



BEYOND RITUAL EVALUATION: HAFLATUL IMTIHAN AS A MEANINGFUL EVENT OF COMMUNAL BECOMING IN PROBOLINGGO

Athiyah Ilahiyah¹, Robiatul Adawiyah², Mahmadatul Choiriyah³, Rifqi Khairul Anam⁴

¹Institut Ahmad Dahlan Probolinggo, Indonesia

²Institut Ahmad Dahlan Probolinggo, Indonesia

³Institut Ahmad Dahlan Probolinggo, Indonesia

⁴Institut Ahmad Dahlan Probolinggo, Indonesia

Email: Athiyah1@gmail.com¹, rifqistaimpro@iad-probolinggo.ac.id²

E-Issn: 3063-8313

Received: Desember 2025

Accepted: Desember 2025

Published: Januari 2026

Abstract :

This study explores Haflatul Imtihan at TPQ Tarbiyatul Quran Probolinggo, not merely as an academic examination mechanism, but as a meaningful event (Ereignis) that constitutes the community's spiritual world. While conventional sociological approaches often reduce such rituals to their functional roles as tools for education or social cohesion – this research adopts a Sociology of Ereignis framework to understand how the event discloses the lived religious experience of the participants. Through phenomenological engagement and reflexive observation, the study reveals that Haflatul Imtihan serves as a moment of mutual disclosure where the sacred (the Quran) and the social (the community) are intertwined. It is not just a test of memory, but a transformative event where the identity of the community is continuously re-enacted and the presence of the divine is felt as a shared reality. The findings suggest that true community empowerment emerges not from technical management, but from the authentic participation in these world-shaping events.

Keywords: *Haflatul Imtihan, Meaningful Event, Lived Religion, Sociology of Ereignis, Probolinggo.*

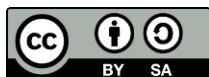
Abstrak :

Studi ini menyelidiki *Haflatul Imtihan* di TPQ Tarbiyatul Quran Probolinggo, bukan sekadar sebagai mekanisme ujian akademis, melainkan sebagai sebuah peristiwa bermakna (*Ereignis*) yang membentuk dunia spiritual komunitas. Sementara pendekatan sosiologis konvensional sering kali mereduksi ritual semacam ini pada peran fungsionalnya sebagai alat pendidikan atau kohesi sosial penelitian ini mengadopsi kerangka Sosiologi Ereignis untuk memahami bagaimana peristiwa tersebut menyingkap pengalaman keagamaan yang dihayati oleh para partisipan. Melalui keterlibatan fenomenologis dan observasi reflektif, studi ini mengungkapkan bahwa *Haflatul Imtihan* berfungsi sebagai momen pengungkapan timbal-balik di mana yang sakral (Al-Quran) dan yang sosial (komunitas) saling berkelindan. Ia bukan hanya ujian ingatan, tetapi sebuah peristiwa transformatif di mana identitas komunitas terus-menerus dihadirkan kembali dan kehadiran Ilahi dirasakan sebagai realitas bersama. Temuan ini menyarankan bahwa pemberdayaan komunitas yang sejati tidak muncul dari manajemen teknis, melainkan dari partisipasi otentik dalam peristiwa-peristiwa pembentuk-dunia (*world-shaping events*) semacam ini.

Kata Kunci: *Haflatul Imtihan, Peristiwa Bermakna, Agama yang Dihayati, Sosiologi Ereignis, Probolinggo.*

INTRODUCTION

In the landscape of religious education within the Probolinggo community,



Haflatul Imtihan at TPQ Tarbiyatul Quran has emerged as a phenomenon of profound sociological significance. This activity transcends the conventional definition of a mere Quranic memorization examination (*tahfidz* test). Instead, it has evolved into a vital meaningful event that empowers the religious life of the surrounding environment. This phenomenon exhibits a distinct character that separates it from standard academic evaluations; *Haflatul Imtihan* functions not merely as a mechanism for academic assessment, but as a transformative space for social and spiritual cultivation that engages the entire fabric of the community.

What distinguishes *Haflatul Imtihan* at TPQ Tarbiyatul Quran Probolinggo is its capacity to create an inclusive social space, embracing diverse layers of society in a shared religious engagement. In the midst of modernization challenges and the global influence that often precipitates a disorientation of values within society, *Haflatul Imtihan* presents itself as a center of gravity. It strengthens Islamic identity not through rigid instruction, but through educational methods and religious rituals that are both joyful and deeply meaningful. This event is meticulously prepared and executed through the active participation of teachers, students, parents, and community leaders, transforming it into a highly anticipated moment where the community re-enacts its collective existence.

