



## Psychological Guidance of the Teachers Community the al-Qur'an Education Garden (TPQ) an-Nahdliyah at Metro City In Modifying Students' Behavior Through Positive Reinsforcement

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Abstract	Article Info
<p>Al-Qur'an education parks, commonly abbreviated as TPQ or TPA, are one of the non-formal educations that play a very important role in shaping personal character that has spiritual religious strength, a personality with noble morals considering that TPQ specifically teaches religious and religious education, where its role cannot be underestimated in the world of education. However, it is known that not a few students (santri) are also involved in deviant behavior from the norm. Among others, theft, fighting, robbery, going on strike, to playing truant. Going on strike &amp; playing truant is a failure in development tasks. Because students have no intention of continuing to study or even not continuing to the next higher level and violating school rules, it is difficult to move towards a good future. From these problems, behavioral counseling with positive reinforcement techniques is one option to overcome the problem of playing truant and the desire to stop studying the Koran at TPQ when students enter junior high school. The approach uses Asset Based Community Development (ABCD) with the stages used in this mentoring activity being Inculturation, Discovery, Design, and Define. The results of community psychology mentoring of TPQ an-Nahdliyah teachers in Metro City in modifying students' behavior through Positive Reinforcement show changes in TPQ teachers' teaching patterns and understanding of Positive Reinforcement psychology theory. TPQ teachers' teaching patterns have changed where teachers give positive reactions to students' positive behavior with the aim of maintaining and improving that behavior.</p>	<p><b>Article History</b>  <i>Received:</i>            January 17, 2025  <i>Revised:</i>            April 20, 2025  <i>Accepted:</i>            April 30, 2025</p> <p><b>Keywords:</b>  <i>Psychology,</i>  <i>Teacher</i>  <i>Community,</i>  <i>Al-Qur'an</i>  <i>Education Park,</i>  <i>Student Behavior,</i>  <i>Positive</i>  <i>Reinforcement</i></p>
<p>Published by Yayasan Payungi Smart Madani            ISSN 2776-4303            Website <a href="https://journal.payungi.org/index.php/ijcep">https://journal.payungi.org/index.php/ijcep</a>            This is an open access article under the CC BY SA license  <a href="https://creativecommons.org/licenses/by-sa/4.0/">https://creativecommons.org/licenses/by-sa/4.0/</a></p> 	

### INTRODUCTION

The Directorate General of Islamic Education of the Ministry of Religious Affairs of the Republic of Indonesia reports that Quranic Kindergartens (TK/TP Al-Qur'an) are a type of non-formal religious education program held after regular school hours. Therefore, the teaching modules emphasize Islamic teachings, drawing primarily from two main sources: the Qur'an and Hadith. In addition, the curriculum is tailored to the developmental stages of children aged 4 to 12 years (equivalent to kindergarten and elementary school levels) (2013: 11).

The developmental stages of children, as outlined by Asad Humam, are taken into account. This means that children in the Quranic Kindergarten (TKA) are between 4 and 6 years old, while those in the Quranic Education Center (TPA) are between 7 and 12 years old (elementary school age) (2001: 7). Therefore, the teaching components are limited to the delivery of fundamental information, values, and basic religious competencies. This is especially true for

certain religious teachings that are unlikely to be fully acquired through formal education in schools.

It is widely known that many students, or santri, exhibit unusual behaviors. These include absenteeism, refusal to study, acts of violence, robbery, and theft. Truancy and refusal to learn are signs of developmental failure. Looking toward a brighter future becomes a challenge, as students often disregard school policies, choose not to continue to higher levels of education, and lack the motivation to complete their studies.

