

Community Service in Nagari Pilubang Through Educational Mentorship Activities

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ABSTRACT

Education plays a crucial role in human development and improving the quality of life within communities. In Nagari Pilubang, Padang Pariaman Regency, the level of education remains low, which impacts the employment choices of most of the population, who rely on the agricultural and fisheries sectors. This research aims to improve community education through an educational assistance program focusing on religious study guidance and socialization activities. This study employs a descriptive qualitative approach with thematic data analysis techniques. Data were collected through interviews, observations, and documentation at the research site. Data was analyzed by reducing data, presenting it as descriptive narratives, and drawing conclusions based on the identified themes. The study and socialization activities, such as the Clean and Healthy Lifestyle behavior guidance conducted at several schools in Nagari Pilubang, showed positive impacts for students who received additional learning and for the community, which became more aware of the importance of education and health. This program encouraged students to study more diligently, boosted their motivation, and fostered healthy living habits that benefit daily life. It is expected that, through this program, the Pilubang community will be able to develop their potential, improve their standard of living, and create sustainable change. This research also provides a deeper understanding of the community's support in enhancing education and welfare in Nagari Pilubang.

Keywords: Community Service, Educational Assistance, Nagari Pilubang

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INTRODUCTION

Education is essential for the comprehensive development of human beings, as it aims to enlighten and improve the life of a nation (Apriadi et al., 2022). Education is intended as a means to nurture, educate, and advance the mindset of the Indonesian nation so that it grows and develops into individuals who are knowledgeable, disciplined, devout to God Almighty, and possess a high level of dedication to continuing the nation's struggle for its ideals (Saragih & Naibaho, 2023). Education also produces human resources capable of designing development according to the region's needs to sustainably accelerate regional

progress in Indonesia. Higher education opens up better job opportunities and increases income, helping to alleviate poverty (Syahputra et al., 2023).

One of the areas in Indonesia with relatively low education levels is Nagari Pilubang. Nagari Pilubang is one of the 103 Nagari in Padang Pariaman Regency, located at an elevation of approximately 3 meters above sea level, with an area of about 2,710 hectares (Wahyuni, Kusai, & Bathara, 2014). It has been approximately 20 years since Nagari Pilubang has been administering its local government, following the issuance of the West Sumatra Provincial Regulation No. 09 of 1999, which was subsequently followed up by the Padang Pariaman Regency Regulation No. 02 of 2002 (Pratama & Putri, 2024). Nagari Pilubang has a population of approximately 17,931 people, 8,795 males and 9,136 females, totaling 5,207 Family Cards (KK). All residents are Indonesian citizens, and there have been no foreign nationals.

The level of awareness among the community regarding the importance of education, especially the 12-year compulsory education, has only increased in recent years (Suardi, 2023). As a result, elementary, junior high, and senior high school graduates now dominate the first, second, and third rankings. Due to the low education levels, most of the population's livelihoods are in agriculture, farming, and fishing. The low education level is also a key factor preventing the community from acquiring skills or expertise outside the agricultural and fisheries sectors. This limitation leaves them with few job options other than continuing the family professions passed down for generations (Mayasari & Arjoni, 2023). This situation reinforces the cycle of traditional employment and restricts the community's opportunities to improve living standards through job or business diversification.

In line with the study conducted by (Muchson, 2020) shows that the community service program Posdaya program has been able to strengthen the functions of the family and improve welfare, particularly in the areas of the economy (entrepreneurship) and the environment. This is supported by research conducted by (Assyifa et al., 2024) shows that this community service program has a positive impact, particularly in increasing students' motivation to learn and their awareness of the importance of education. However, the research also found that improvements are still needed in education infrastructure, an increase in the number of teachers, and the integration of technology in learning so that educational development in this village can be more optimal in the long term. Another study (Faatinisa & Zahra, 2023) shows that this activity is a concrete step in improving education, welfare, and understanding of Islam, with strong collaboration between community service program students, teachers, and the community, resulting in positive outcomes.