Uniquely, *Haflatul Imtihan* at this institution does not solely center on the technical aspect of memory testing. Instead, it integrates a variety of creative and social activities, positioning the event as a medium for communal becoming and capacity building. For instance, the sequence of events includes not only the memorization test but also various religious competitions, Islamic art performances, and religious dialogues that open opportunities to understand and embody Quranic values in everyday life. This holistic approach demonstrates how *Haflatul Imtihan* operates as a space for intergenerational learning while simultaneously weaving a harmonious social bond within the community (Shopia et al., 2023).

Broadly speaking, the role of *Haflatul Imtihan* at TPQ Tarbiyatul Quran Probolinggo generates a significant positive impact on community empowerment, particularly in elevating the quality of religious activity. First, the event acts as a catalyst for the students, transforming the solitude of memorization into a moment of public recognition, thereby instilling pride and confidence. Second, for parents and the community at large, *Haflatul Imtihan* serves as a medium to disclose and disseminate religious values effectively, building a collective consciousness regarding the pivotal role of religious education as the moral foundation for future generations. Third, the event facilitates a deep collaboration among various stakeholders TPQ administrators, teachers, parents, and community figures who collectively strive to sustain a vibrant religious life (Hafizah et al., 2025).

The richness of the Islamic tradition in Probolinggo underscores the critical role of *Haflatul Imtihan* in preserving and revitalizing religious spirit amidst changing times. This phenomenon illustrates that religious education is not

merely a private, academic endeavor, but possesses social and cultural dimensions that involve the community as both subjects and beneficiaries of education. By viewing *Haflatul Imtihan* at TPQ Tarbiyatul Quran Probolinggo as a vehicle for empowering community religious activities, this research aims to explore deeply the dynamics, meanings, and implications of the event within the context of ummah empowerment. The focus on empowerment makes this study relevant for developing a model of religious education that goes beyond rote learning to address social dynamics and community needs holistically.

As an activity that integrates educational, spiritual, and cultural values, *Haflatul Imtihan* at TPQ Tarbiyatul Quran also offers an exemplary practice. It serves as a reference for other Quranic Education Centers (TPQ) in Indonesia to create methods of religious empowerment that are inclusive and participatory. Through this research, it is hoped that a contribution will be made both theoretically and practically in the management of religious education that is adaptive and responsive to the times, further strengthening the role of the TPQ not just as a place of learning, but as a center for community empowerment and social transformation.

RESEARCH METHOD

This study employs a qualitative-descriptive research design with a phenomenological orientation. While grounded in fieldwork, this approach moves beyond the traditional positivist understanding of a "case study" which often treats social phenomena as isolated objects or *causa* to be analyzed from a distance. Instead, following the framework of the Sociology of Ereignis, we approach *Haflatul Imtihan* at TPQ Tarbiyatul Quran Probolinggo as a "matter of concern" that requires deep engagement. This method is chosen to transcend the mere description of "social facts" and instead grasp the phenomenon as a Meaningful Event (*Ereignis*) that actively empowers and constitutes the religious world of the community (Anam, 2025).

The research was conducted at TPQ Tarbiyatul Quran, Probolinggo City, with the fieldwork period spanning from September to November 2025. This temporal frame was selected not arbitrarily, but to coincide precisely with the unfolding of the *Haflatul Imtihan* and its supporting religious activities. By being present during the event's actualization, the researcher avoids treating the data as static historical records. Instead, the timing allows for the capture of the event *in statu nascendi* as it happens enabling the researcher to witness how the spiritual atmosphere is constructed and how the community's identity is re-enacted in real-time.

Regarding data collection, researchers utilize immersive observation, where the researcher acknowledges their own hermeneutic situation and becomes an engaged participant in the event. The goal is not merely to record the mechanics of the event (rundowns, attendance lists), but to listen to the "disclosure of meaning." Researchers observe the interactions, the emotional resonance of the Quranic recitations, and the communal bonds as they are lived by the participants. Visual documentation is employed not just as proof, but to capture

the visual language and the "mood" of this religious festival.

Analytically, this research performs a methodological shift from asking "why" (seeking external causal explanations) to asking "how" (seeking internal disclosure). Researchers do not aim to measure the "impact" of the event as a variable, but to understand how the world is constituted for the community during the *Haflatul Imtihan*. The data is analyzed to reveal how this event serves as a moment of appropriation where religious values cease to be abstract concepts and become a shared, transformative reality. This approach ensures that the study captures the depth of "lived religion" (Anam, 2025).

