

Development of Kampung Qur'an as a Center for Education and Moral Guidance for the Young Generation of Jangkang Village, Bantan District, Bengkalis Regency

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Abstract

This community service program aims to develop Kampung Qur'an Jangkang into a center of religious guidance to improve the morals of the younger generation. The main problems faced are the limited number of structured moral guidance programs and the low intensity of religious guidance for teenagers in the community. The community service was carried out using a participatory approach, with stages including identifying community needs, planning the program, implementing activities, and evaluating the program. The activities carried out included Quran reading and writing coaching, Quran memorization, strengthening Islamic moral values, character training based on role models, and ongoing mentoring by religious leaders and facilitators. The results of the activities showed increases in Quranic literacy skills and understanding of Islamic moral values, as well as a change in the behavior of the younger generation towards greater discipline, politeness, and religiosity. In addition, Kampung Qur'an Jangkang has developed into an active and sustainable center for religious activities. This activity concludes that the development of Kampung Qur'an is effective as a model for community empowerment in building the character and morals of the younger generation, and has the potential to be replicated in other areas with similar social characteristics.

Keywords: Development; Quran Village; Morals; Young Generation.

Introduction

The Qur'an, as the source of Islamic teachings, contains noble values that serve as a guide for human life in building a noble civilization (Noer et al., 2025). Reading, understanding, and practicing the Qur'an from an early age are essential foundations for shaping the character of the nation's future

generations, so that they may become people of noble character, intelligence, and competitiveness (Karimullah et al., 2022).

However, in today's era of globalization and technological advancement, there has been a shift in values within society, particularly among children and adolescents (Nudin, 2020). Their connection to the Qur'an has begun to weaken (Amin, 2022), replaced by the influence of popular culture that does not always align with Islamic values (Zaid et al., 2022). This phenomenon has created an urgent need for structured, intensive, and comprehensive Qur'an-based education and guidance (Kosim, 2023).

The Al-Qur'an Village was established to address this need (Zaman, 2023). The establishment of the Al-Qur'an Village aims to foster a love for the Qur'an in daily life (Nadlir, 2025). Kampung Al-Qur'an is not merely a place to learn to read the Qur'an (Sari & Moore, 2024), but rather a social ecosystem that shapes a culture of the Qur'an within the community (Ratnaningrum et al., 2022). Through the Al-Qur'an Village, children and adolescents can grow up in an environment that encourages them not only to read but also to understand and apply the teachings of the Al-Qur'an in every aspect of life (Sopiani et al., 2022).

In this context, the existence of the Al-Qur'an Village is crucial as a center for education and character development based on the Qur'an (Aisyah & Nahar, 2025). The Al-Qur'an Village serves not only as a place to learn to read and memorize the Qur'an but also as a platform for fostering noble character from an early age (Khaeruniah et al., 2024). Through a creative, interactive, and community-based approach, Kampung Al-Qur'an is expected to foster a Qur'anic generation that is knowledgeable, possesses noble character, and is prepared to face the challenges of the times (Wulandari et al., 2025) (Qadzafi & Normalita, 2025).

The Jangkang Qur'an Village was established as a community empowerment initiative grounded in the values of the Qur'an. This Qur'an Village is expected to serve as a center for spiritual, intellectual, and character development for children and adolescents in Jangkang Village, and to set an example for creating a dynamic, rapidly developing religious environment within the community.

Since 2020, the Jangkang Qur'an Village has organized several programs, including:

1. Tahsin and tajwid programs for children and teenagers, who learn how to read the Qur'an starting from the basic level (Iqra') up to advanced tahsin.
2. A Qur'an memorization (tahfizh) program starting with Juz 30, Juz 29, and so on.

In implementing the Kampung Qur'an program, Jangkang Village faces several challenges, namely:

First, the facilities and infrastructure supporting the program are still very limited; there is only one prayer rug, which is not large enough to accommodate all the students, so classes have been temporarily moved to the mosque. There are not enough copies of the Qur'an and Iqra' for all the students, so they have to take turns studying.

Second, the management of the Jangkang Quran Village has not been optimized. Management remains rudimentary and is not supported by a structured administrative system, so the division of tasks, coordination mechanisms, program planning, and activity documentation are not yet carried out systematically.

Third, there are no reliable promotional channels. Currently, Kampung Quran Jangkang relies solely on word of mouth among community members to spread information. As a result, few people are aware of Kampung Quran, especially those outside the village of Jangkang.

