'an (Masnawati & Fitria, 2024).

## **METHODS**

This service employs a qualitative approach, incorporating case study methods into community service activities through Real Work Lectures (KKN). This approach is qualitatively used to describe a phenomenon in detail. At the same time, the case study method is used to examine in depth a program, event, activity, or group of individuals that are limited by place and time. The service was held at TPQ Padukuhan Klepu, Planjan Village, Kapanewon Saptosari, Gunungkidul Regency, Special Region of Yogyakarta. The selection of this location as the object of service was based on the results of initial observations, which showed a decrease in TPQ activities and a lack of teaching cadres in the location. A total of 10 teenagers, aged 14 to 18 years, were included in the sample for the service. The adolescents were selected purposively based on their interests, involvement in religious activities, and potential to be developed as TPQ teachers.

This service is carried out through activities systematically designed using the *Asset-Based Community Development* (ABCD) approach (see **Figure 1**). The ABCD approach, as described by Russell in his book "Asset-Based Community Development (ABCD): Looking Back to Look Forward," is a community empowerment approach developed by John McKnight and Jody Kretzmann. It focuses on the use of assets (strengths) owned by the community, rather than their problems (shortcomings). This object of devotion is not viewed as an institution with shortcomings, but rather as one that has the potential to be developed through the utilization of available power or resources. The focus on strength is intended to empower individuals to internalize their potential and utilize it to the fullest extent.



**Figure 1.** Stages of ABCD-based Service  
Source: Service 2024

The details of the stages of activities used in this service are as follows.

1. *Discovery* (discovered): At this stage, interviews and discussions were conducted with the head of the hamlet, the head of the RT, the head of the RW, and the community to gather information about the assets owned by Padukuhan Klepu, as the location of the KKN site.
2. *Dream*, at this stage, the focus of the discussion is directed to the dreams and expectations of the community.
3. *At this stage, design includes asset mapping, planning, and the formulation of program success indicators.*
4. *At this stage, the planned program begins to be implemented.*
5. *Evaluate*, at this stage, activities are carried out to assess and analyze whether the indicators of program success are achieved.

Data was collected through interviews, observations, and documentation. The interview technique was employed to gather data on educational and religious conditions in Padukuhan Klepu through interactions between the interviewer and the head of the hamlet and residents, who served as respondents. The observation was conducted during the microteaching session to gain an overview of the participants' basic teaching skills. Meanwhile, researchers use documentation techniques to gather data on documents related to the objective conditions of the service location. After the data is collected, it is then analyzed using the Miles and Huberman technique, which consists of three stages: data reduction, data presentation, and conclusion.

## RESULTS AND DISCUSSION

### Results

This service will take place from July 10 to August 23, 2024. After discussing education and religion with relevant parties in Padukuhan Klepu, the discovery and dreaming stage is presented in **Table 1**.

**Table 1.** Data obtained from the results of discussions with related parties in Padukuhan Klepu

Yes	Problem	Asset	Hope
1	Al-Qur'an Education activities in Padukuhan Klepu have not been running optimally and have been stopped since Ramadan 1445 H.	There is a mosque that is used as a TPQ	Educational activities in Padukuhan Klepu can run massively
2	The absence of a sedentary ustaz	10 teenagers have potential in the field of teaching	
3	There is one teenager who is willing to teach at TPQ, but has difficulty managing time with school activities.		
4	KKN students activated Qur'an Education Activities in Padukuhan Klepu in		

Source: Service 2024

Based on the data obtained, at the *design stage*, the TPQ Youth Teacher ToT activity was prepared with the ABCD approach. This activity is themed "Revitalization of TPQ Activities to Create Ready to Teach Human Resources." Regarding the direction of implementation and the instrument for measuring the success of activities, three objectives and three success indicators are formulated in **Table 2**.