Juvenile delinquency is also referred to as deviant behavior or youth crime. According to Kartini Kartono (2011: 6 & 45), it is defined as a symptom of social pathology in children and adolescents, caused by a form of social neglect. As a form of juvenile offense, delinquency can have a psychologically damaging impact on the child committing the violation, especially when such labeling becomes a permanent stigma, as noted by Sudarsono (2012). Meanwhile, Ari (2010: 25) explains that juvenile delinquency results from actions by youths that violate group norms, laws, and social standards, and disturb public order, thereby prompting authorities to take preventive or protective measures. Thus, it can be concluded that absenteeism and delinquency negatively affect both the individual and others. These behaviors can lead to academic failure, being held back a grade, poor performance, and other forms of school-related setbacks.

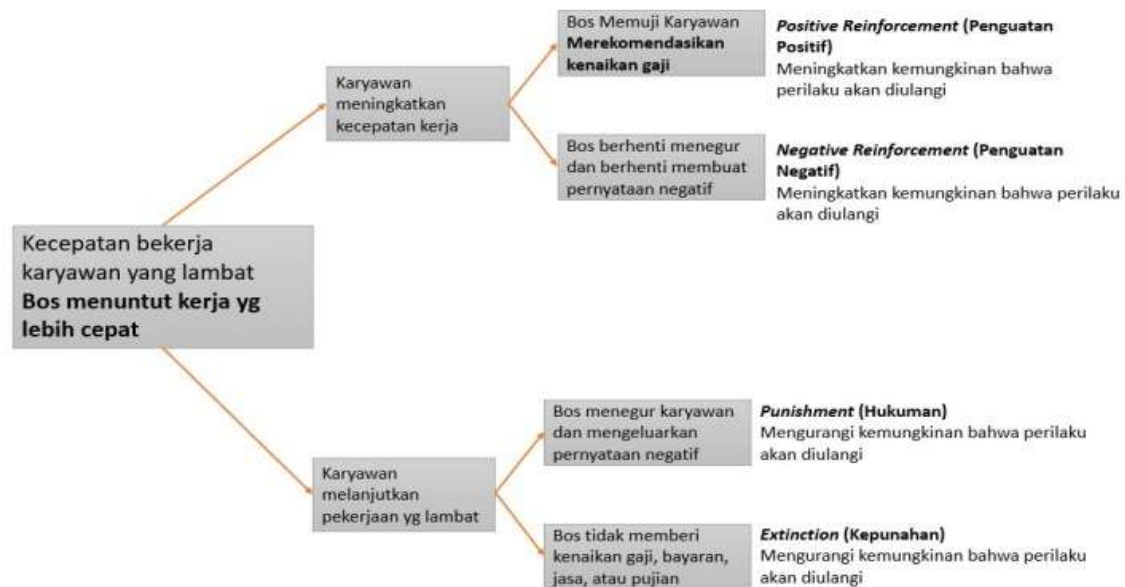
In light of the incidents and issues described above, behavioral counseling using positive reinforcement techniques becomes one viable approach to addressing truancy and the declining interest in continuing Quranic studies at TPQ (Qur'anic Education Centers) when students enter junior high school. The foundation of behavioral therapy lies in the scientific understanding of human behavior. Essentially, humans are shaped and influenced by the sociocultural contexts in which they live. According to Skinner (as cited in Irwan, 2017), human behavior is determined by its consequences. A person is likely to repeat or reproduce a behavior if it leads to a desirable outcome, regardless of whether the behavior is socially accepted. Conversely, the person is likely to avoid or discontinue the behavior if it results in negative reinforcement (punishment) or rejection. Skinner distinguishes between two types of behavior: instinctual behavior and natural behavior, which are innate and present from birth. Operant behavior, on the other hand, refers to behavior developed through learning. Psychological or operant behavior is most common in humans. This type of behavior is largely learned, shaped, and regulated by the cognitive brain or center of consciousness.

Behavior modification is one of the most popular behavior change techniques among educators and psychologists. In general, behavior modification can be defined as almost any action aimed at changing behavior. It is an effort to apply principles from learning processes and other experimentally derived psychological principles to human behavior. More specifically, behavior modification refers to the systematic use of conditioning techniques on humans to bring about changes in the frequency of certain social behaviors or to control the environmental factors influencing those behaviors. According to Widiyari & Pujiati (2016), behavior modification is the application of experimentally proven learning principles to alter maladaptive behaviors—weakening and eliminating maladaptive habits while encouraging and reinforcing adaptive behaviors.