This study identifies several gaps in previous research, such as those conducted by (Muchson, 2020), (Assyifa et al., 2024), and (Faatinisa & Zahra, 2023), which show the positive impacts of the community service program on improving education, welfare, and community awareness. The differences lie in the lack of focus on the role of educational assistance programs in bridging the gaps in infrastructure and educational facilities in areas with limited resources, as well as the absence of in-depth research on the long-term impacts of non-formal education

programs, such as tutoring and religious activities, on the quality of life in the community. This study aims to fill this gap by exploring how collaboration between students, teachers, and the community can improve the quality of education and long-term welfare in Nagari Pilubang.

Based on this, it is crucial to provide the community with an understanding of the importance of both formal and non-formal education, as well as the empowerment of teaching outside mandatory school hours, such as tutoring, so that knowledge is not solely centered on teachers in schools, but also obtained outside of school. This approach can lead to an increase in education levels and, consequently, bring about positive changes for the community of Pilubang in particular. Therefore, the main objective of this research is community empowerment through an educational assistance program. This research emphasizes that education is not only the responsibility of schools but also requires broad community support through educational assistance programs. This research has contributed to gradually improving the education levels of the Pilubang community.

METHOD

This research uses a descriptive qualitative approach (Fadli, 2021) with thematic data analysis techniques to explore the community's understanding of the importance of education and empowerment through educational assistance programs in Nagari Pilubang. This research focuses on understanding how the low level of education affects the community's life and identifying the positive impacts of educational programs conducted outside school hours. Data collected through interviews, observations, and documentation were analyzed through data reduction, presentation of data in the form of descriptive narratives, and drawing conclusions based on the themes found (Haryono et al., 2023). The research was conducted in River Sirah, Durian Daun, Sibaruas, Lembak Pasang, Nagari Pilubang, River Limau District, Padang Pariaman Regency. In this area, there are facilities for educational activities such as Kindergarten, Elementary Schools including SD Negeri 01 and 07 River Sirah, SD Negeri 04, 22, 23, 31, and 41 Sibaruas, and Senior High School SMA 1 River Limau for both formal and non-formal education. Additionally, for religious education, there are Madrasahs available.

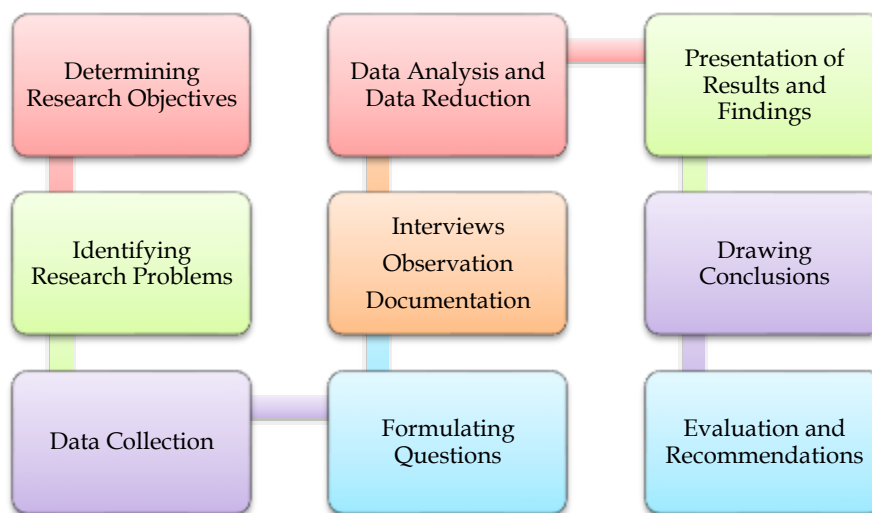


Figure 1. Research Process Flow in Qualitative Study

RESULTS AND DISCUSSION

Community service attempts to solve societal problems, particularly education and health. Nagari Pilubang was chosen as the site because the community faced issues in enhancing the quality of formal and religious education and raising awareness of the need for clean and healthy living habits. This initiative strives to help students by tutoring them, improving religious education, and encouraging healthy living education.

