

Utilization of Mosques as a Learning Facility for Religious Education at Taufik Mosque, Tegal Rejo Village

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Article History: Received on 6 April 2025, Revised on 2 May 2025,
Published on 17 June 2025

Abstract: The purpose of this study was to analyze the utilization of Taufik Mosque in Tegal Rejo Village as a means of religious education learning and to identify the challenges faced in increasing its effectiveness. This study used a qualitative methodology with a case study approach, where data were obtained through interviews, observations, and documentation. Informants in this study included mosque managers, teachers, and local community members. The results of the study indicate that although Taufik Mosque has great potential with complete facilities and a strategic location, there are still many challenges faced, such as low community participation, limited human resources, and lack of interesting programs for children. In addition, low public awareness of the importance of religious education is a major problem. To increase its effectiveness, better collaboration is needed between the community, religious leaders, and mosque managers, as well as the development of more interesting and relevant programs using technology and interactive learning methods. This study suggests the need to increase socialization about the importance of religious education and the active role of parents in supporting religious activities in the mosque.

Keywords: Learning Facility, Religious Education, Utilization of Mosques

A. Introduction

Mosques, in the perspective of Islam, are not only places of ritual worship such as prayer, but also function as centers for fostering the community in various aspects of life, including education. Since the time of the Prophet Muhammad, mosques have been used as centers for social, political, and especially religious education activities. This tradition shows that mosques have great potential as holistic learning facilities, based on deep Islamic values.

Religious education is one of the important aspects in the formation of individual character and morals. In Indonesia, as a country with a Muslim majority, Islamic religious education is very important in forming a generation that is faithful, moral, and knowledgeable. The mosque as a center for religious, cultural, and social activities, has a strategic role in organizing religious education.

إِنَّمَا يَغْمُرُ مَسْجِدَ اللَّهِ مَنْ ءَامَنَ بِاللَّهِ وَالْيَوْمِ الْآخِرِ وَأَقَامَ الصَّلَاةَ وَءَاتَى الزَّكَاةَ وَلَمْ يَخْشَ إِلَّا اللَّهَ فَعَسَىٰ أُولَٰئِكَ أَن يَكُونُوا مِنَ الْمُهْتَدِينَ

“Indeed, those who (deserve) the prosperity of Allah’s mosques is only those who believe in Allah and the Last Day, offer prayers, pay zakat, and do not fear (anyone) but Allah. These are the ones who are expected to be among those who are guided” (QS. At-Taubah: 18).

The Role of Mosques in Religious Education Mosques have become an integral part of the lives of Muslim communities in Indonesia. Prayer is an obligation for every Muslim and is one of the pillars of Islam. For every Muslim, the five daily prayers (Dzuhur, Asar, Maghrib, Isha and Subuh) are a means of communicating with Allah in a day and night (Setiawan & Rakhmadi, 2019). In addition to being a place of worship, mosques also function as centers of religious, social, and cultural education. The role of mosques in religious education is very important because it can help shape the character and morals of individuals. The condition of Religious Education in the Taufik mosque still faces several challenges, such as: Lack of public awareness of the importance of religious education, Limited human resources and religious education facilities, Lack of interesting and effective religious education programs.

Islamic teaching is one of the important aspects in the formation of individual character and morals. In Indonesia, as a country with a Muslim majority population, Islamic religious education is very important in forming a generation that is faithful, moral, and knowledgeable. The mosque as a center for religious, cultural, and social activities, has a strategic role in organizing religious education. Taufik Desa Tegal Rejo Mosque is one of the mosques that has great potential as a center for religious education in the area. With adequate facilities and a strategic location, this mosque can be an effective learning medium for the surrounding community. However, there are still many people who have not utilized the mosque as a means of learning religious education optimally.

Taufik Mosque, Tegal Rejo Village is one of the mosques that has great potential as a center for religious education in the area. With adequate facilities and a strategic location, this mosque can be an effective learning medium for the surrounding community. Problems Faced Despite its great potential, Taufik Mosque, Tegal Rejo Village still faces several problems, such as: a) Lack of community participation in religious education activities; b) Limited human resources and religious education facilities; and c) Lack of interesting and effective religious education programs.

