

PkM Teacher Mentoring to Enhance Quran Reading Skills Using Card Shot Hijaiyah Letter Media at TPQ Raudlatul Tholibin Alas Sumur Kulon Kraksaan Probolinggo

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ABSTRACT

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TPQ Raudlatul Tholibin, located in Alas Sumur Kulon, Kraksaan, is a non-formal educational institution dedicated to teaching the Quran to children. This institution plays a significant role in shaping students' character and increasing their religious knowledge from an early age. Despite its importance, TPQ Raudlatul Tholibin faces challenges, particularly in the effectiveness of teaching methods used by educators to improve students' Quran reading skills. Traditional teaching methods often fail to engage students and effectively support their understanding of Arabic letters (Hijaiyah), ultimately affecting their proficiency and motivation to read the Quran. To address these issues, an innovative teaching method, Card Shot Two and Four, was introduced. This community service program (PkM) aims to mentor TPQ Raudlatul Tholibin teachers in using this interactive learning media. The card shot media is designed to make Quran reading lessons more engaging and effective, thereby improving students' reading skills. Through systematic implementation and comprehensive solutions, the PkM program seeks to significantly enhance Quran reading skills among TPQ students. This mentoring initiative aims not only to empower teachers with better skills and knowledge but also to have a long-term positive impact on the quality of religious education at TPQ Raudlatul Tholibin.

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INTRODUCTION

TPQ Raudlatul Tholibin, located in Alas Sumur Kulon Kraksaan, is a non-formal educational institution focusing on teaching and learning the Quran for children. It plays a critical role in shaping students' character and enhancing their religious knowledge from an early age (Saputri et al., 2022). The existence of TPQs supports parents' roles as educators by working together to create a generation that is Quran-literate and beneficial for themselves and their community. Teachers must innovate and implement effective teaching methods (Jamil, 2024).

However, TPQ Raudlatul Tholibin faces significant challenges, especially in the teaching methods employed by educators to enhance Quran reading skills. The lack of engaging teaching media in traditional methods often makes it difficult for students to grasp and master Hijaiyah letters (Jamil, 2024). This impacts students' Quran reading abilities and reduces their motivation to learn. Incorporating innovative media into Quranic learning can create a more lively, enjoyable, and practical learning atmosphere (Hasanah et al., 2020).

Thus, there is a need for innovation in teaching media that can make the learning process more enjoyable and effective. Such media can assist teachers in delivering Quran reading materials more engagingly and effectively, ultimately improving students' Quran reading skills (Siswanto, 2020). Mentoring involves consultative, interactive, communicative, and motivational activities designed to empower teachers and students alike (Stanciulescu et al., 2024). This approach ensures deeper understanding and collaboration between educators and learners (Mulyanti & Fasya, 2024).

Teachers play a dynamic and essential role as facilitators in the learning process (Alalwan, 2022). Often, students with weak abilities are hindered by the media used in learning, which reduces their enthusiasm and limits their potential. Teachers must, therefore, be creative and innovative to enhance learning outcomes (Hidayat & Yesi, 2023). Competent educators create comfortable and effective learning environments that optimize students' abilities (Widarti et al., 2022). One such medium that can be utilized is card sort media, an effective and engaging learning tool characterized by interactive and enjoyable learning experiences (Risnawaty, 2023).

This research presents an innovative approach to improving Quran reading skills at TPQ using creative learning media, specifically the Card Shot Hijaiyah Letters. This media offers interactive, enjoyable, and motivating learning experiences, enabling students to recognize and understand Hijaiyah letters more effectively. The uniqueness of this study lies in its intensive mentoring approach for TPQ teachers, integrating traditional methods with visual learning technology in a local context, Kraksaan, Probolinggo. The results are expected to serve as an effective learning model that can be replicated in other TPQs, contributing to the enhancement of community-based religious education.