Through Tutoring Activities

The tutoring activities are one of the effective programs to encourage students to achieve optimal learning outcomes at school by instilling the habit of regular studying and diligence in completing assignments. Through these tutoring sessions, students are provided with additional support outside regular school hours, which helps reinforce their understanding of the subjects being taught (Adhisa et al., 2020). This program has been shown to improve students' motivation to learn, increase their academic performance, and foster positive study habits, contributing to their overall educational development. The tutoring service needs to be implemented to develop students' learning attitudes and habits and maximize their learning outcomes per their learning capacities. Learning here is not only related to the subjects taught in school but also involves the overall development of each student's personality (Mukarromah, 2023). Like most children of their age, elementary school students in Nagari Pilubang, after school, engage in individual activities, such as playing with friends or resting at home. This highlights the need for structured guidance to support their academic growth and personal development beyond school hours.

The author's observations and community service in Nagari Pilubang reveal that the students in the neighborhood are very interested in tutoring activities, which they believe will help them complete their school tasks. This is evidenced by the pupils' great enthusiasm from the first day of the community service program PPM UIN IB program, with tutoring sessions lasting six weeks, Monday through Saturday. An average of 60 children attended each tutoring session, which lasted about 2-3 hours. The author's tutoring activities in Nagari Pilubang favorably influenced both the students and the implementing university students.

The lessons were arranged such that they did not interfere with other student activities or diminish their playtime, as elementary school-aged children still enjoy playing, which benefits their social development.



Figure 2. Tutoring Activities

When the author first arrived at the service area, he interviewed numerous students and discovered that none were involved in tutoring after school. Most of them claimed to have difficulties grasping the content delivered by their teachers during school hours. It was also discovered that previous tutoring sessions they had attended were ineffective for various reasons, including the tutoring activities' uncomfortable setting.

The restricted facilities and resources in their immediate environs also contribute to poor access to effective tutoring. Many pupils live in places with low educational resources and lack easy access to competent tutoring centers or schools. This condition prevents them from receiving the additional learning support they require. This highlights the need for programs or initiatives to provide more affordable, enjoyable, and appropriate tutoring services, as well as active participation from the community and relevant stakeholders, to create a more conducive learning environment that supports students' educational success in the area.

Table 1. Schedule of Tutoring Activities

| Day | Time | Activity | Target Audience | Location |
|------------------|---------------|---|-------------------------------------|--------------------|
| Monday | 15:00 - 16:30 | Mathematics (Practice Questions and Discussion) | Elementary & Middle School Students | Village Study Room |
| | 16:30 - 17:00 | Material Review and Q&A | Elementary & Middle School Students | Village Study Room |
| Tuesday | 15:00 - 16:30 | English (Vocabulary and Writing) | Elementary & Middle School Students | Village Study Room |
| | 16:30 - 17:00 | Educational Games | Elementary & Middle School Students | Village Study Room |
| Wednesday | 15:00 - 16:30 | Science (Basic Concepts and Simple Experiments) | Elementary & Middle School Students | Village Study Room |

| Day | Time | Activity | Target Audience | Location |
|-----------------|------------------|--|---|-----------------------|
| | 16:30 - 17:00 | Q&A and Group Discussion | Elementary & Middle School Students | Village Study Room |
| Thursday | 15:00 - 16:30 | Indonesian Language (Reading and Writing) | Elementary & Middle School Students | Village Study Room |
| | 16:30 - 17:00 | Story Problem Practice | Elementary & Middle School Students | Village Study Room |
| Friday | 15:00 - 16:30 | Advanced Study on Selected Topics | Elementary & Middle School Students | Village Study Room |
| | 16:30 - 17:00 | Weekly Evaluation | Elementary & Middle School Students | Village Study Room |
| Saturday | 08:00 - 09:30 | Daily Test Practice (Simulation) | Elementary & Middle School Students | Village Study Room |
| | 09:30 - 10:00 | Reflection and Result Presentation | Elementary & Middle School Students | Village Study Room |
| Sunday | 08:00 - 10:00 | Additional Activities (Group Study) | All Students | Village Park |