When the Prophet Muhammad and his companions migrated to Medina, one of the initial initiatives he took was the construction of a mosque in Mecca, such as monotheism and Aqedah. This mosque not only functions as a place of prayer and

worship, but also as a place to teach the Qur'an and the basic principles of Islam during the time of the Prophet. This fact shows that the mosque with its various functions is the first center of Islamic civilization (Purwanti, 2019). The latest in the Surakarta area is the Sheikh Zayed Mosque which is a replica of the Sheikh Zayed Grand Mosque in Abu Dhabi, UAE (Muthoifin & Rhezaldi, 2024).

The mosque has a very important role not only as a place of worship, but now various other activities have also been carried out to make it an "Islamic Center". Therefore, to understand the extent of the role and function of the Mosque in preaching, education, and the spread of Islam, we need to review the time of the Prophet Muhammad., the mosque has long been known as a center for religious guidance and Islamic education (Ifendi, 2021). However, in practice, the function of the mosque in the community is often limited to obligatory worship activities, such as prayer. The mosque, which should be the center of religious learning and training, is starting to lose its appeal among students (Kahmad, 2011). At the Taufik Mosque in Tegal Rejo Village, the available mosque has not been optimally utilized for learning Islamic religious and spiritual education for children. This is due to various obstacles, such as lack of interest in children, limited time, and lack of innovation in managing religious learning activities. They assume that religious education is not only the responsibility of teachers or mosque administrators, but also an integral part of guidance at home. If the family does not support by providing examples and motivation, then the students' interest in mosque activities (Sözeri et al., 2022).

The characteristics of boys or girls at the Taufik Mosque in Tegal Rejo Village often make them less polite in interacting and tend to be rude in speaking. Differences in the application of the curriculum or education in Islam in learning Islamic Religious Education (PAI) in other Taufik mosques adjust the learning materials determined by each community leader (A. Ahdani Disaf, 2024). Many students are still not serious about learning Islamic Religious Education and developing morals in the Taufik Mosque community in Tegal Rejo Village. Meanwhile, religious leaders in the mosque environment rarely use the mosques in the surrounding environment as a learning medium, and many children do not understand the mosque as a place to learn PAI (Harahap & Hayat, 2024).

The role of teachers or religious figures of Islamic Religious Education (PAI) in making the mosque a center for Islamic preaching and education, inhibiting and supporting factors for PAI teachers in carrying out their role in making the mosque a center for Islamic preaching and education in the contemporary era. Instilling Islamic things in an individual is a foreign problem, the use of mosques that are built is still widely used only as a place of worship, the same is true for Islamic educational institutions such as Islamic Boarding Schools for example, so this requires concise solutions that can be accepted by each individual (Hulwana Rosyidah & Zainuddin, 2024).

The mosque is the base for Muslims to embark on their struggle. The mosque is also a fortress of defense during war and a center of development during peacetime. (Muhammedi, 2017) Mosques are currently not utilized as much as they were in the time of the Prophet, who used them as centers of knowledge and character training. Now mosques are more modern and are often only used for worship without any assembly of knowledge to instill noble morals, so that today's students tend to speak rudely. Parents also have difficulty directing their children to study at home, especially because of their busyness or limitations in understanding the subject matter (Jannah & Umam, 2021). Research also shows that many mosques have not been optimally utilized as centers of Islamic education, especially due to lack of facilities and obstacles in controlling students (Purwanti, 2019).

The low level of public awareness of the importance of religious education causes children to make less than optimal use of their time to study at the mosque. The "Magrib Mengaji" program in several mosques is carried out as an effort to increase children's religious activities after the Maghrib prayer (Harahap & Hayat, 2024). Low religious literacy and public speaking skills are the main challenges in training children to act as Friday preachers, so that even though there is an increase in knowledge, their ability to deliver sermons needs to be improved (Damanik et al., 2024).