Behavior modification has been widely used to address these issues. It is a form of therapeutic technique based on a behavioral approach that applies the principles of operant conditioning. There are seven operant conditioning principles that form the foundation of behavior modification techniques: providing repeated reinforcement, applying punishment, implementing extinction, shaping and chaining, prompting and fading, discrimination and stimulus control, and generalization. Behavior modification should be applied to children with learning difficulties alongside pharmacological therapy. For certain children and under specific circumstances, behavior modification can be used as the sole treatment. In other situations, it may need to be combined with medication, and in yet other cases, medication alone might be sufficient (Ahmadi & Supriyono, 2016).

A behavior modification strategy is used in this hypothesis. Individual behaviors that lead to positive outcomes are likely to be repeated, whereas behaviors that result in negative consequences tend not to recur when this modification strategy is applied (OpenStax, 2019: 451). Barnawi and Arifin (2012) define reinforcement as an educational strategy in which teachers respond positively to students' positive behaviors with the aim of maintaining and enhancing those behaviors. Richard L. Daft (2010: 371) states that reinforcement theory can be applied in four different ways to modify behavior: Positive Reinforcement, Negative Reinforcement, Punishment, and Extinction.

Figure 1. Shaping and Modifying Behavior Using Richard L. Daft's Reinforcement Theory



Improving the teaching abilities of TPQ (Qur'anic Education Center) teachers has become crucial, as there have been no initiatives to support them in modifying student behavior within the TPQ teacher community through the Majelis Pembina (MABIN) TPQ An-Nahdliyah. The primary goal of this community service program is to train and guide TPQ teachers in managing their TPQ institutions to create a conducive learning environment. This can be achieved by using reinforcement techniques to increase motivation, encourage critical thinking, enhance focus, and foster student initiative—while also managing and modifying negative learning traits in a way that promotes positive behavior. Secondly, to help TPQ instructors better consider the developmental stages of children, they must be provided with training and counseling on human behavior, especially as it relates to TPQ students (Riadi, 2021). Thirdly, as part of supporting the Bimbingan Masyarakat Islam (Islamic Community Guidance) program by the Ministry of Religious Affairs in Metro City, it is hoped that the training and assistance provided to TPQ teachers will help sustain and strengthen the existence and development of TPQ as a non-formal educational institution.

## METHOD

The Asset-Based Community Development (ABCD) approach was utilized as one of the key phases in the implementation of this mentoring program (KKN INTERNASIONAL Perguruan Tinggi Islam – Sajidin, Andang Saehu, Asep Sulaeman – Google Books, n.d.; MM et al., 2019). This support was directed toward the community of TPQ (Qur'anic Education Center) instructors in Metro City. To enhance their capabilities and provide knowledge on human behavior—particularly operant behavior in teaching—the methods and strategies used in this service program include: First, training and support in developing teaching approaches and counseling (psychological) practices, enabling TPQ instructors to understand student behavior in relation to the consequences they face (Positive Reinforcement). Second, providing training and

mentoring to TPQ teachers to enhance their creativity and ability to use positive reinforcement as a means of changing student behavior. Third, to ensure the sustainability of knowledge regarding human (student) behavior, mentoring and training are provided to the TPQ teaching community in counseling practices and behavioral modification techniques—supporting both the continuity and advancement of TPQ institutions. The TPQ teaching community in Metro City holds a number of highly promising potentials. The following are the findings from data collection conducted by the researcher in May 2024 regarding human resource potential, specifically TPQ teachers and students.