Many studies have examined the role of Qur'an education institutions in strengthening religious values among children and adolescents, with most focusing on learning to read and memorize the Qur'an. Attention given to the integration of institutional strengthening, digital management systems, improvements to learning facilities, and character development within the community-based Kampung Qur'an model remains limited. Therefore, the development of Kampung Qur'an Jangkang offers a unique community empowerment approach that combines religious education, improved organizational governance, the provision of learning infrastructure, and digital innovation through e-learning systems and website platforms.

Methods

This PKM activity was carried out using a Participatory Action Research approach, which combines research, action, and active community participation to address the problems they face. In developing the Kampung Qur'an initiative to foster moral character among the younger generation, the PAR approach is used to involve administrators of Kampung Qur'an institutions, parents, and young people in the design and implementation of character-building programs. Through group discussions, deliberations, field observations, and ongoing guidance, all parties can actively participate in identifying needs, designing programs, and evaluating the success of the activities.

This Community Service activity was held on December 22–23, 2025, at Kampung Qur'an Jangkang. The program involved various community members in implementing a participatory approach to character and moral development among the younger generation, grounded in Qur'anic values.

A total of 35 participants were involved in this activity, consisting of 20 students, 7 parents of students, 3 Kampung Qur'an administrators, and 5

teachers. The involvement of these parties aimed to create synergy among Qur'anic educational institutions, families, and the community to shape a younger generation with noble moral character.

This community service program was carried out in four stages, namely:

1. Preparation and Needs Analysis Stage

The activities began with observing and identifying the conditions of Kampung Quran Jangkang, including the programs they were implementing, the challenges they faced, and the potential for future development. The community service team conducted interviews and focus group discussions (FGDs), and coordinated with the Kampung Quran Jangkang management and the students' parents to identify needs, challenges, and opportunities to develop within the program.

2. Capacity-Building Phase

The capacity-building phase aims to enhance the competencies of administrators, teachers, parents, and students in managing and developing Kampung Qur'an as a center for education and moral character development. The methods used include interactive lectures and group discussions; through these activities, it is hoped that all stakeholders will gain a better understanding and develop improved skills in facilitating the learning process at Kampung Qur'an Jangkang.

Capacity building is carried out to strengthen Kampung Qur'an Jangkang's institutional capabilities while improving the quality of Qur'anic education and character development for the younger generation. In addition to training and mentoring activities, the PKM team also provides the necessary facilities and infrastructure to support the learning process and program management more effectively.

The assistance provided includes the supply of Qur'ans, Iqra' books, mats, electric fans, and a projector as primary learning resources for the students. Additionally, the PKM team developed a Kampung Quran Jangkang website that serves as a platform for information and promotion of activities. The website features the institution's profile, flagship programs, student activities, documentation of activities, and information accessible to the general public.

In addition to serving as a promotional tool, the website features an e-learning platform. The e-learning system allows teachers to upload learning materials, educational videos, assignments, and assessments that students can access anytime and anywhere. This system provides a solution to support the continuity of the learning process, improve students' digital literacy, and expand access to technology-based Qur'an education.

3. Technology Implementation Phase

In this phase, the PKM team, together with the Kampung Qur'an Jangkang management, teachers, and students, began using information

technology to support Qur'an education, character development, and institutional management in a more effective and modern way.

Activities began with guidance on using the Kampung Qur'an Jangkang website, developed by the PKM team. Administrators received training on managing website content—from uploading activity news and updating program information to managing the photo gallery and publicizing Kampung Qur'an's various activities to the broader community.

Next, an e-learning system was implemented as a digital learning platform. Teachers and administrators received guidance on uploading learning materials, creating assignments, designing learning assessments, and using the system's features. The students were also introduced to how to access materials, complete assignments, and participate in online learning.

4. Monitoring and Evaluation Phase

Monitoring activities were conducted by directly observing program implementation, including the use of the facilities and infrastructure provided, the conduct of Qur'an instruction, the use of the website and e-learning system, and participant engagement in various character-building activities. The PKM team, together with the Kampung Qur'an management, monitors the achievement of each planned activity, the level of participant engagement, and any challenges that arise during program implementation.

In addition to process monitoring, evaluations are conducted to measure changes after the program is implemented. The evaluation focused on improving the quality of Qur'an instruction, enhancing administrators' and teachers' capacity, improving the effectiveness of technology use, and developing students' moral character. Changes in student behavior were observed through indicators such as discipline in participating in activities, responsibility toward tasks, politeness in interactions, social awareness, and the habit of reading and studying the Qur'an.