This study aims to examine in depth the utilization of the Taufik Mosque in Tegal Rejo Village as a means of learning religious education. With a systematic and data-based approach, it is hoped that the results of this study can provide real contributions to the development of mosque-based religious education strategies, as well as provide practical recommendations for mosque managers, religious leaders, and local communities in optimizing the function of the mosque as a center for community education.

B. Methods

This study uses a qualitative descriptive method to analyze the use of mosques as a means of learning Islamic Religious Education. The descriptive method is a method that attempts to describe the object of research broadly, comprehensively, and deeply. Data collection techniques use interviews and observations. The qualitative approach was chosen because this study aims to describe and understand in depth how the Taufik Mosque in Tegal Rejo Village is utilized as a means of learning religious education. In this context, the qualitative approach allows researchers to explore the perceptions, experiences, and roles of various parties such as mosque administrators, ustaz, students, and the surrounding community. The interview aims to obtain data on the process, mechanism, and results of the application of learning to children studying at the Taufik Mosque in Tegal Rejo Village. In this case, the researcher made BkM a resource person as an authorized and responsible party in moral education and children's learning. Observations were carried out by

carefully observing all the efforts to utilize the mosque as a means of religious learning, starting from how BKM provides direction, motivation to establishing mandatory regulations to make the mosque the main hall for every Islamic Religious Education learning in order to collect data for this research.

C. Results and Discussion

Mosques not only function as places of worship, but also have a strategic role in the development of religious education in the community. In this context, the Taufik Mosque located in Tegal Rejo Village is a concrete example of how mosques can be used as a means of religious learning, especially for children and adolescents. The discussion in this chapter aims to analyze in depth how religious learning is implemented at the Taufik Mosque, the role of the administrators in supporting these activities, and various factors that influence its effectiveness. In addition, this chapter also describes the community response, the advantages and disadvantages of using mosques as places to learn religion, as well as the challenges and opportunities for future development. All analyses in this chapter are based on data from interviews, observations, and documentation, and are linked to Islamic education theories and the concept of empowering mosques as socio-religious institutions.

Based on the results of the interview with Mr. Haryanto as the religious administrator of the Taufik Tegal Rejo Mosque, not all children in the Taufik Mosque environment are interested in participating in religious activities at the Taufik Mosque, such as learning to recite the Koran, praying the funeral prayer, and giving religious sermons. This interview aims to understand more deeply about the religious activities at the mosque.

One of the important points conveyed by Mr. Haryanto is that not all children in the Taufik Mosque environment are willing to participate in religious activities. Although the mosque provides various programs, children's interest in getting involved varies greatly. Learning to recite the Quran is one of the main programs held at the Taufik Mosque. However, according to Mr. Haryanto, only a small number of children actively participate in this class. This caught our attention to find out the cause.

In the interview, Mr. Haryanto explained that there are several factors that influence children's lack of interest in participating in Quran reading activities. One of them is the lack of support from parents. In addition to learning to read the Quran, the mosque also holds funeral prayer training. This activity is important considering that funeral prayers are part of religious procedures that must be understood by every Muslim. However, children are also reluctant to participate.

According to Mr. Haryanto, the benefit is that children understand the process and procedures for funeral prayers, but fear and discomfort become obstacles. They usually find it difficult to deal with situations involving death. In addition, there are seven-minute lectures or kultum activities that are routinely held in the mosque. This activity aims to provide knowledge and enlightenment for the congregation. However, children's participation remains minimal.

Mr. Haryanto noted that many children prefer to spend time playing or doing other activities that are more interesting to them. This shows a clear shift in interest. One solution proposed by Mr. Haryanto is the importance of the active role of parents in inviting children to participate in religious activities. A supportive family will help children feel more motivated.

In addition, Mr. Haryanto suggested that mosques can organize more interesting and interactive activities for children. For example, activities involving educational games that still contain religious values. Improving the quality of teaching is also an important focus. With teachers who are able to attract children's attention, it is hoped that more children will be interested in learning.

In the interview, Mr. Haryanto expressed his hope that in the future, activities at the Taufik Mosque can be more interesting for children. This is important so that the younger generation has a good understanding of religion. Social activities are also expected to attract the attention of children. For example, social service activities or Ramadan activities that involve children. Social interaction can bring them closer to the mosque environment.