**Table 2.** Objectives and indicators of success of the ABCD-based ToT program in Padukuhan Klepu

Yes	Purpose	Indicators
1	Reviving Al-Qur'an learning activities at TPQ Padukuhan Klepu	Providing facilities that support the sustainability of teaching activities at TPQ
2	Creating teenagers who are ready to teach at TPQ Padukuhan Klepu	At least 70% of participants showed basic teaching skills as evidenced in <i>microteaching sessions</i>
3	Developing Human Resources assets in Padukuhan Klepu	The formation of 2 teaching groups of TPQ teenagers

Source: Service 2024

This activity will be implemented on August 4, 2024, at the Muhammad Ismail Klepu Mosque, from 08:00 to 16:00 WIB. This activity was scheduled to be attended by 10 participants, but during its implementation, only seven people were present, consisting of three high school students and four junior high school students.

### First Session: Opening and Presentation of Material

This activity was officially opened by the Head of Padukuhan Hamlet Klepu and continued with the delivery of materials by students from the 120 Collaborative KKN group at UIN Sunan Gunung Djati Bandung and UIN Sunan Kalijaga Yogyakarta.



**Figure 2.** Session on delivering material on the procedures and methods of teaching the Qur'an by students of UIN Sunan Gunung Djati Bandung  
Source: 2024 Service Documentation

The first material on Tahsin Al-Qur'an includes *Tafhim*, *Qalqalah*, *Alif Lam*, *Ghunnah*, *Hukum Nun*, and *Mim Mati*, and *Mad Ashli* delivered by students of the Department of Religious Studies from UIN Sunan Kalijaga Yogyakarta. The second material displayed in **Figure 2**, "Procedures and Methods of Teaching the Qur'an," was presented by students from the Department of Islamic Religious Education at UIN Sunan Gunung Djati Bandung.

### **Second Session: *Microteaching* and Feedback**

To hone and evaluate the skills of the participants, *microteaching* sessions were conducted in group settings. Participants are given the opportunity to act as teachers, while presenters serve as assessment teams observing the learning activities (see **Figures 3** and **4**). Participants, consisting of seven individuals, were divided into two teaching groups: the male group (AN, EG, AM, VE) and the female group (AL, DT, PT). They practice teaching according to the material obtained and receive feedback from the assessment team.



**Figure 3.** ToT participants discuss with mentors to design learning strategies and implement *microteaching*  
Source: 2024 Service Documentation

During the *microteaching* sessions, each group was assessed based on the basic teaching skills they mastered. According to Helmiati in "*Microteaching Practicing Basic Teaching Skills*", there are eight criteria used in evaluating these skills, 1) Skills of opening and closing learning; 2) Explain; 3) Ask; 4) Hold variations; 5) Provide reinforcement; 6) Managing classes; 7) Studying in small groups or individuals; 8) and lead small group discussions. Meanwhile, in this service, the criteria used are only 3, namely the skill of opening and closing learning, the skill of explaining, and the skill of managing the class. The results of the assessment are presented in **Table 3** below.

**Table 3.** Results of the assessment of basic teaching skills

Ye s	Participa nt's Initials	Microteaching Tasks	Score (1-5)	Information
1	AN	Opening and closing learning	4	Opening with greetings and apperceptions
2	EC	Explain the material	4	Easy-to-understand explanations
3	AM	Manage a class	3	Not yet firm in giving instructions
4	VE	Manage a class	2	Still not confident
5	AL	Opening and closing learning	5	Starting learning by assessing the readiness of students
6	DT	Explain the material	4	Easy-to-understand explanations
7	PT	Manage a class	5	Able to handle classes

Source: Service 2024

### Follow-up

As a follow-up to this program, the participants who have formed a teaching group are then directly involved in TPQ teaching activities held by students of the 120 Collaborative KKN group from UIN Sunan Gunung Djati Bandung and UIN Sunan Kalijaga Yogyakarta during the KKN period.