Table 1. Data on TPQ Annahdliyah, Metro City, Lampung

No	Kecamatan	Jumlah		
		TPQ	Guru	Santri
1.	West Metro	22	106	971
2.	Central Metro	5	20	195
3.	East Metro	20	64	620
4.	North Metro	14	89	1.131
5.	South Metro	16	57	436
Total		77	336	3.353

The approach used in this mentoring program is Asset-Based Community Development (ABCD), which involves the following phases: Inculturation, Discovery, Design, and Define. These stages include several key components in order to implement the mentoring program effectively:

1. Inculturation. Direct support has been a central theme in the series of meetings, carried out through:
  - a. Regular cooperative training activities conducted by the TPQ teaching community of Metro City through the Supervisory Board of TPQ An-Nahdliyah (Majelis Pembina or MABIN) of Metro City.
  - b. MABIN TPQ An-Nahdliyah Metro City provides operational assistance to the TPQ teaching community. MABIN TPQ An-Nahdliyah Metro City also oversees administrative management on behalf of the TPQ teaching community.
  - c. The An-Nahdliyah approach is applied to guide evaluation practices among the TPQ teaching community in Metro City, facilitated by MABIN.
  - d. As a source of knowledge for students in various TPQs, many teachers have remained dedicated to teaching at TPQ An-Nahdliyah for over eight years, driven by perseverance, passion, and strong community solidarity.
  - e. Each district has five TPQ teacher groups, and each area has a TPQ teacher coordinator, which fosters a positive influence on unity within every subdistrict.
  - f. Adequate natural resources such as playgrounds, school buildings, and mosques, along with human resources (students) and sufficient infrastructure, have supported the local educational environment. Observations made during the data collection and resource mapping process revealed a wealth of potential in terms of facilities, individual assets (teachers and students), and natural resources.
2. Discovery. The TPQ teaching community consistently and enthusiastically strives to promote creativity and innovation in the implementation of their operational activities.
3. Design. Facilitators will collaborate with the TPQ teacher community to carry out several planning steps, including the following:
  - a. The initial step is to prioritize shared dreams by utilizing and maximizing the existing assets—individual, social, natural, facility-based, and financial. Through appreciative interviews, the facilitators identified various assets, such as five TPQ teacher groups working in synergy to develop their TPQs by leveraging land use, strong solidarity, and consistency in implementing programs. Multiple stakeholders are involved, including higher education institutions, academics and psychology experts, religious leaders, the NU City Branch (PC. NU) and the Ma'arif NU Education Board (PC. LP Ma'arif NU) in Metro City, the Supervisory Board (MABIN) of TPQ An-Nahdliyah Metro City, and the Islamic

Community Guidance Division of the Ministry of Religious Affairs in Metro City. In addition, monthly meetings are still held regularly, and the community is supported by adequate infrastructure and facilities.

- b. Building effective communication with the various community groups, aligning visions and missions to achieve shared goals by optimizing available assets. After going through the inculturation phase and building relationships with the TPQ teacher community, the facilitators conducted a series of FGDs (Focus Group Discussions) to develop training programs aimed at enhancing the teachers' knowledge and productivity skills.
  - c. Implementing a training program focused on modifying students' behavior using positive reinforcement techniques, including recognizing behavioral patterns across age groups, methods of behavior modification, the goals of positive reinforcement, and its application to students in each TPQ. This program involved multiple stakeholders and featured guest speaker Mr. Sugiarto, M.Psi., Psychologist, from the Institute of Psychology & HR Training – Quantum Nusa Consultant. In this training, TPQ teachers learned together, received valuable insights, practiced teaching, and engaged in critical assessment of issues within their TPQs.
  - d. Mentoring the training and management program for TPQs. This program aims to equip TPQ teachers with the skills to effectively modify students' behavior using positive reinforcement techniques, specifically in TPQs across Metro City. The speaker for this session was Mr. Ahmad Akhwan, M.Ag., from the Islamic Community Guidance Division of the Ministry of Religious Affairs, Metro City.
  - e. Training and mentoring for the management system of TPQ An-Nahdliyah, with the goal of fostering counseling skills and behavior modification techniques for the TPQ teacher community. This initiative is expected to sustain their knowledge of student behavior and maintain the existence and growth of TPQs. The session was led by Mr. Ismail, M.Ag., Chair of the Ma'arif NU Education Board (PC. LP Ma'arif NU) of Metro City.
4. Define. Leveraging existing community activities, such as the teaching and learning processes conducted by the TPQ teacher communities in their respective TPQs and the routine evaluations of teaching and learning activities carried out by TPQ teachers. Supervision and evaluation are managed by the Supervisory Board (MABIN) of TPQ An-Nahdliyah.