The community can also be involved to provide fresh ideas about activities that suit children's interests. Collaboration between mosque administrators and the community is key to increasing participation. On the other hand, rapid changes in the times also affect children's mindsets. Many of them are more exposed to social media, so their attention is divided. Mr. Haryanto emphasized the importance of an approach that is relevant to current conditions. Activities held in mosques must be able to answer the needs and interests of today's children.

Awareness of religious values among children needs to be improved. Religious education provided at home must also be in line with activities in the mosque. Good communication between mosque administrators and parents is also crucial. With open dialogue, it is hoped that parents can better understand the benefits of participating in religious activities.

Mr. Haryanto closed his interview with an optimistic statement that, despite the challenges in increasing children's participation, with good cooperation, religious activities at the Taufik Mosque can be livelier. Overall, this interview provides a clear picture of the development of religious programs at the Taufik Tegal Rejo

Mosque, as well as the challenges faced in attracting children's interest in participating. There are several things that can invite children to participate in religious activities and children's interests and increase the potential of the Taufik mosque as follows:

Potential of Taufik Mosque

Taufik Mosque has a very big opportunity to become a center for religious learning, this is supported by quite complete facilities and a very strategic location. However, until now, the use of this potential has not reached its maximum level. With the various facilities available, should be able to be utilized better as a place for religious education. However, in reality, the use of these resources is still less than optimal. The existence of the mosque in a strategic location provides its own advantages in reaching the surrounding community. Even so, there are still many potentials that have not been fully explored. It has all the elements needed to become an effective center for religious education. Unfortunately, the use of existing facilities has not been maximized for religious activities.

Complete facilities and a good location make the mosque a potential place to study religion. However, currently, this potential has not been utilized optimally. With the existing conditions, it can function more effectively as a means of teaching religion. However, until now, the utilization of these facilities has not been as good as expected.

The potential of this mosque is very large, especially in making it a center for religious education. Behind all that, there are still many things that have not been explored. The strategic location and adequate facilities are the main capital for the mosque to develop religious education. However, unfortunately, optimization in its use has not been achieved. It has various aspects that support it to become a center of religious education. However, it seems that the utilization of this potential is still below expectations. With all the strengths it has, the mosque should be better known as a great place for religious teaching. However, there is still a lot of homework to be able to maximize the existing potential.

Challenges Faced

One of the challenges faced by Taufik Mosque is the low participation of the community. Many people around the mosque do not realize how important the religious education provided in the mosque is. The mosque also faces problems in terms of human resources and facilities. These limitations become obstacles in organizing educational activities that are interesting and effective for the community. In addition, there is a major problem related to children's interest in participating in religious learning in the mosque. Many of them have little interest in learning about religion.

The low level of community participation is one of the obstacles to educational activities at the Taufik Mosque. Consciously or not, many parents do not consider religious education important for their children. In terms of organizing activities, the Taufik Mosque still has difficulties. Limitations in human resources make it difficult to present educational programs that can attract the attention of participants, especially children.

The low interest in learning religion among children is also a challenge in itself. Many of them prefer other activities that are considered more interesting than learning religion in the mosque. The lack of awareness among the community about the importance of religious education in the mosque has a negative impact on the number of participants. This is a challenge that needs to be overcome by mosque administrators.

In addition to the issue of awareness, mosques face limitations in providing facilities that support educational activities. Without adequate support, it is difficult to attract community interest to participate. The low interest of children in learning religion shows that a new approach is needed to attract their attention. This is a challenge that needs to be solved. Of course, to improve the existence of religious education in the mosque, more hard work is needed so that the community is enlightened about the importance of the role of religious education. These three challenges must be faced comprehensively so that the potential of the mosque can be more optimal.

Religious Education Program

Taufik Mosque has implemented several religious education programs that are quite beneficial for children and the surrounding community. One of them is the Al-Quran learning activity which is designed to improve understanding of the holy book of the Al-Quran. The Al-Quran learning activity in this mosque aims to invite the congregation, especially children, to be more familiar with the verses of the Al-Quran. This program is the first step in forming a generation that understands religious teachings. In addition to the Quran reading class, Taufik Mosque also has a program called "Magrib Mengaji." This program is held after the Maghrib prayer and is intended to increase religious activities among children.