Mata Pelajaran	Kompetensi Dasar	Materi Pokok	Tujuan Pembelajaran
Tauhid	1.1 Menerima kebenaran sifat-sifat Allah Swt. 3.1 Memahami sifat-sifat Allah Swt. beserta dalil kebenarannya	Sifat-Sifat Allah Swt.	a. Meyakini dan menampilkan perilaku mengimani sifat-sifat Allah Swt. b. Menjelaskan pengertian sifat wajib, mustahil dan jaiz bagi Allah Swt. c. Menyebutkan nama-nama sifat wajib, mustahil dan jaiz bagi Allah Swt. d. Menyebutkan 10 (sepuluh) dalil sifat-sifat wajib bagi Allah Swt.
Tajwid	3.1 Memahami Hukum Nun Mati dan Tanwin 3.2 Membaca Al-Qur'an dengan baik dan benar	a. Pengenalan Ilmu Tajwid b. Hukum Nun Mati dan Tanwin c. Tablithul Qur'an 1) Surat Wajib: Al-Fatihah 2) Surat Pilihan: An-Nas s.d Al-Kafirun	a. Menjelaskan pengertian, hukum dan manfaat membaca Al-Qur'an menggunakan Tajwid b. Membelajarkan siswa hukum Idzhar, Idghom, Iklab dan Iddha c. Memberi contoh untuk setiap kaidah yang diajarkan. d. Membaca QS. Al-Fatihah dan QS. An-Nas s.d QS. Al-Kafirun sesuai kaidah Tajwid yang diajarkan
Tahfidz	3.1 Menghafal Surat-Surat Pendek dan Surat Pilihan sesuai dengan kaidah ilmu tajwid	a. Uusia TK-SID kelas 3 1) QS. An-Nas s.d QS. Ad-Dhuha : 255 (ayat keuru) 2) QS. Al-Baqarah : 255 dan 284-286 b. Uusia SD kelas 4- MTs 1) QS. An-Nas s.d QS. Al-A'la : 255 dan 284-286 2) Ayat Pilihan QS. Al-Baqarah : 255 dan 284-286	Diharapkan dapat mengingat kembali dan melafalkan : a. Uusia TK-SID kelas 3 1) QS. An-Nas s.d QS. Ad-Dhuha : 255 2) QS. Al-Baqarah : 255 b. Uusia SD kelas 4-MTs 1) QS. An-Nas s.d QS. Al-A'la : 255 dan 284-286 2) QS. Al-Baqarah : 255 dan QS. Al-Baqarah : 284-286

Langkah-langkah Pembelajaran
<p><b>Kegiatan Pendahuluan</b></p> <p><b>Orientasi</b></p> <ul style="list-style-type: none"> <li>Guru membuka pembelajaran dan memanjatkan syukur kepada Allah Swt.</li> <li>Guru memperulaskan ketua kelas untuk memandu pembacaan do'a</li> <li>Guru mengecek kehadiran, menyiapkan fisik dan psikis (<i>psikomotorik</i>) peserta didik dalam mengikuti kegiatan pembelajaran.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>Guru mengapersepsi mengenai materi yang telah diajarkan pada pertemuan sebelumnya</li> <li>Guru mengingatkan kembali materi dengan bertanya.</li> </ul> <p><b>Pemberian Acuan (opsional)</b></p> <ul style="list-style-type: none"> <li>Guru memberitahukan materi pelajaran yang akan dibahas</li> <li>Guru memberikan gambaran tentang tujuan dan manfaat mempelajari pelajaran yang akan dibahas</li> <li>Guru menyampaikan tujuan pembelajaran terkait materi sifat-sifat Allah Swt.</li> </ul> <p><b>Kegiatan Inti</b></p> <ul style="list-style-type: none"> <li><i>Pengajaran materi</i></li> <li><i>Nidhaman</i></li> </ul> <p><b>Kegiatan Penutup</b></p> <p><b>Refleksi</b></p> <ul style="list-style-type: none"> <li>Guru melakukan penguatan materi pelajaran</li> <li>Guru mengevaluasi kemampuan peserta didik setelah proses pembelajaran dalam bentuk kuis</li> </ul> <p><b>Tindak Lanjut</b></p> <p>Guru memberikan apresiasi dan memberikan tugas</p> <p><b>Penutup</b></p> <p>Pembelajaran berakhir, ditutup dengan doa bersama yang dipimpin oleh perwakilan peserta didik</p>

**Figure 4.** Guidelines for the Implementation of Learning that KKN Students have compiled  
 Source: Author Documentation 2024

This *teaching* group is also directed to become a TPQ teaching team after the KKN period ends, with a guide for learning implementation (**Figure 4**).