On the institutional front, the evaluation was conducted to determine the extent to which the provided facilities and infrastructure supported Kampung Qur'an activities. The PKM team also assessed the website's functionality as a promotional tool and the e-learning system's functionality as a digital learning platform. The evaluation results were used to identify the program's successes, the obstacles encountered, and opportunities for sustainable program development after the PKM activities concluded.

As part of the participatory evaluation, the PKM team involved administrators, teachers, parents, and students in a joint reflection process through group discussions and interviews. This activity aimed to gather input, experiences, and recommendations from all stakeholders to ensure the implemented program continued to be developed in accordance with community needs.

The results of the monitoring and evaluation are then analyzed and compiled into a final report, which serves as the basis for formulating recommendations for follow-up actions. Through this process, it is hoped that Kampung Qur'an Jangkang will be able to continue the program independently and sustainably as a center for Qur'anic education and character development for the younger generation in Jangkang Village.

The monitoring and evaluation indicators are as follows:

Evaluation Aspects	Success Indicators	Target
Program Implementation	All activities were carried out as planned	$\geq 90\%$
Participant Participation	Participant attendance at each activity	$\geq 80\%$
Utilization of Facilities and Infrastructure	The Qur'an, Iqra', mats, electric fans, and a projector were used during the activity	$\geq 85\%$
Website Use	The website is active and updated regularly	≥ 1 time per week
The Use of E-learning	Teachers and students are taking advantage of the digital learning system	$\geq 70\%$ active users
Capacity of Administrators and Teachers	Able to manage programs and technology independently	$\geq 75\%$ in the good category
The Moral Development of Students	Improved discipline, responsibility, manners, and social awareness	$\geq 20\%$ of the initial condition
Participant Satisfaction	Level of satisfaction with the PKM program	$\geq 80\%$
Program Sustainability	Development of a post-PKM follow-up plan	RTL documents are available

Result

Community service activities are carried out in a phased and systematic manner, prioritizing a participatory approach and the empowerment of local communities. The stages of implementing community service are as follows:

Preparation and Needs Analysis Phase

The initial phase of the community service program began with discussions and problem identification involving the community service team,

the administrators of Kampung Al-Qur'an, and representatives of parents and students. These activities were carried out through focus group discussions (FGDs) and direct observation of existing Qur'an learning activities.

Discussions with the administrators of Kampung Quran Jangkang served as the initial stage in identifying problems and analyzing the partners' needs. The discussions were conducted in a participatory manner to gather information regarding the current condition of Kampung Quran, the ongoing development programs, the challenges faced, and the needs required for the institution's development.



Figure 1. Discussion with the manager of Kampung Quran Jangkang

In the early stages of the community service project, the PKM team met with the Kampung Quran Jangkang leadership to identify the partner's challenges and needs. The discussion was conducted in an informal, participatory manner, fostering open communication between the PKM team and management. During the meeting, the management described the current state of Kampung Quran, ranging from the implementation of Quranic learning activities and the moral guidance of students to the various challenges faced in managing the program.

The discussion revealed that Kampung Quran Jangkang is highly committed to nurturing the younger generation but still faces several challenges, including limited learning facilities and infrastructure, a lack of technology-based learning resources, and the absence of digital media that could be used for promotion and online learning. In addition, the management also hopes for support in enhancing the institution's management capacity so that the development programs can run more effectively and sustainably.

The information obtained from this problem-identification process served as the basis for designing the PKM program. Based on the partner's

expressed needs, the team designed various interventions, including the provision of learning facilities, the development of a website as a platform for information and promotion, the implementation of an e-learning system, and guidance on managing Kampung Quran. Thus, all programs implemented are truly tailored to the partner's actual needs, ensuring they provide optimal and sustainable benefits.

Capacity-Building Phase

The capacity-building phase is a key stage in implementing the Community Service Program (PKM), which aims to enhance institutional capacity, improve the quality of human resources, and increase the availability of supporting facilities in Kampung Quran Jangkang. These activities are designed based on the results of a needs assessment conducted with the partner organization, ensuring that each program implemented effectively addresses the specific challenges faced.

At this stage, the PKM team provides capacity-building support to administrators and teaching staff through mentoring activities on the management of Quranic educational institutions, the development of work plans, and the use of information technology to support the learning process. This mentoring aims to enhance the administrators' competence in managing activities more effectively, efficiently, and sustainably.

