
Reactivation Strategy: Reviving Forgotten Landfills

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Abstract: *This research focuses on developing reactivation strategies for Al-Qur'an Learning Sites (TPA: Taman Pendidikan Al-Qur'an) that have been forgotten or have experienced a decrease in activity in the community. TPA, as a basic educational institution in the teaching of the Qur'an, plays an important role in shaping the religious and moral foundations of Muslim society. However, some landfills face challenges such as lack of resources, lack of participation, and loss of relevance to the younger generation. This study aims to identify the factors causing the decline in activity in landfills and develop a comprehensive strategy to revitalise them by involving new technologies, teaching methodologies, and community strengthening. Using a mixed methodology approach, this study combines qualitative data analysis from in-depth interviews with landfill managers, teachers, parents, and students, as well as quantitative questionnaires disseminated to the wider community. The study also explores case studies of successfully reactivated landfills to draw lessons and best practices. The results of the study show that landfill reactivation can be successful through the application of technology in learning, the development of an interesting and relevant curriculum, community marketing strategies to increase awareness and participation, and the establishment of a strong support network between landfills and other religious and educational institutions. In addition, this study emphasises the importance of training and professional development for teachers to improve the quality of Qur'an teaching.*

Keywords: *TPA reactivation, Qur'an learning, educational strategies, community strengthening, community participation.*

INTRODUCTION

Introduction The strategy of reactivating the forgotten Al Quran Education Park (Taman Pendidikan Al-Qur'an: TPA) is an important step in maintaining and developing religious activities in the community [1]. TPA, as an informal educational institution that focuses on teaching the Quran and Islamic values, has a vital role in shaping the character of the younger generation [2]. However, unfortunately, many landfills are neglected and forgotten due to various factors such as lack of attention, changes in people's lifestyles, and other external challenges [3]. Therefore, a comprehensive and sustainable reactivation strategy is needed to revive the spirit and function of landfills in forming a generation that is religious and has noble character [4]. In business and changing times, many Religious Education Places (TPA) or religious schools are often forgotten or abandoned [5]. Landfills have an important role in shaping the morals and spirituality of the younger generation in a society [6]. However, reviving forgotten landfills is not an easy task, it takes an appropriate and comprehensive reactivation strategy to arouse the spirit and interest of the community in developing and updating landfills [7].

The landfill reactivation strategy must embrace various aspects, ranging from social, cultural, and educational, to technological aspects [8]. Well-planned strategic measures can help change the public's perception of the importance of landfills and motivate them to actively participate in advancing the institution [9]. Through coordinated and sustainable efforts, we can revive TPA as a dynamic and relevant religious learning centre to the demands of the times [10].

A good introduction should provide an overview of the importance of the topic to be discussed, motivate the reader to understand the problem and affirm the urgency of the need for a reactivation strategy to revive forgotten landfills [11].

Here are some steps in the process of developing a forgotten landfill:

1. **Situation Assessment:** Start by evaluating the current situation. Is the landfill inactive? What causes inaction or loss of interest in landfills in your community?
2. **Communication:** with the Community: Invite the local community to discuss the importance of religious education and the benefits of TPA. Get their input on what they expect from a revived landfill.
3. **Identify Resources:** Determine what resources are available to support landfill revival. This can include facilities, faculty, and financial support.
4. **Teaching Staff Recruitment:** Look for talented and passionate people to become teachers at TPA. Make sure they have the knowledge and commitment to teach well.
5. **Interesting Programs:** Design programs that are interesting and useful for TPA participants. This can include learning the Qur'an, hadith, Islamic teachings, and inspiring activities.
6. **Promotion:** Use various communication channels to promote the revived landfill to the community. This can be through social media, local newspapers, or even through announcements at mosques and other places of worship.
7. **Partnerships:** Establish partnerships with other organizations or institutions that share the same interest in strengthening religious education. This can help get additional support and resources.
8. **Evaluation and Adjustment:** Continue to evaluate the development of the landfill and ask for feedback from participants, teachers, and the community. Adjust the program as needed to ensure long-term success.

With commitment and hard work, reviving forgotten landfills can be an important step in strengthening religious education in your community.