## RESULT AND DISCUSSION

### A. Participants of the Assistance Program

This assistance program was conducted at the Multipurpose Hall (GSG) of Ma'arif University of Lampung (UMALA), located at Jln. RA. Kartini 28, Purwosari, North Metro, Metro City, Lampung. The session took place on Sunday, November 17, 2024, and was attended by 100 TPQ teachers from across Metro City. The participants were selected as representatives from the five sub-districts in Metro City: Central Metro, West Metro, North Metro, East Metro, and South Metro.

Figure 2. Assistance Program Background



The following is the descriptive data finding of participants from the TPQ An-Nahdliyah teacher community.

Table 2. Gender Distribution of TPQ An-Nahdliyah Teachers in Metro City, Lampung

Gender	Number	Percentage (%)
Male	25	25
Female	75	75
Total	100	100 %

Source: Processed data as of November 17, 2024

Based on Table 2, it can be seen that the majority of participants in the mentoring program were female, with 75 participants or 75% of the total. Meanwhile, the male participants numbered 25, accounting for 25% of the overall total. In addition to gender, another set of data presents the educational background of the TPQ teachers. The last educational attainment of TPQ teachers in Metro City is shown in the following table:

Table 3. Educational Background of TPQ Annahdliyah Teachers in Metro City, Lampung

Educational Level	Number	Percentage (%)
Elementary School	2	2
Junior High School	4	4
Senior High School	35	35
Bachelor's Degree	56	56
Master's Degree	3	3
Total	100	100 %

Source: Processed data as of November 17, 2024

Based on Table 3, it is evident that the majority of TPQ Annahdliyah teachers in Metro City have an educational background at the bachelor's degree (S1) level, with 56 individuals or 56% of the total respondents. This is followed by teachers with a senior high school (SMA) background, totaling 35 individuals (35%), and those with a junior high school (SMP) background, totaling 4 individuals (4%). Meanwhile, 3 individuals (3%) have attained a master's degree (S2), and 2 individuals (2%) have elementary school (SD) as their highest level of education.

This data shows that most TPQ teachers have relatively good educational qualifications, which is an important asset for improving the quality of teaching and TPQ management. However, the presence of teachers with lower educational backgrounds still requires attention to ensure equitable teaching competence across TPQ institutions. Continuous training and mentoring are necessary to strengthen their capacity in managing students' behavior and creating an effective learning environment.

#### B. TPQ Management System Assistance

The TPQ An-Nahdliyah management system assistance program is expected to enhance the teachers' knowledge in managing their respective TPQ institutions. It is essential for teachers to understand and implement the management systems used in TPQs to support the growth and development of their institutions. A teacher at a Qur'anic Education Center (TPQ) must continually improve their knowledge, especially in mastering the electronic systems or TPQ data platforms provided by the Ministry of Religious Affairs. This session featured a speaker, Ismail, M.Ag., the Chairperson of PC. LP Ma'arif NU, Metro City.

Figure 3. First Speaker, Ismail, M.Ag., Chairperson of PC. LP Ma'arif NU Metro City



In his presentation, he discussed and explained the implementation guidelines for organizing Qur'anic education.