In addition to human resource capacity building, the PKM team also provided learning facilities and infrastructure to create a more comfortable, conducive learning environment. The assistance provided includes Qur'ans, Iqra' books, mats, electric fans, and projectors that can be used as interactive learning tools. It is hoped that the provision of these facilities will improve the quality of teaching and learning while fostering students' motivation to learn.



Figure 2. Handover of facilities and infrastructure to support activities

Figure 2 shows the handover of educational facilities and equipment from the Community Service (PKM) team to the administrators of Kampung Quran Jangkang. This activity is part of a capacity-building initiative to improve the quality of Quranic education services and support the moral development of the younger generation in Kampung Quran Jangkang.

The assistance provided included copies of the Quran, Iqra' books, a projector, electric fans, mats, and various other learning support materials. The provision of these resources is expected to create a more comfortable learning environment, improve the effectiveness of the learning process, and support the implementation of more interactive learning methods through technology.

As part of the digital transformation, the PKM team developed a Kampung Quran Jangkang website that serves as a platform for information, promotion, and the publication of various activities carried out there, accessible via the link:

<https://www.kampungquranjangkang.com/>.

This website also features an e-learning system that enables the digital delivery of learning materials, the storage of instructional resources, and broader access to information for students, parents, and the community. This digital platform is expected to improve the effectiveness of the institution's management while expanding the reach of its Quranic education services.

Figure 3. Website of Kampung Quran Jangkang as a Digital Learning and Information Platform



Figure 3 shows the homepage of the Kampung Quran Jangkang website, developed by the Community Service (PKM) team as part of the

implementation of technology to support the institution's digital transformation. This website was designed as a platform for information, promotion, administration, and e-learning to improve the quality of Quranic education services and expand public access to information.

The website features various main menus, such as Home, Profile, Activities, Gallery, Contact, E-Learning, and Registration. Through these features, the public can access information about the institution's vision and mission, educational programs, and activity documentation, as well as register students online. Additionally, the E-Learning menu allows teachers and students to access digital Qur'an learning materials, enabling the learning process to take place not only in person but also flexibly through online platforms.

The homepage also displays information on the number of students by learning program, such as Qiraati, Tahfidz, Tartil, and Tilawah. The presentation of this data provides the public with an overview of student progress while enhancing the transparency of the institution's management.

The development of this website is one of the innovations in the PKM program aimed at strengthening the institutional capacity of Kampung Quran Jangkang through the use of information technology. This digital platform is expected to improve the effectiveness of administrative management, expand promotional channels, facilitate communication with the public, and support a more modern, effective, and sustainable Quran learning process. Thus, Kampung Quran Jangkang not only functions as a center for Quranic learning but also serves as an educational institution that adapts to advancements in digital technology.

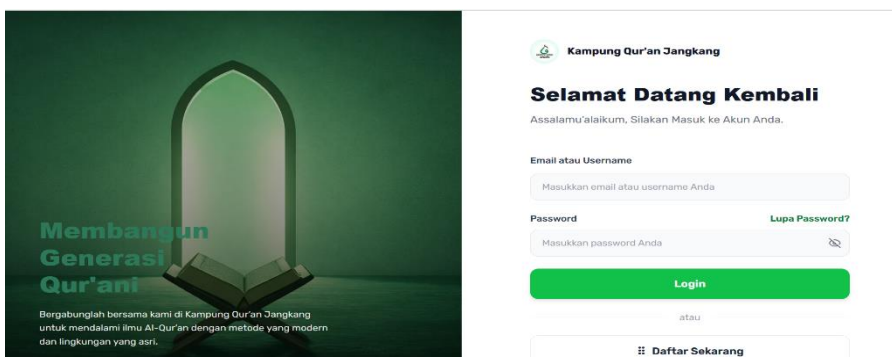


Figure 4. E-Learning Login Page of Kampung Quran Jangkang

Figure 4 shows the login page for the Kampung Quran Jangkang E-Learning system, developed by the Community Service (PKM) team as part of the implementation of information technology to support the Quran

learning process. This system is designed to provide easy and secure access for administrators, teachers, and students to utilize digital learning services.

Through the login page, users can access the system using their registered accounts by entering their email address or username and password. Additionally, there is a “Sign Up Now” feature for new users and a “Forgot Password” feature to assist with account recovery. These features are designed to enhance ease of access and system security.