This tutoring program uses methods such as discussion, lectures, question-and-answer sessions, and demonstrations, all modified to help facilitate students' learning activities. Discussions are held in small groups of six to ten students with two facilitators. The discussion material is aligned with the lessons that the teacher has previously taught during the school's teaching and learning process. The discussion groups are divided heterogeneously based on the students' respective classes. The goal of the discussion is to train students to express their opinions confidently, accept others' viewpoints, think critically to find solutions to problems, and develop good study habits that contribute to improving their personal quality, both individually and as a group, in terms of skills, personality, and abilities (Rizaliannor & Agusta, 2023).

The lecture technique seeks to communicate tutoring material to students via explanations or vocal communication by the facilitator regarding the instructional content. It also allows the teacher or facilitator to highlight significant points, and the class or study group may be easily organized so that students can learn the topic by listening to the explanation (Rika Widianita, 2023). This method is based on several considerations: 1. Students need an answer to avoid misunderstandings. 2. The lack of learning materials for the students. 3. Managing many students where applying other methods may be difficult. In tutoring activities, university students use various resources such as books and the Internet to provide optimal guidance to students (Awe et al., 2022).

Furthermore, students are provided personal consultations about their daily lives, which may impact their academic performance. The activities are carried out

to encourage positive relationships between university students and students from Nagari Pilubang, resulting in a pleasant learning environment. Tutoring activities occur in the Posko River Sirah, Lembak Pasang, and Durian Daun from Monday to Saturday, beginning at 2:00 PM and ending at 4:00 PM. This timetable was created after agreeing with the kids and their parents to ensure it did not conflict with the student's formal educational activities.

Recitation and Religious Activities

The religious activities, including Al-Qur'an reading and memorization, aim to improve students' ability to read and memorize the Al-Qur'an (Anastasya et al., 2024). These activities are held daily, except for Sundays, and are divided into two sessions: after the Asr prayer and after the Maghrib prayer. Before the program began, the researcher and the students at the Islamic education of Taman Pendidikan Al-Qur'an performed congregational prayers regularly, followed by Quran reading (Al-Qur'an and Iqra), memorization (catfish), recitation (tilawah), and religious teachings. The culmination of the Al-Qur'an reading and religious activities was holding an MTQ (Musabaqah Tilawatil Al-Qur'an) competition at the Nagari Pilubang level, which lasted for two days and included five competition categories. This was followed by an MTQ competition at the river Limau sub-district level, also held for two days with five competition categories. From these competitions, both the students and the university students benefited, including promoting religious values and fostering a love for the Quran. Regular activities such as teaching catfish and tilawah and religious instruction conducted by the community service program UIN IB students have proven valuable for the community of Nagari Pilubang, especially for children, in developing knowledge, talent, and interest.



Figure 3. Recitation and Religious Activities

The Al-Qur'an reading and religious activities were held three times a day, adjusted to the schedule of Al-Qur'an learning sessions in River Sirah, Durian Daun, Sibaruas, and Lembak Pasang. These sessions occurred at 2:00 PM, 4:00 PM, and after Maghrib prayer. The 2:00 PM session was held at MDA Miftahul Huda, the 4:00 PM session at MDA Surau Tabek, and the post-Maghrib session at TPA Darussalam.