Figure 4. Registration Requirements for Qur'anic Education Institutions



### C. Assistance in TPQ Training and Management Program

This training and mentoring program for TPQ management provided guidance on teaching methods for TPQ teachers and offered extensive information on how to manage TPQs using various applications developed by the Ministry of Religious Affairs for TPQ data management. At the same time, participants received knowledge on how to modify students' behavior through the positive reinforcement technique, with the goal of enabling TPQ teachers in Metro City to become proficient in applying behavior modification to their students. This session featured Ahmad Akhwan, M.Ag., from the Ministry of Religious Affairs of Metro City, as the speaker.

Figure 5. Second Speaker: Ahmad Akhwan, M.Ag., from the Ministry of Religious Affairs of Metro City



In his presentation, he mentioned that a person's personality consists of four types, known as the DISC Personality, a method used to identify individual personality traits based on behavior styles: Dominance (D), Influence (I), Steadiness (S), and Compliance (C). During this session, he also provided a hands-on exercise through a digital account, allowing each TPQ teacher participant to test their personality type.

Figure 6. DISC Personality

Kepribadian DISC adalah metode untuk mengidentifikasi ciri-ciri kepribadian seseorang berdasarkan empat gaya,

- › Dominance (D)
- › Influence (I)
- › Steadiness (S)
- › Compliance (C)

LATIHAN : <https://akupintar.id/mp/tes-kepribadian>

Regarding psychology within a community, its main goal is to achieve well-being within the community—in this case, the TPQ Teacher Community—which allows for the discussion of various issues that arise throughout all the processes taking place within the community.



Figure 7. Community Psychology

## PSIKOLOGI KOMUNITAS

- ▶ Psikologi – ilmu pengetahuan – mempelajari : perilaku, proses mental,, bagaimana manusia berpikir, merasa, belajar, berkomunikasi, dan berinteraksi dengan dunia sekitarnya.
- ▶ kelompok orang atau organisme yang hidup dan berinteraksi di suatu daerah tertentu. kelompok masyarakat atau paguyuban
- ▶ ilmu yang mempelajari hubungan antara individu dengan lingkungan komunitas dan lingkungan yang lebih luas
- ▶ Tujuannya adalah untuk mencapai kesejahteraan komunitas
- ▶ mempelajari berbagai masalah yang terjadi di masyarakat, seperti Kemiskinan, Marginalisasi, Kelompok minoritas, Prasangka, Diskriminasi, Kesehatan mental masyarakat

### D. Assistance in Developing Student Behavior Modification through Positive Reinforcement Techniques

The implementation of this training program focused on developing skills to modify student behavior using positive reinforcement techniques. It included learning about human behavior across different age groups, methods of behavior modification, the objectives of positive reinforcement, and how to apply these concepts to students in each TPQ. This activity featured a guest speaker, Mr. Sugiarto, M.Psi., Psychologist, from the Psychology & Human Resources Training Institute *Quantum Nusa Consultant*. During the training, TPQ teacher communities learned together to gain valuable insights, practice teaching, and critically assess problems faced within their respective TPQs.

Figure 8. Third Speaker, Sugiarto, M.Psi., Psychologist, from Psychology & Human Resources Training Institute Quantum Nusa Consultant



During the in-depth discussion, the speaker emphasized that in the context of education in Islamic boarding schools (pondok pesantren), positive reinforcement can be an effective method to motivate students (santri) to improve their attitudes, increase discipline, and

encourage good behavior. Several other benefits of positive reinforcement are illustrated in the material shown below:

Figure 9. Benefits of Positive Reinforcement for Santri



There are several steps that a TPQ teacher can take to implement positive reinforcement, namely: identifying behavior, selecting the form of reinforcement, consistent implementation, and concluding with evaluation. Thus, a TPQ teacher can provide various forms of positive reinforcement to TPQ students (santri).

Figure 10. Steps and Forms of Positive Reinforcement for TPQ Students



A TPQ teacher, in implementing positive reinforcement, will certainly encounter many obstacles and challenges. These may come from the diverse personalities of both teachers and students (santri), the consistency required of the TPQ teacher, limitations in human resources, and the high level of dependency often shown by TPQ students.