## Microteaching Evaluation

Based on **Table 3**, the results of the *microteaching* evaluation revealed variations in the achievements of the seven training participants. The women's group showed excellent results, AL and PT obtained a maximum score (5) in the aspects they run. DT also received a score of 4, indicating readiness in teaching practice. Meanwhile, in the men's group, AN and EG received a score of 4, indicating a relatively good level of mastery. The AM, who plays a role in class management, gets a score of 3, and VE receives a score of 2. This shows that further assistance is still needed for AM and VE to achieve optimal results. However, overall, this training succeeded in developing the teaching skills and confidence of the participants, especially in the women's group. This reality aligns with previous research, which suggests that individuals who participate in microteaching or simulation will exhibit a significant increase in self-confidence (Arsal, 2014).

The suggestions provided by the assessor during the *microteaching* session help the *microteaching* participants recognize their strengths and weaknesses in teaching practice. This aligns with research indicating that feedback fosters deep reflection, leading to improvements in teaching practices (Pang, 2022; Wang et al., 2024). From the results of *microteaching*, some of the strengths identified include the ability of participants to convey material effectively, good mastery of the material, especially by participants such as AL and PT, and the ability to maintain students' attention through various methods by DT. On the other hand, the weaknesses that emerged include the classroom management, which remains weak, especially in the morning, as well as a lack of confidence and clarity in the delivery of the material, as demonstrated by VE.

## Achievement of ToT Program Success Indicators

Referring to the indicators of the success of the activities that have been set, the growth of this teaching skill demonstrates that the ABCD-based ToT program has successfully addressed the issue of Qur'an education in Padukuhan Klepu. Another success can be seen in the formation of two *teaching* groups from local teenagers. Additionally, the availability of guidelines for implementing Qur'an learning, designed to be used independently by teachers, is a notable achievement that facilitates the program's sustainability. Thus, all indicators of the activity's success can be declared achieved, with details presented in **Table 4** below.

**Table 4.** Achievement of success indicators in ABCD-based ToT programs in Padukuhan Klepu

Yes	Indicators	Achievements
1	Providing facilities that support the sustainability of teaching activities at TPQ is evidenced by the availability of learning implementation guidelines.	Availability of learning guides that contain lesson schedules and teaching materials for continuous use
2	At least 70% of participants demonstrated basic teaching skills, as evidenced in their <i>microteaching</i> sessions.	Based on Table 3, five of the seven participants (approximately 71%) achieved a score of 4 or higher in the <i>microteaching</i> session. The women's group showed excellent results, with AL and PT obtaining a maximum score (5), and DT obtaining a score of 4. In the men's group, AN and EG also received a score of 4. These results show that indicators are achieved, although AM (score 3) and VE (score 2) still require follow-up assistance
3	The formation of 2 teaching groups of TPQ teenagers	Two TPQ teaching teams were successfully formed:

Yes	Indicators	Achievements
		The men's team consists of AN, EG, AM, and VE The women's team consists of AL, DT, and PT All team members have participated in the training and are ready to be involved in TPQ activities, although the level of teaching readiness still varies among them.

*Source: Service 2024*

Although this ToT program has succeeded in forming a teaching cadre, its implementation is inseparable from various challenges that need to be considered for future development. One of these challenges is the limited number of participants who take part in the training, resulting in a small number of cadres being trained. In addition, although the learning guidebook has been prepared as an independent tool, the service time, which only lasts one month, presents an obstacle to building a sustainable mentoring system and ensuring that TPQ activities continue after the KKN ends. The sustainability of activities requires the involvement and synergy of various parties. Village government agencies, educational institutions, and religious organizations can support this program. The form of support provided can take the form of providing resources, facilitating further training, or establishing a network that expands the program's positive impact. This collaboration is essential because, in addition to encouraging active community participation, the ABCD approach in ToT must also ensure that the resulting solutions are relevant and sustainable (Harrison *et al.*, 2019).