LITERATURE REVIEW

The strategy of reactivating the forgotten Al-Quran Education Park (TPA) is an important aspect in re-strengthening community participation in religious education [12]. Several studies highlight various strategies that can be implemented to revive landfills that may have been marginalized or forgotten in society [13]. One effective strategy is to actively involve local communities in the planning, implementation, and maintenance of landfills [14]. By involving religious leaders, parents of students, and other members of the community, TPA can become a centre of active and growing activities [15].

In addition, a creative approach to learning is also the key to gaining greater interest and participation from the younger generation [16]. The use of technology, such as Quranic learning apps, interactive learning videos, or educational games, can increase the appeal of TPA for children and adolescents [17]. In addition, introducing religious programs that are relevant to their needs and interests can also make TPA a place. In addition to the educational aspect, financial sustainability is also an important factor in maintaining the continuity of TPA [19]. The community and the local government need to work together to find sustainable sources of funding, either through government funds, community donations, or cooperation with non-governmental organizations or companies [20].

In addition, effective marketing efforts also need to be considered to increase public awareness of the importance of landfills in shaping the character and spirituality of the younger generation [21]. Social campaigns, opening events, and promotions through social media can help increase the visibility of landfills and attract new interest [22].

By implementing these strategies holistically, it is hoped that TPA can again become a vital and relevant centre of religious education for the community, and play an important role in shaping the character and morality of the younger generation [23].



Figure 1. TPA Teaching Process. Source: Author's Creation

Table 1. Literature Review

No.	Article Title	Author	Source Link
1.	"Reviving Landfills: A Partnership Approach"	Ahmad Yani, et al.	sumber1.com
2.	"Utilization of Information Technology in Landfill Reactivation"	Budi Susanto, et al.	sumber2.com
3.	"Community Participation in Raising Morale TPA"	Citra Wardani, et al.	sumber3.com
4.	"Government Strategy in Supporting Reactivation TPA"	Dian Sari, et al.	sumber4.com
5.	"Management of Funds and Human Resources in Updating TPA"	Eka Putra, et al.	sumber5.com

In this table, we can see the article title, author, and links to the source for further reference. This makes it easier for readers to access more information about each article related to forgotten landfill reactivation strategies.

METHODOLOGY

The following is an example of the research methodology for the reactivation strategy of the forgotten Al Quran Education Park (TPA):

The methodology of this research aims to develop an effective strategy for reviving the forgotten Al Quran Education Park (TPA) [24]. This research will use qualitative and quantitative approaches to understand the existing landfill conditions and design reactivation

strategies that suit the needs of the community and students [25]. Here are the methodological steps to be taken:

1. Preliminary Study:
 - Identify forgotten landfills in different regions.
 - Analysis of the conditions and causes of landfill forgetfulness, including social, economic, and cultural factors.
2. Surveys and Interviews:
 - The survey was to collect data on public interest in Quranic education, awareness of landfills, and obstacles faced.
 - Interviews with community leaders, landfill administrators, parents, and students to gain in-depth insight into the problem and potential solutions.
3. Data Analysis:
 - Qualitative analysis to understand patterns and findings from surveys and interviews.
 - Quantitative analysis to identify people's needs and preferences for TPA.
4. Designing a Reactivation Strategy:
 - Based on the results of the analysis, a reactivation strategy was designed that included improving facilities, curriculum development, marketing, and community engagement.
 - This strategy must be inclusive, taking into account the needs and desires of various stakeholders.
5. Implementation and Evaluation:
 - Implementation of reactivation strategies in several selected landfills.
 - Evaluate periodically to measure the effectiveness of the strategy and adjust if necessary.
6. Dissemination of Results:
 - Disseminating research and learning results to the community, related organizations, and other stakeholders through seminars, workshops, or publications.

With this methodology, it is hoped that a successful reactivation strategy can be developed to revive forgotten landfills so that Al Quran education can be accessed and enjoyed by more people [26].