RESULT AND DISCUSSION

The Lived Experience of Haflatul Imtihan: Shaping Student Religiosity

The *Haflatul Imtihan* organized at TPQ Tarbiyatul Quran Probolinggo plays a pivotal role in motivating students to be more enthusiastic in memorizing and understanding the Quran. Moreover, this event strives to elevate the quality of religious activities taking place at the TPQ as a whole. Through field observations and photo documentation, this event has become a significant moment that delivers a profound impact on the spiritual and academic growth of students, teaching staff, and participating parents. Motivation here becomes a crucial aspect in completing the process of religious learning, while *Haflatul Imtihan* acts as a primary driver by setting clear horizons that must be reached by students within a specific timeframe. These targets compel students to embody discipline, increase the frequency of memorization practice, and maintain consistency in learning continuously. The students' spirit visibly rises as *Haflatul Imtihan* approaches, displaying a specific inner drive that awakens a spirit of learning quite distinct from ordinary learning days.



Figure 1. Moments Experience of Haflatul Imtihan at TPQ Tarbiyatul Quran

More than a mere memorization test, *Haflatul Imtihan* also plays a strategic role as a medium to strengthen Quranic understanding that can be applied in everyday life. The examination conducted is not limited to assessing the rote memorization of the Quranic text, but also emphasizes the comprehension of meaning and values within the memorized verses. This holistic learning approach unites cognitive and affective aspects, so students do not merely imitate, but truly understand and are able to internalize the Quranic messages, making their religious character development increasingly better. Beyond the aspect of learning, *Haflatul Imtihan* also provides an opportunity to strengthen social relations among students. Various supporting activities such as periodic recitations (*pengajian*), communal prayers, short lectures, and daily worship routines build a religious atmosphere in the TPQ that is more vivid and refreshing. The TPQ teachers also utilize this occasion to provide more focused guidance and personal assessment for each student, ensuring that the difficulties faced can be resolved quickly. This approach ensures every participant receives attention according to their needs and enhances the effectiveness of the learning process as a whole (Rahmita et al., 2023).

The role of *Haflatul Imtihan* in strengthening religious activity is also visible in the active involvement of parents and the local community. The moral support and appreciation given by parents towards their children's achievements in this event become an additional motivation for students to learn. Parents who witness their children's success feel proud and increasingly motivated to support their children's religious education at home. Thus, a harmonious and sustainable

ecosystem of religious learning is formed between the TPQ, the family, and the community. This phenomenon indicates that the process of learning the Quran takes place within a unity supported by a conducive and synergistic social environment. Furthermore, *Haflatul Imtihan* is also capable of overcoming several obstacles that arise in religious learning, such as boredom and the lack of motivation often faced by students. By presenting the exam in the form of an event that is attractive, festive, and creative including Islamic art performances and various competitions the learning process becomes more enjoyable and engaging for participants. Such supporting activities not only reduce boredom but also strengthen the bond between students and teachers, creating a positive and good learning atmosphere.

In the process of character formation, *Haflatul Imtihan* serves as a medium to teach various values of discipline and responsibility. Students are trained to possess skills in managing time well, facing the exam with calmness and patience, and accepting evaluation results with a sportsmanlike attitude. Values such as honesty, hard work, and commitment are instilled and practiced in these various activities, which ultimately form a positive character beneficial not only in completing religious education but also in their daily lives and future as individuals and members of society (Sulaeman et al., 2021). Nevertheless, the implementation of *Haflatul Imtihan* also faces a number of real challenges, such as limited time for students to balance between lessons in formal schools and Quranic memorization, as well as a lack of sufficient supporting facilities. However, support from teachers, parents, and community leaders in monitoring and supporting this activity allows for the search for effective joint solutions, thereby maintaining the continuity and quality of *Haflatul Imtihan* so that it remains optimal as a vessel for student empowerment in religious activities.

Haflatul Imtihan at TPQ Tarbiyatul Quran Probolinggo has successfully evolved into a medium that not only motivates and trains students' memorization skills and Quranic understanding, but also strengthens character and weaves social relationships within the religious education environment. The creative approach and active participation from various parties make this activity a real source of inspiration for student empowerment and also encourage the formation of a religious and independent society. By creating an educational ecosystem that is inclusive, enjoyable, and sustainable, *Haflatul Imtihan* sets a new standard for the implementation of religious education that can be exemplified by other TPQs and religious educational institutions throughout Indonesia.