The development of this e-learning platform aims to address the limitations of learning, which until now has been conducted exclusively in person. Through this system, teachers can upload learning materials, videos, modules, assignments, and academic information that students can access anytime and anywhere. As a result, the learning process becomes more flexible, interactive, and well-documented.

The implementation of the e-learning system also benefits the administrators of Kampung Quran Jangkang by improving the effectiveness of learning administration, user data management, and the dissemination of information to students and parents. The presence of this digital platform is a form of institutional transformation that supports Kampung Quran Jangkang’s vision of becoming an adaptive Quranic educational institution that keeps pace with technological advancements, while simultaneously expanding access to educational services for the community in a sustainable manner.

Technology Implementation Phase

The technology implementation phase is one of the key stages in the execution of the Community Service Program (PKM), which aims to support the digital transformation of Kampung Quran Jangkang. This phase focuses on utilizing information technology to improve the quality of institutional management, enhance the effectiveness of the Quran learning process, and expand access to information for the community. Technology implementation was carried out based on the results of a needs assessment of the partner organization, which indicated that Kampung Quran did not yet have an integrated digital platform serving as a tool for information, administration, and learning.

At this stage, the PKM team developed an official website for Kampung Quran Jangkang to serve as an information hub and promotional platform for the institution. The website features various information regarding Kampung Quran’s profile, vision and mission, educational programs, activities, a photo gallery, contact details, and an online registration service for students. The

website makes it easier for the public to quickly access information, enhances the transparency of the institution's management, and expands the reach of its promotional efforts, thereby increasing Kampung Quran's visibility among the general public.

In addition to developing the website, the PKM team also built an e-learning system that can be used as a digital learning platform. This system provides login features for teachers and students, management of learning materials, assignment submission, module storage, and the online dissemination of academic information. Through this platform, the learning process is no longer limited to face-to-face meetings but can take place flexibly according to the needs of teachers and students. The use of e-learning also ensures that learning materials are well-documented so they can be accessed at any time for self-directed study.

To ensure the developed technology is utilized optimally, the PKM team provided guidance and training to administrators and teaching staff on operating the website and e-learning system. The training covered website content management, uploading learning materials, managing user data, and utilizing the various available features. This guidance aims to equip administrators with the ability to manage the system independently, ensuring the continued use of the technology even after the PKM program has concluded.

The implementation of technology in this PKM program has had a positive impact on the management of Kampung Quran Jangkang. Institutional administration has become more organized, the dissemination of information to the community has become faster and more widespread, and the process of learning the Qur'an has become more innovative, interactive, and digitally documented.

To help the Kampung Quran Jangkang administrators implement this technology, the community service team has provided tutorials on using the website and e-learning platform via YouTube, which can be accessed through the following link:

https://www.youtube.com/playlist?list=PLmft07gMZWxi_zT22_xeGQ3liGGEJMKHF

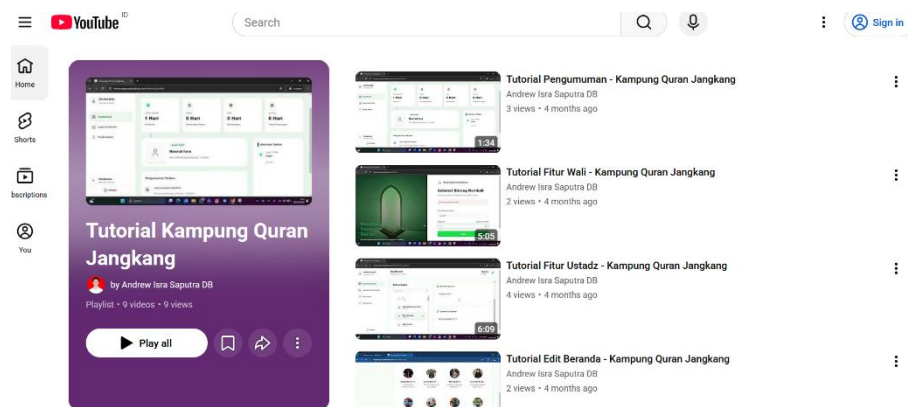


Figure 5. Video Tutorial for the Website and E-Learning System of Kampung Quran Jangkang

Figure 5 shows a collection of tutorial videos on how to use the Kampung Quran Jangkang website and **e-learning** system, compiled by the Community Service (PKM) team as part of the technology implementation and partner support phase. These videos were uploaded to YouTube so they can be easily accessed by school officials, teachers, student guardians, and administrators at any time as needed.