Table 2. Schedule of Recitation and Religious Activities

| Day | Time | Activity | Target Audience | Location |
|------------------|---------------|--|--------------------|-----------------|
| Monday | 16:00 - 17:00 | Quran Recitation (Tajweed and Tahsin) | Children and Teens | Mushalla/Mosque |
| | 17:00 - 17:30 | Memorization of Short Surahs (Juz Amma) | Children and Teens | Mushalla/Mosque |
| | 19:30 - 20:00 | Short Lecture: Noble Character | Teens and Adults | Mushalla/Mosque |
| Tuesday | 16:00 - 17:00 | Quran Recitation (Reading Practice) | Children and Teens | Mushalla/Mosque |
| | 17:00 - 17:30 | Daily Prayers Lesson | Children | Mushalla/Mosque |
| Wednesday | 16:00 - 17:00 | Tajweed and Makharijul Huruf Practice | Children and Teens | Mushalla/Mosque |
| | 17:00 - 17:30 | Interactive Discussion: Stories of Prophets | Children and Teens | Mushalla/Mosque |
| Thursday | 16:00 - 17:00 | Collective Quran Memorization Session | Children and Teens | Mushalla/Mosque |
| | 17:00 - 17:30 | Thematic Lecture: Practical Fiqh | Teens and Adults | Mushalla/Mosque |
| | 19:30 - 20:30 | Tahlil and Yasin Recitation | Adults | Mushalla/Mosque |
| Friday | 16:00 - 17:00 | Quran Recitation (Tartil) | Children and Teens | Mushalla/Mosque |
| | 17:00 - 17:30 | Light Lecture: Importance of Congregational Prayer | Teens and Adults | Mushalla/Mosque |
| Saturday | 16:00 - 17:00 | Memorization of Selected Verses | Children and Teens | Mushalla/Mosque |
| | 17:00 - 17:30 | Practice of Mosque Etiquette | Children | Mushalla/Mosque |
| Sunday | 08:00 - 09:30 | Additional Religious Activities (Intensive Tahfiz) | All Ages | Mushalla/Mosque |
| | 09:30 - 10:00 | Reflection and Religious Q&A | All Ages | Mushalla/Mosque |

The goal of holding these Al-Qur'an reading and religious activities three times each day was to ensure that every child in Nagari Pilubang could learn and remember the Al-Qur'an on a mutually agreed-upon timetable. The variable schedule structure may satisfy the diverse demands of the students, including those with other responsibilities outside of the Al-Qur'an study sessions. These activities were conducted at several strategic locations, such as MDA Miftahul Huda, MDA Surau Tabek, and TPA Darussalam, making it easier for children from different areas of Nagari Pilubang to access them. Moreover, these activities strengthened the social bonds between the students, teachers, and the community while creating a positive religious atmosphere. Hopefully, This would foster the

children's love for the Al-Qur'an and enhance their understanding of Islamic teachings (Nuraeni & Labudasari, 2021).

Healthy and Clean Living Behavior Socialization Activity

The Clean and Healthy Living Behavior socializing activities went extremely well. The school provided the necessary facilities and procured the tools and supplies essential for the activities to be carried out successfully. The school focused on creating a conducive environment for students to comprehend the material being provided. This exercise demonstrated good coordination among the school, students, and community service members. The major purpose was to promote awareness about the importance of environmental health and hygiene.



Figure 4. Healthy and Clean Living Behavior Socialization Activity

By providing comfortable learning spaces and supporting instructional materials, the school helped to create a welcoming environment for students and community service members. With this assistance, the socializing activities were carried out successfully, allowing children to learn about the value of healthy living and directly apply what they had learned, such as basic handwashing practices. This would assist children in developing healthy behaviors that they may use in their daily lives, both at school and at home.

Table 3. Schedule Healthy and Clean Living Behavior Socialization Activity

| Day | Time | Activity | Target Audience | Location |
|------------------|---------------|---|----------------------------|-------------------|
| Monday | 09:00 - 10:30 | Awareness Session: Importance of Handwashing with Soap | Elementary School Children | Elementary School |
| | 16:00 - 17:00 | Demonstration: Proper Handwashing Technique | Children and Parents | Village Hall |
| Tuesday | 09:00 - 10:30 | Education on Waste Management (Sorting Organic and Non-Organic) | Homemakers | Village Hall |
| | 16:00 - 17:00 | Creative Competition: Recycling Waste | Children and Teens | Village Hall |
| Wednesday | 09:00 - 10:30 | Nutrition Awareness for Children and Families | Homemakers | Village Posyandu |