Haflatul Imtihan as a Medium for Strengthening Community Religious Identity

Haflatul Imtihan at TPQ Tarbiyatul Quran Probolinggo operates not merely as an educational activity for students, but also plays a vital role as a medium to reinforce religious identity within the local society. Through this event, the spiritual and social aspects of the community are simultaneously fortified, strengthening the social fabric while deepening the sense of Islamic identity at the communal level (Muslimin et al., 2023). Field research and data indicate that *Haflatul Imtihan* has become a pivotal moment involving diverse societal

elements from students, parents, and teachers to community leaders who all actively contribute to shaping a religious, solid, and character-driven community.

Socially, *Haflatul Imtihan* serves as a vessel for interaction among residents, creating an open space to strengthen togetherness and solidarity. Performed routinely and engaging various layers of society, the activity cultivates a deep sense of belonging towards the religious teachings applied at the TPQ. This phenomenon is crucial, given that in a modern era fraught with challenges, society often faces the risk of a weakening cultural and religious identity. By holding *Haflatul Imtihan*, the community possesses the opportunity to collectively contemplate and reinforce their faith through a structured and meaningful activity. The active presence of parents and community leaders in this event provides a deeper social significance, making religious messages more resonant and embedded in the daily life of the community.

The involvement of parents and community leaders in *Haflatul Imtihan* is a crucial aspect that strengthens the social dimension of this event. Parents are present not only to support their children's achievements in memorizing the Quran, but also to act as bridges for religious values transmitted to the younger generation. The proactive engagement of parents in attending, monitoring, and participating in supporting activities is a tangible manifestation of the cooperation between the educational institution and the family in building sustainable religious character. On the other hand, the presence of community leaders provides social legitimacy and disseminates positive religious messages that bind the social fabric within the community. This creates a synergy that impacts the formation of a robust collective identity (Umam et al., 2023).

Moreover, *Haflatul Imtihan* plays a significant role in anchoring the community's Islamic identity through a direct emphasis on religious values. The integrated process of teaching, memorizing, and examining the Quran reflects a deep religious practice within the society. This structured activity helps preserve religious tradition while adapting to the needs of modern society (Sopyan & Hanafiah, 2022). This positions *Haflatul Imtihan* as a bridge between spiritual heritage and the dynamics of changing times. Students who actively participate in this activity do not merely acquire religious knowledge, but develop into part of a community with a high consciousness of religious identity. This awareness becomes a social asset for collectively preserving and developing the Islamic tradition.

The role of *Haflatul Imtihan* as a connector within society is also visible in its success in creating an intergenerational dialogical space. In every implementation, open communication is forged between the young generation of students and religious figures as well as older community members. Through this dialogue and interaction, a transmission of religious values occurs alongside the cultivation of mutual respect and tolerance. Such interaction is vital to prevent potential conflict and to strengthen social bonds in an increasingly diverse society. Thus, *Haflatul Imtihan* becomes not just an arena for testing

memorization, but an effective means to build a collective consciousness of an inclusive and harmonious Islam (Siregar & Sikumbang, 2024).

A deeper analysis of the *Haflatul Imtihan* process reveals how this event builds a dynamic and living religious identity. The event is designed not merely for administrative smoothness, but with close attention to symbolic and ritual aspects that provide deeper meaning. For instance, the opening and closing of *Haflatul Imtihan*, filled with communal prayers, recitations of holy verses, and sermons (*tausiyah*) from local religious leaders, become sacred moments that strengthen the sense of togetherness and religious consciousness. These symbols and rituals deepen the religious experience of the participants and cement Islam as the primary identity of the community. Through this process, Islamic values live and develop within shared habit patterns, becoming a solid foundation in social life.

The integration of educational, social, and ritual elements in *Haflatul Imtihan* makes this event an example of effective and sustainable community empowerment (Saleh et al., 2023). Many residents acknowledge that *Haflatul Imtihan* has become a moment that renews religious spirit and strengthens unity within the community. Furthermore, several community leaders state that the execution of this event helps create a harmonious atmosphere that unites various social groups around the TPQ. This condition is vital for maintaining social stability and forming a society that is both religious and cultured.

Overall, *Haflatul Imtihan* at TPQ Tarbiyatul Quran Probolinggo successfully fulfills its role as a medium for strengthening the community's religious identity. This event fortifies social networks by involving various parties and elevating Islamic consciousness through diverse educational, social, and ritual aspects. This success demonstrates how a religious education activity can serve a dual purpose, not only enhancing the individual capacity of students but also building a strong and religious social community. Therefore, *Haflatul Imtihan* deserves to be an exemplary model of community religious empowerment that can be applied by other TPQs and religious educational institutions wishing to strengthen religious life and communal togetherness.