Figure 11. Challenges and Obstacles in Implementing Positive Reinforcement for TPQ Students



Examples of Cases in Implementing Positive Reinforcement in the TPQ Environment:

- a. Attendance Reward Program. In one Islamic boarding school or TPQ institution, every student (santri) who consistently arrives on time for a full month is given the opportunity to become the "Prayer Reader" at the school's official event. This encourages students to be disciplined in arriving on time.
- b. Cleanliness Award Program. Every week, the boarding school or TPQ institution awards a "Cleanliness Trophy" to the group that maintains the cleanliness of their room and surrounding environment the best. The winner is chosen based on weekly evaluations by supervisors. This reward strengthens the collective spirit of maintaining cleanliness.
- c. Point System for Learning Achievement. Each student who completes a memorization target or scores above a certain grade on exams will earn extra points. Once enough points are accumulated, the student can exchange them for books, stationery, or the chance to participate in special activities.
- d. Praise and Recognition for Initiative.

When a student takes the initiative to help with school activities or shows caring behavior, the supervisor gives them praise in front of their peers or during monthly meetings. This not only motivates the student in question but also inspires other students.

The speaker, after delivering the material, then conducted an approach with the TPQ teacher community participants and aligned the vision and mission by organizing a series of FGDs (Focus Group Discussions). These discussions aimed to enhance the knowledge and productivity skills of TPQ teachers, as well as deepen their understanding of the material on modifying student behavior through positive reinforcement techniques. In this activity, a pre-test was conducted beforehand and concluded with a post-test.

Figure 12. FGD (Focus Group Discussion) with TPQ An-Nahdliyah Teachers and Post-Test



The numerical results from the pre-test and post-test assessing the teachers' understanding of the material on modifying student behavior through positive reinforcement techniques are presented in the table below.

**Table 4.** Pre-test and Post-test Scores of TPQ An-Nahdliyah Teachers

		Pretest	Posttest
N	Valid	100	100
Minimum		55	78
Maximum		85	95

Minimum : lowest score

Maximum : highest score

The table 4 shows that the minimum or lowest pretest score was 55, which increased to 78 after the mentoring process. Meanwhile, the maximum or highest score improved from 85 to 95 after the mentoring. This indicates that the mentoring process on the topic of modifying student behavior through the technique of positive reinforcement successfully improved the understanding of the TPQ (Taman Pendidikan al-Qur'an) An-Nahdliyah teacher community in Metro City.

## CONCLUSION

The results of the psychological mentoring for the An-Nahdliyah TPQ (Taman Pendidikan al-Qur'an) teacher community in Metro City, in modifying student behavior through Positive Reinforcement, showed a change in the teachers' teaching patterns and their understanding of the Positive Reinforcement psychological theory. TPQ teachers' teaching patterns changed as they began to respond positively to students' positive behaviors with the aim of maintaining and enhancing those behaviors. When teachers provided positive feedback during the learning process, they offered information or reinforcement that consolidated and validated certain actions as correction or motivation. Their understanding of the Positive Reinforcement theory also improved, as evidenced by the increase in pretest and posttest scores completed by the TPQ An-Nahdliyah teachers in Metro City.

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## **AUTHOR CONTRIBUTION STATEMENT**

The contributions and benefits of this Community Service activity are as follows: Development of teaching and counseling techniques aimed at enhancing skills and providing understanding of human behavior, particularly operant behavior in the teaching process. This enables TPQ teachers to understand student behavior based on the consequences received (Positive Reinforcement). Enhancing the skills and creativity of the TPQ teacher community in modifying student behavior through the application of Positive Reinforcement. Implementation of counseling activities focused on techniques to modify student behavior, helping the TPQ teacher community sustain knowledge on human (student) behavior and maintain the existence and growth of TPQs. The TPQ Teacher Forum serves as a platform for communication and information sharing, helping to address infrastructure and resource needs of each TPQ.

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