The tutorial material covers various aspects of system use, including managing announcements, using the parent feature, managing teacher (ustadz) accounts, configuring the homepage, managing student data, and other administrative functions. The tutorial videos were created to provide systematic, easy-to-understand guidance so users can operate the website and e-learning system independently without constantly relying on direct assistance from the PKM team.

Providing these video tutorials is a strategy to ensure the sustainable use of the technology implemented. With video-based learning materials, knowledge transfer to new administrators and other users can be more effective, flexible, and sustainable. Additionally, the video tutorials serve as technical documentation that users can refer to if they encounter difficulties while operating the system.

By creating and publishing these video tutorials, it is hoped that all stakeholders in Kampung Quran Jangkang will have the necessary skills to manage the website and e-learning platform independently.

Monitoring and Evaluation Phase

The monitoring and evaluation phase is the final stage of the Community Service Program (PKM), which aims to assess the program's effectiveness, measure the extent to which objectives have been achieved, and identify the impact of activities on the development of Kampung Quran Jangkang. These activities are carried out continuously during and after the program's implementation, involving the PKM team, Kampung Quran administrators, teachers, and student representatives as key partners.

The monitoring process is carried out through direct observation of learning activities, the use of the provided facilities and infrastructure, and the website and e-learning system to support educational activities. In addition, the PKM team provides regular guidance to ensure that all implemented programs run according to plan and are optimally utilized by the Kampung Quran management.

Evaluation was conducted through discussions, interviews, and the distribution of questionnaires to administrators, teachers, and students to gather feedback on the program's benefits, remaining challenges, and opportunities for future development. The aspects evaluated included capacity building for administrators, the effectiveness of learning resources, the use of the website as an information and promotional tool, and the implementation of the e-learning system as a digital learning platform.

The evaluation results indicate that the PKM program has had a positive impact on the development of Kampung Quran Jangkang. Assistance with facilities and infrastructure has improved the comfort and quality of the learning process. At the same time, the website and e-learning system are now being utilized by administrators, teachers, and students as tools for administration, information sharing, and learning. Additionally, the administrators' ability to manage a technology-based institution has improved through the training and mentoring activities conducted.

Learning facilities, which were previously limited, have increased following the implementation of the community service program, as illustrated in the following table:

Table 1.
Improvement of Learning Facilities at Kampung Quran Jangkang
Before and After the PKM

Facility	Before	After
Mats	1	5
Fans	1	5
Qur'ans	Limited	10 copies
Iqra books	Limited	60 copies
Projector	None	1

The table above shows an increase in the availability of learning facilities and infrastructure in Kampung Quran Jangkang following the implementation of the Community Service Program (PKM). Before the program was implemented, learning facilities were still very limited and thus unable to support the teaching and learning process optimally. This condition was one of the main issues identified during the needs assessment phase.

Through the PKM program, various learning facilities were procured to meet partners' needs. The number of mats increased from 1 to 5, thereby providing greater comfort for the students during learning activities. Similarly, the number of electric fans increased from 1 to 5, creating a more comfortable learning environment, especially during activities held in hot weather.

Regarding teaching materials, the availability of Qur'an manuscripts, which had previously been limited, increased to 10 copies, while the number of Iqra' books, which had also been limited, rose to 60 copies. These additions enabled each student to gain better access to learning resources and supported a smoother, more tailored learning process tailored to their individual ability levels.

Additionally, before implementing the PKM program, Kampung Quran Jangkang lacked a projector as a technology-based learning tool. After the program was implemented, one projector became available and is used to deliver instructional materials, conduct training sessions, present, and engage in multimedia-based educational activities. The presence of this facility supports the implementation of more interactive and innovative teaching methods.