Community Empowerment Strategies through the Enactment of Haflatul Imtihan

The enactment of *Haflatul Imtihan* at TPQ Tarbiyatul Quran Probolinggo represents a mode of community empowerment that emphasizes collaborative engagement and the participation of diverse parties to elevate the quality of religious life. Through an organized synergy involving the active roles of students, teachers, parents, community leaders, and TPQ administrators, this activity functions not merely as a medium for learning evaluation, but as a vital instrument for cultivating social-religious capacity within the community (MUBAROK & YUSUF, 2024). Field observations and analysis indicate that this implementation strategy is capable of building a synergy that strengthens the social fabric and expands the horizon of community empowerment in the religious sphere.

The process begins with the preparation phase, which involves intense cooperation between teachers and TPQ administrators to arrange schedules, examination materials, and other supporting activities. The vitality of this phase hinges on the active engagement of teachers who provide instruction and motivation so that students are spiritually and mentally prepared to face the Quran memorization exam. Parents are also encouraged to support the learning process at home and to engage in active guardianship of their children's progress, rather than remaining passive supporters. This role creates a close bond between the educational institution and the family, which significantly contributes to the successful unfolding of *Haflatul Imtihan*.

In the implementation phase, *Haflatul Imtihan* is conducted openly, involving the broader society, including religious figures and community leaders. This approach widens the opportunity for participation and transforms the event into a social activity as well as a religious ritual that strengthens social relations within the society. The involvement of community leaders provides social legitimacy and amplifies the religious messages conveyed, making the event increasingly meaningful and widely accepted. Furthermore, the activity is accompanied by Quranic recitation competitions, Islamic art performances, and motivational lectures involving all age groups, enriching the religious experience of the participants while simultaneously increasing community participation. This strategy awakens the community to play an active role as part of the process of learning and religious development, rather than merely acting as spectators.

The execution of *Haflatul Imtihan* also functions as a fertile ground for cultivating social networks between the TPQ, parents, and community leaders. This synergy facilitates communication and collaboration in various religious development programs that are not limited to memorization exams, but extend to moral and character cultivation. Such collaboration enables collective problem-solving and the creation of innovative activities suited to the social and cultural needs of the local community. This empowerment strategy also emphasizes inclusivity, providing a space for roles across all groups from children to adults, men and women thereby creating a strong spirit of togetherness and solidarity. This openness encourages the creation of harmonious cooperation among residents and strengthens a social web that is resilient to social and cultural changes (Muali & Hadi, 2023).

The primary resonance of this empowerment strategy is visible in the enhancement of the quality of religious activities, which become more structured and sustainable in the TPQ and its surroundings. Through a collaborative mechanism involving many parties, the organization of *Haflatul Imtihan* becomes more cohesive and effective. Students receive holistic support from both the educational environment and the family, while the community possesses a space to express itself and contribute tangibly to religious activities. The absorption of Islamic values becomes more even and profound, shaping a young generation with strong faith and a high level of social engagement (Husin et al., 2023).

Although there are real-world frictions such as limited resources and coordination challenges, mitigation efforts are continuously navigated through

the strengthening of communication and the formation of specialized working teams. Overall, this inclusive and participatory implementation mechanism establishes *Haflatul Imtihan* as a concrete example of an effective and sustainable community empowerment endeavor, capable of developing the social and spiritual capacity of the society in the long term.

CONCLUSION

This research unveils the pivotal role of *Haflatul Imtihan* at TPQ Tarbiyatul Quran Probolinggo as a multifaceted medium that vitalizes the community's religious activity. Transcending the limits of a mere Quranic memorization examination, this event comprehensively integrates educational, social, spiritual, and cultural dimensions. Through *Haflatul Imtihan*, students are not only compelled to develop their Quranic memorization and understanding, but a robust religious character is forged, and harmonious social bonds are woven within the educational and societal environment. This activity generates an inclusive social space involving diverse actors students, parents, teachers, and community leaders thereby tightening the social fabric and collectively reinforcing the community's Islamic identity. The orchestrated implementation, characterized by close collaboration among societal elements from children to adults, fosters a profound sense of ownership and shared responsibility towards religious education and the continuity of religious life. Various supporting activities, such as Quran recitation competitions, Islamic art performances, and motivational lectures, enrich the lived religious experience while simultaneously broadening community participation. Despite facing friction such as limited resources and coordination challenges, mitigation efforts through communication and collaborative teamwork successfully sustain the event's rhythm, demonstrating that collective empowerment demands cross-sectional social cooperation. In sum, *Haflatul Imtihan* operates not merely as an instrument of academic evaluation, but as a vital platform for community empowerment that constitutes a strong, inclusive, and adaptive religious community, standing as a worthy exemplar for other religious educational institutions in Indonesia to deepen their social and spiritual roles in the cultivation of the *ummah*.

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