With the "Magrib Mengaji" program, it is hoped that children will not only finish their worship, but also take the time to study and deepen the Qur'an with proper guidance. This activity is not just about learning to read the Qur'an, but also equipping children with an understanding of the religious values contained therein, so that they can apply them in their daily lives. In addition, the funeral prayer activity is also part of the education program implemented at the Taufik Mosque. This is important to teach children about the procedures for the funeral prayer which is part of Muslim worship.

This program shows that the mosque strives to be not only a place of worship, but also a comprehensive center for religious education, so that children can learn various important aspects of religion. Kultum activities are also part of the activities carried out, which aim to provide brief knowledge to the congregation. In this way, children can gain enlightenment and additional knowledge about Islam.

All educational programs at Taufik Mosque are expected to be an effective means to develop children's interest and knowledge about religion. This is a shared responsibility to improve the quality of religious education for the younger generation. Overall, through various educational programs, Taufik Mosque is committed to creating an environment that supports the spiritual and religious development of children, so that they can grow into faithful and responsible individuals.

Mosque Utilization Strategy

The proposed strategies to increase the utilization of Taufik Mosque as a learning facility are: a) Increasing public awareness of the importance of religious education; b) Developing interesting and innovative educational programs, involving more community leaders and teachers in activities at the mosque.

Taufik Mosque has great potential in improving religious education in the community. However, to achieve this goal, there needs to be a clear and planned strategy. One of the initial steps that can be taken is to increase public awareness of the importance of religious education. This awareness is very important so that the community understands that religious education is not only an obligation, but also a moral foundation in everyday life. In addition, developing interesting educational programs is the key to attracting the attention of the community, especially young people. Innovative and interactive programs can make learning more fun, so that people are more interested in participating. For example, religious lessons can be held through more modern media, such as online classes or interactive discussions involving technology.

Involving the community and teachers in activities at the mosque is also a very important step. Their presence can provide added value to existing programs. They can share experiences and knowledge that will be very useful for the participants. In addition, the presence of respected figures can be a special attraction for the community to participate more actively in events held at the mosque. In addition, it is important to establish cooperation with other educational institutions. In this way, the Taufik Mosque can get additional resources and open up opportunities for new programs. For example, collaboration can be held with local schools to organize joint events related to religious education.

Another strategy that can be applied is to promote more intensively the activities held in the mosque. One effective way is through social media. By using this platform, information about activities in the mosque can reach more people. This is expected to increase community participation in existing educational programs. Not only that, it is also important to conduct regular evaluations of the programs that have been implemented. By conducting evaluations, we can find out what works and what needs to be improved. Feedback from the community is very necessary to improve the quality of the programs offered.

In terms of facilities, mosques also need to be considered to support learning activities. Providing comfortable classrooms and sufficient learning equipment can help the teaching and learning process become more effective. If the community feels comfortable, of course they are more enthusiastic about learning. Involving the younger generation in program planning and implementation is also highly recommended. They can provide fresh perspectives and creative ideas that suit the needs of their peers. In this way, the programs that are designed can be more relevant and interesting for young people.

In addition, it is important to give awards to participants who are active in participating in the program. Awards can be in the form of certificates, charters, or other forms of awards that can motivate them. By giving awards, it is hoped that more participants will be motivated to participate in learning at the mosque. By implementing these various strategies, it is hoped that the Taufik Mosque can function optimally as an effective and attractive center for religious education. Joint efforts from all elements of society will greatly determine the success of the programs that are designed.

Utilization of Mosques as a Means of Learning Religious Education

Islamic teaching plays an important role in the formation of individual character and morals, especially in Indonesia where the majority of the population is Muslim. Mosques as centers of religious activities not only function as places of worship, but also as educational institutions that can shape generations of faith and morality. Therefore, the use of mosques as a means of religious education is very important. Taufik Mosque in Tegal Rejo Village has great potential to become a center of religious education in the area. With adequate facilities and a strategic location, this mosque can be optimized to organize various religious education activities. Unfortunately, this potential has not been fully utilized by the local community.