Active participant engagement with the website and e-learning platforms has also increased, as shown in the following image:

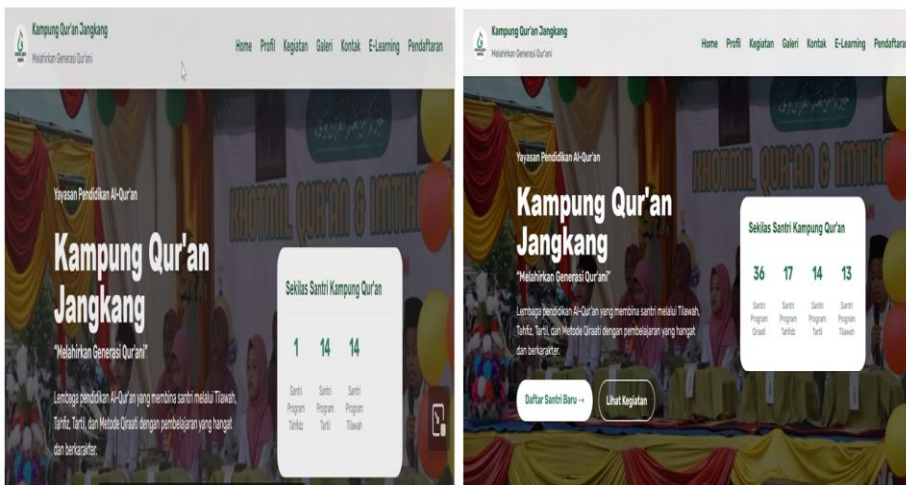


Figure 6. Comparison of the Kampung Quran Jangkang Website Before and After the Evaluation

Monitoring and evaluation results show that the implementation of the website and e-learning system has had a positive impact on increasing student engagement at Kampung Quran Jangkang. Before the implementation of this technology, the information displayed on the website was limited and listed only 29 active students, consisting of 1 student in the Tahfidz Program, 14 students in the Tartil Program, and 14 students in the Tilawah Program. At that stage, the website was not yet being optimally utilized as a tool for administration and student data management, so most learning activities and data collection were still conducted manually.

Following system development, administrator training, and an evaluation of website and e-learning usage, there was a significant improvement in student data management. The website successfully recorded 80 active students: 36 in the Qiraati Program, 17 in the Tahfidz Program, 14 in the Tartil Program, and 13 in the Tilawah Program. The increase in the number of registered students indicates that the digital system has been used more effectively in administrative processes, data collection, and student management.

However, the evaluation also identified several areas that still require development, such as increasing the frequency of e-learning use in the learning process, regularly updating website content, and strengthening the digital competencies of administrators and teaching staff. Therefore, the PKM team recommends that technical assistance and ongoing guidance continue to be provided so that all innovations developed can be utilized to their full potential.

Discussion

The Community Service Program (PKM), through the development of the Jangkang Qur'an Village, demonstrates that fostering moral character among the younger generation is more effective when carried out through a comprehensive approach that includes institutional strengthening, human resource capacity building, the provision of learning resources, and the use of digital technology. This approach not only improves the ability to read and understand the Qur'an but also encourages the internalization of religious values in daily life. These findings align with the concept of Islamic education proposed by Al-Ghazali, who stated that the primary goal of education is to shape individuals of noble character through discipline (ta'dib), setting a good example (uswah hasanah), and continuous guidance (Al Asyrof, 2025) (Mubarak, 2025).

The implementation of the Participatory Action Research (PAR) method in PKM activities has proven effective in increasing the participation of teachers, Kampung Qur'an administrators, parents, and students from the needs assessment stage through program evaluation. According to Kemmis and McTaggart (1988), a participatory approach enables the community to become the primary agents of change, resulting in solutions better aligned with local needs and more likely to be sustainable (Mahfud et al., 2025). In this PKM initiative, Kampung Qur'an administrators played an active role in identifying problems, prioritizing needs, and operating the developed technology. These conditions demonstrate that a participatory approach can enhance a *sense of ownership* toward the program, thereby promoting the sustainability of the community service outcomes.

The provision of learning resources including the Qur'an, Iqra' books, mats, fans, projectors, and digital learning materials has been shown to improve the comfort of the learning process, resulting in increased attendance and student engagement following the program's implementation. This finding can be explained by Vygotsky's theory of social constructivism, which holds that learning develops optimally when students receive support in a conducive learning environment and engage in intensive social interaction (Aprianti et al., 2025; Mahmud et al., 2025). Thus, the provision of learning facilities not only meets physical needs but also strengthens the process of internalizing religious values through interactions among teachers, students, parents, and the community.

One of the key innovations in this Community Service Program (PKM) is the development of the Kampung Qur'an website and an e-learning system, which serve as both learning tools and promotional platforms for the institution. The website is used to publicize activities, document programs, disseminate information, and provide learning materials that can be accessed flexibly. Meanwhile, the e-learning system allows students to review material

outside of face-to-face class hours, making the learning process more adaptable to the digital generation's characteristics. Recent research indicates that integrating digital technology into Islamic education can increase student engagement, strengthen religious character, and expand access to learning when supported by educators' digital competencies (Saputro et al., 2026).