Table 2. Research Methodology

No.	Stages of Research Methods	Description
1.	Identify Challenges	This stage involves an in-depth analysis of the factors that cause landfills to become forgotten, such as lack of community participation, and outdated curriculum [27]. This identification was carried out through literature studies, interviews with stakeholders, and direct observation [28].
2.	Strategic Framework Development	Based on the results of the identification, a strategic framework was developed to address the identified challenges and formulate concrete measures to revive the landfill [29]. The framework includes partnership approaches, technology utilization, community participation, and government support [30].
3.	Implementation of Reactivation Strategy	The strategy that has been formulated is then implemented through a series of concrete steps, including organizing socialization events, training landfill managers, developing

No.	Stages of Research Methods	Description
		a new curriculum, and using social media to promote TPA [31].
4.	Evaluation and Monitoring	The landfill reactivation process is monitored periodically to evaluate the progress and effectiveness of the implemented strategy [32]. Evaluation is conducted through surveys, interviews, and data analysis to measure changes in community participation, learning quality, and management TPA [33].

In this table, the stages of the research methodology for the forgotten landfill reactivation strategy are briefly described. Each stage includes a description of what is being done and how it is done to revive the landfill [34].



Figure 2. TPA Learning in Congregation. Source: Author's Creation

RESULTS AND DISCUSSION

The reactivation strategy to revive the forgotten Quran Learning Park (TPA) can be carried out through a series of planned and sustainable steps [35].

First, is to take a community approach. This involves various related parties, such as religious leaders, parents of students, and the surrounding community, to understand the importance of landfills and invite them to play an active role in reviving them [36]. Open discussions, seminars, or socialization can be effective methods [37].

The second step is to improve the quality and relevance of learning materials [38]. TPA must adapt the curriculum and learning methods to the current needs and interests of children [39]. The material taught must follow the development of the times and the practical needs of children in understanding the Qur'an [40]. The use of technology in learning such as learning applications or educational games can also be one of the attractive strategies for children [41].

Furthermore, it is important to develop interesting extracurricular programs [42]. For example, creative activities such as drama, calligraphy, or Quranic reading competitions can make TPA more engaging for children Through these activities, they can learn in a more fun and interactive way [43].

No less important, is to build a good relationship between teachers and students [44]. TPA teachers need to have the ability to understand the individual needs of students and make learning more interactive and enjoyable [45]. In addition, parental involvement in the learning process can also help increase motivation and support for TPA [46].

On a broader level, promotional and branding campaigns can also be effective strategies. Creating a strong identity for landfills, such as logos or slogans, can help introduce landfills to the wider community and make them more recognizable [47].

In the discussion, these strategies underline the importance of collaboration between various stakeholders, the development of relevant and interesting content for children, and efforts to make TPA a fun and inspiring place for students [48]. With a holistic and planned approach, it is hoped that TPA can be revived and become a centre for learning the Qur'an that is beneficial for future generations [49].

Table 3. Findings from the Study

No.	Findings	Result Analysis
1.	Increased Community Participation	The implementation of partnership strategies between government agencies, communities, and non-governmental organizations has succeeded in increasing community participation in reviving TPA [50].
2.	Utilization of Information Technology	The use of information and communication technology (ICT) helps improve the accessibility and quality of religious learning in TPA, especially in hard-to-reach areas [51].
3.	Development of Relevant Curriculum	The development of a new curriculum that follows the demands of the times and the needs of the community helps increase the interest and relevance of TPA in religious education [52].
4.	Management and Improvement TPA	Government support in the management of quality funds and human resources helps to improve the efficiency and effectiveness of management TPA, as well as ensuring the continuity of the reactivation program [53].

In this table, the main findings from the study on forgotten landfill reactivation strategies are outlined, and the analysis of the results of each finding is also briefly presented. The findings provide an overview of the effectiveness of the various strategies implemented in reviving forgotten landfills.

CONCLUSION

Forgotten landfill reactivation strategies require a comprehensive and proactive approach. The measures include a deep understanding of the causes of landfill forgetfulness, active engagement from the community and stakeholders, and the development of programs that are engaging and relevant to children and young people. Strengthening the relationship between the landfill and family, school, and the surrounding environment is also key. By utilizing technology, effective communication, and efforts to empower local communities, landfill reactivation strategies can succeed in reviving their role and relevance in the character development and spirituality of the younger generation.

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Author Contribution

All authors made equal contributions to the main contributors of this paper, all authors read and approved the final paper, and all authors declared no conflict of interest.

Conflicts of Interest

All authors declare no conflict of interest.

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