Despite its potential, Taufik Mosque faces various challenges, such as lack of community participation in religious education activities, limited human resources, and inadequate facilities. This results in existing religious education programs not running effectively and attracting children's interest in learning. One of the main problems is the low public awareness of the importance of religious education.

Many parents do not provide sufficient support for religious education activities in the mosque, so that children are less motivated to learn. This shows the need for socialization and education to the community about the benefits of religious education.

A number of previous studies have also noted similar challenges faced by mosques in improving religious education. According to (Riadi, 2024) in his research on Dayah-Based Community Development in Samalanga District, Bireuen, Aceh, dayah as a religious education institution has an important role in forming a religious society, but still faces major challenges in terms of managing adequate human resources and facilities. Layyinah's research (Jihan Zahrotul Layyina, Ahmad Asrof Fitri, 2016) also shows that mosques, as centers for community empowerment, have great potential in improving religious education. However, the success of its implementation is highly dependent on the active participation of the community and the quality of existing management.

To increase children's interest in learning religion, innovation is needed in educational programs in mosques. The use of interesting and interactive learning methods, as well as the use of technology, can make learning activities more enjoyable. This is important so that children do not feel burdened and are more interested in participating. The role of teachers and religious figures is very important in improving religious education in mosques. They must be able to provide motivation and encouragement to children to be actively involved in religious activities. In addition, they also need to be role models for children in carrying out religious teachings.

Collaboration between parents, mosques, and schools is key to creating an effective learning environment. Parents need to play an active role in supporting religious education in mosques, so that children have a strong motivation to learn. With support from all parties, religious education can be implemented properly. The "Magrib Mengaji" program held in several mosques can be one solution to increasing children's religious activities. This program not only increases religious understanding but also invites children to be in the mosque more often. Through this activity, it is hoped that children can be closer to religious teachings. It is important to evaluate the religious education programs at the Taufik Mosque. Through evaluation, the weaknesses and strengths of these programs can be identified, so that improvements and enhancements in the quality of education can be made. This will have a positive impact on children's interest and participation. By optimizing the use of the Taufik Mosque as a means of religious education, it is hoped that a younger generation will be created who are more faithful, moral, and knowledgeable. The mosque not only functions as a place of worship, but also as an educational center that can shape the character and morals of individuals. This is an important step in building a better society.

This research provides an important contribution to the development of religious education at the Taufik Mosque and the surrounding community. The research findings help encourage active community participation in religious learning, while increasing awareness of the importance of Islamic values in everyday life. In addition, the results of this study can be used as a reference by other mosques to develop more effective and attractive religious education programs, so that they can reach various levels of society. The long-term impact is expected to be able to form a generation that is religious, tolerant, and contributes positively to the social environment. This research also encourages the creation of collaboration between mosques, schools, and communities to strengthen a sustainable religious education system. Despite its great potential, the use of mosques as a means of learning still requires joint support from religious leaders, mosque administrators, and the community to face existing challenges.

D. Conclusions

The use of mosques as centers of religious education in urban and rural areas has different challenges and potentials. In urban areas, mosques generally have more complete facilities, but often hinder community participation and interesting programs. In rural areas, mosques are closer to the community, but are limited by resources and facilities. Both of these conditions, although different, have great potential to be maximized. To optimize the role of mosques, collaboration between the community, religious leaders, and mosque managers is very important. Increasing community awareness, developing relevant programs, and utilizing existing resources will make mosques more effective as religious education facilities. This will have a positive impact on the formation of a generation of believers and noble character, as well as the development of community character. Policy makers and community leaders need to work together to optimize the role of mosques in urban and rural areas. Policies that support the provision of educational facilities and programs in mosques must be a priority, as well as increasing community involvement in religious activities to create a more religious and good-mannered environment.

E. Acknowledgement

We acknowledge all parties from Universitas Muhammadiyah Sumatera Utara who help and support us in this valuable project.

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