| Day | Time | Activity | Target Audience | Location |
|-----------------|---------------|--|---------------------|----------------------|
| | 16:00 - 17:00 | Workshop: Preparing Healthy and Affordable Meals | Homemakers | Village Hall |
| Thursday | 09:00 - 10:30 | Education on Household Environmental Cleanliness | All Residents | Village Hall |
| | 16:00 - 17:00 | Community Clean-Up Action | All Residents | Village Neighborhood |
| Friday | 09:00 - 10:00 | Awareness Session: Importance of Clean Drinking Water | Children and Adults | Village Hall |
| | 16:00 - 17:00 | Demonstration: Cleaning Water Storage | All Residents | Village Neighborhood |
| Saturday | 09:00 - 10:30 | Healthy Living Awareness (Exercise and Personal Hygiene) | Children and Teens | Village Hall |
| | 16:00 - 17:00 | Group Exercise and Basic Health Check | All Ages | Village Field |
| Sunday | 08:00 - 09:30 | Community Clean-Up Action | All Residents | Village Neighborhood |
| | 09:30 - 10:30 | Evaluation and Discussion on PHBS Habits | All Residents | Village Hall |

The Clean and Healthy Living Behavior socialization activities were carried out at SD Negeri 01 and 07 River Sirah and SD Negeri 04, 22, 23, 31, and 41 Sibaruas, involving direct practice with students on proper handwashing techniques, as well as providing materials on maintaining a healthy environment, sports activities for health, and examples of halal and wholesome food and drinks. Students were also given practical knowledge about maintaining personal health and a clean environment (Ajul et al., 2023). One of the main topics taught was the proper handwashing technique, which the students demonstrated during the socialization activities. By involving students in hands-on practice, it is hoped that they will apply this knowledge in their daily lives, both at school and home (Zendrato & Herawati, 2022). This approach improves their understanding of the importance of cleanliness and encourages them to become change agents in promoting healthy living behaviors within their communities.

For the participating university students, one tangible benefit was the increased understanding of the learning characteristics of elementary school students. The ability to make learning enjoyable greatly impacts students' experiences. As a result, when conducting classes during tutoring sessions, the students made their teaching approaches enjoyable by employing comical examples, simple language for youngsters, and relaxed speaking tones. Furthermore, the students achieved beneficial effects, such as improving their teaching skills, particularly in subjects relevant to their college studies. This may be useful to their future professions after graduation. One of the most significant benefits for the students who participated in the tutoring activities was that the sessions assisted them in addressing school-related issues, particularly in

completing assignments assigned by their subject professors. This corresponded to the outcomes, as all students who attended the tutoring sessions achieved good task grades.

CONCLUSION

This study demonstrates that the tutoring activities in Nagari Pilubang have proven effective in helping students improve their academic performance. Although many students previously struggled to understand the lessons and were not involved in tutoring after school, their enthusiasm for the program was very high, with an average of 60 students attending each tutoring session held over 6 weeks. The methods used in tutoring, such as group discussions, lectures, and Q&A, helped students overcome academic challenges and develop good study habits. Additionally, these activities were conducted with consideration for balancing study time and playtime so as not to disrupt their social development. In addition to tutoring, other activities such as religious study, healthy and clean living behavior, socialization, and religious activities also had a positive impact, particularly in increasing awareness of the importance of cleanliness, health, and the development of spiritual knowledge among students.

This research contributes to community empowerment through a holistic approach that encompasses education, religious activities, and health. The tutoring program helps improve students' academic understanding, while Quranic and religious activities strengthen moral and spiritual values. At the same time, promoting clean and healthy living habits encourages behavioral changes to create a healthier environment. By involving all layers of society, this research provides solutions to existing problems. It fosters awareness and local capacity to support the program's sustainability, thereby delivering a long-term impact on improving the quality of life in Nagari Pilubang.

Further research could involve quantitative methods to measure the program's effectiveness through surveys or interviews with the community regularly. Additionally, exploring the impact of program sustainability by involving more local stakeholders, such as community leaders, educational institutions, and village government, is recommended to strengthen collaboration in managing the activities.

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