## Discussion

The revitalization of TPQ activities in Padukuhan Klepu through the *Asset-Based Community Development* (ABCD) approach offers valuable insights into the importance of leveraging local resources in addressing religious education challenges. One of the program's main achievements is the formation of two groups of youth teachers who have been trained through the *Training of Trainers* (ToT) program. This success demonstrates that, with the right approach—namely, leveraging local potential—a non-formal educational institution like TPQ can be revived despite facing teacher limitations. The selection of adolescents as the target of the ToT program is also very appropriate, considering that adolescents are human resources who are active in society and have the potential to become agents of change in the development of religious education in their environment (Tsoraya *et al.*, 2022). TPQ can be a potential place for spiritual learning if its potential is maximized by the surrounding community (Puspitasari *et al.*, 2023; Wahyudi *et al.*, 2023).

Although the results of this training showed an improvement in basic teaching skills among adolescents, the main challenge that emerged was the limited time and number of participants. The limited time during the KKN period does not allow for providing long enough assistance to the participants, which is necessary for them to develop their teaching skills more maturely and ensure the sustainability of TPQ after the KKN period ends. The limited number of participants affects the scope and impact of a program (Timotheou *et al.*, 2023). This highlights the importance of sustaining training and expanding the program's reach to more participants, enabling more individuals to play an active role. Further development of the ToT program, which is not only limited to improving teaching skills but also covers additional topics such as organizational management and the use of technology in teaching, will enrich the training materials and address the needs of a more diverse society.

## CONCLUSION

*The Training of Trainers* (ToT) program in Padukuhan Klepu shows that the ABCD approach is practical in overcoming the shortage of TPQ teaching staff. This activity successfully formed two groups of youth teachers, developed the participants' basic teaching skills, and provided learning guidance as a means of sustainability. This model can serve as an example for other regions facing similar challenges. However, the findings of devotion cannot be generalized broadly due to some limitations. First, the service is limited to a single village with fewer than 10 participants. Second, the service time only lasts during KKN activities. Third, the qualitative approach employed is descriptive and cannot be measured in terms of numbers.

Some suggestions can serve as a guide for practical actions, activity development, and ongoing service. Periodic monitoring of trained teaching cadres is needed to ensure the sustainability and effectiveness of TPA activities. This monitoring can be accomplished through regular visits, performance evaluations, and the provision of constructive feedback. Additionally, it is essential to provide access to supplementary resources, including teaching materials and learning media, that can support teaching cadres in enhancing the quality of their instruction. This *Asset-Based Community Development* (ABCD)-based ToT program can be further developed by expanding the training materials to include other topics relevant to the needs of the community, such as organizational management, communication skills, and technology-based teaching. Additionally, involving more participants from different backgrounds can enrich learning dynamics and expand the program's positive impact.

To strengthen the long-term impact, it is recommended that this ToT program serve as a model that can be applied in other areas facing similar problems. Follow-up service can involve collaboration with various parties, such as local governments, educational institutions, and religious organizations, to expand support networks and facilitate similar training in multiple locations. Additionally, it is crucial to establish a long-term mentoring mechanism for training cadres to ensure the program's sustainability and adaptability to evolving community needs. There is a need for the establishment of DKM and the Mosque Youth Association to ensure that Qur'an Education activities run sustainably. The implementation of these suggestions is expected to increase the effectiveness and long-term impact of service programs, as well as strengthen the capacity of local communities to face educational and social challenges.

## AUTHOR'S NOTE

The author declares that there is no conflict of interest related to the publication of this article. The author emphasizes that the data and content of the article are free from plagiarism.

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