Program evaluations indicate that the utilization rates of the website and e-learning platforms increased after teachers and administrators received training and mentoring. These findings suggest that the success of digital transformation depends not only on the availability of technology but also on the readiness of human resources to operate and manage it. In other words, improving digital literacy is a critical prerequisite for the success of technology-based learning innovations. These results reinforce PKM research, which shows that improving digital competencies through PAR-based training can enhance participants' ability to use technology as a learning medium effectively.

From a character-development perspective, integrating Qur'anic education with congregational worship, memorization, religious talks, daily etiquette, and parental involvement has a positive impact on students' character. During the evaluation process, improvements were observed in discipline, responsibility, honesty, social awareness, and respect for teachers. These findings support research concluding that Qur'anic education emphasizing the practice and internalization of Islamic values is more effective in shaping character than learning focused solely on cognitive aspects. These results align with the findings of Karimullah et al. (2022), which show that Qur'anic education strengthens spiritual values and moral behavior among the younger generation (Karimullah et al., 2022).

The findings of this PKM project are consistent with several previous studies indicating that the use of information technology can enhance the effectiveness of managing Islamic educational institutions. Research by Abas Hidayat et al. (Hidayat, Fatimah, and Rosidin, 2021) indicates that digital transformation can improve service quality, management effectiveness, institutional operational efficiency, and the sustainability of Islamic educational institutions (Hidayat et al., 2021). Similarly, research by Nurhasan and Syahbana (2024) states that the digitization of administration through an integrated information system can improve data management efficiency, transparency, accountability, and service effectiveness in Islamic educational institutions (Nurhasan & Syahbana, 2024). These consistent results indicate that integrating information technology is an effective strategy for improving the quality of community-based educational services.

However, the results of this PKM also reveal several differences compared to previous studies. Most prior research focused solely on the implementation of technology as a learning medium, whereas this program

integrates institutional strengthening, human resource capacity building, the provision of learning resources, administrative digitization, and ongoing mentoring into a single intervention model. This more comprehensive approach has resulted in changes that are evident not only in the learning process but also in improved organizational governance, service quality, and community participation. This indicates that the success of digital transformation in community-based educational institutions cannot be achieved solely through technology; it must be accompanied by organizational capacity-building and continuous mentoring.

Nevertheless, the evaluation results also highlight several challenges. The digital literacy levels of teachers and administrators still vary, so continued guidance is needed to ensure the website and e-learning platform are used optimally. Additionally, limited internet access and a shortage of digital devices remain obstacles for some participants. These findings demonstrate that digital transformation in Islamic education cannot rely solely on technology but must be accompanied by capacity-building for human resources, infrastructure support, and institutional commitment. Thus, the program's sustainability depends heavily on collaboration among universities, village governments, Kampung Qur'an administrators, and the community.

Overall, the PKM results demonstrate that the development of Kampung Qur'an Jangkang has successfully improved the quality of Qur'anic education, strengthened institutional capacity, increased community participation, and promoted the use of digital technology in fostering moral character among the younger generation.

This development model which integrates community empowerment, Qur'anic education, and digital transformation offers both conceptual and practical contributions to the development of Qur'anic educational institutions in the digital age. Therefore, this model has the potential to be replicated in other Qur'an Villages and Qur'an Education Centers (TPQs) in other regions as an adaptive, participatory, and sustainable character-building strategy.

Conclusion and Suggestion

The community service program demonstrated that the development of Kampung Qur'an Jangkang successfully strengthened the institution's capacity to foster the moral character of the younger generation through an integrated approach that combined community participation, learning facility improvements, and digital innovation. The introduction of a website and an e-learning platform increased student participation in learning, improved access to learning resources, and enhanced institutional management and public outreach. The participatory approach also strengthened the collaboration among teachers, parents, administrators, and the community, contributing to the sustainability of moral education activities.

To ensure the program's sustainability, Kampung Qur'an administrators should establish a dedicated team to maintain the website, update e-learning content, and monitor user engagement. Regular digital literacy training for teachers and administrators is also necessary to optimize the use of digital platforms. Future community service programs are recommended to evaluate the long-term impact of digital-based Qur'anic education on students' moral development using measurable indicators and involving a broader range of Islamic educational institutions.

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