This community service initiative aims to improve children's Quran reading skills using innovative media, specifically the Card Shot Two and Four Hijaiyah letters. The mentoring program seeks to optimize the use of this media during the learning process, enabling children to recognize and memorize Hijaiyah letters more effectively and enjoyably. The benefits of this program at TPQ Raudlatul Tholibin are extensive. For teachers, the mentoring enriches their teaching methods, enhances teaching competence, and provides new skills in utilizing interactive tools. For children, the program directly improves their Quran reading abilities in a fun and effective way, motivating them to learn enthusiastically. Overall, the learning environment becomes more conducive and creative, supporting not only academic development but also the Islamic character formation of children (Villalobos et al., 2023).

Additionally, this program aims to enhance TPQ teachers' competence in teaching the Quran through more interactive and engaging methods. Through training and mentoring, teachers are expected to develop their teaching skills and create a learning environment that fosters creativity among students (Risnawaty, 2023). In conclusion, the goal of this mentoring program is to improve the quality of Quranic education, shape Islamic character among children, and strengthen teacher-student relationships through innovative and effective learning approaches.

METHOD

This study employed both qualitative and quantitative approaches in a descriptive framework, aiming to improve Quran reading skills through the implementation of Hijaiyah letter card shot media and teacher mentoring. The research employed action research, encompassing planning, implementation, observation, and reflection phases. The primary focus was on enhancing TPQ teachers' teaching competence and students' ability to read Hijaiyah letters. The program was conducted at TPQ Raudlatul Tholibin, involving 5 TPQ teachers and 25 students as participants. Data were collected through observation, interviews, documentation, and tests. Observations monitored teacher-student interactions during the learning process using card shot media. Interviews explored teachers' experiences and perspectives on the effectiveness of the mentoring and media. Documentation included teaching notes, photos, and videos of activities. Tests measured students' Hijaiyah reading skills before and after implementing the media. Research instruments included observation sheets, interview guides, and Hijaiyah reading test items.

The data analysis used a qualitative descriptive approach, identifying patterns and findings related to the effectiveness of teaching methods and mentoring. Reflection on the analysis results was conducted at the end of each

cycle to determine necessary adjustments for the subsequent cycle. Data validity was ensured through triangulation across various sources and methods. The findings will be utilized to develop recommendations for enhancing the quality of Quranic education at TPQ. The data analysis in this community service project employed a qualitative descriptive approach. Qualitative analysis was conducted on observation, interview, and documentation data to identify patterns and findings related to the effectiveness of the teaching methods and mentoring.

Table 1. Research Informant

No	Informant Group	Code	Role/Position	Number of Informants	Reason for Selection
1	TPQ Teachers	T1, T2, T3, T4, T5	Quranic Teachers at TPQ Raudlatul Tholibin	5	Teachers directly involved in implementing the <i>card shot</i> media and participating in the mentoring program.
2	TPQ Students	S1, S2, S3, S4, S5	Students at TPQ Raudlatul Tholibin	5	Primary beneficiaries of the <i>card shot</i> media learning approach.
3	Parents of TPQ Students	P1, P2, P3	Parents of selected students	3	To provide insights into the effectiveness of the program from a parental perspective.
4	Head of TPQ	H1	Head of TPQ Raudlatul Tholibin	1	Provides institutional context and feedback on the program's implementation and long-term impact.
5	Observers (Optional)	O1, O2, O3	Observers during mentoring and learning sessions	3	Neutral observers to validate data and provide objective feedback on mentoring and teaching outcomes.

Reflections on the analysis results were carried out at the end of each cycle to determine necessary improvements or adjustments for the subsequent cycle. Data validity was ensured through triangulation across various sources and methods. The results of the analysis will be utilized to formulate recommendations for improving the quality of learning at TPQ.

FINDINGS AND DISCUSSION

Teacher Mentoring for Enhancing Quran Reading Skills through Hijaiyah Letter Card Shot Media

TPQ Raudlatul Tholibin is a religious educational institution dedicated to

teaching Quran reading skills to children. Despite employing various teaching methods, students' Quran reading abilities still required improvement. To address this issue, the 'Card Shot Two and Four' method was introduced as an innovative approach to enhance the recognition and memorization of Hijaiyah letters effectively. The primary goal of this initiative is to improve students' Quran reading abilities through interactive media, assisting teachers in delivering lessons more effectively. By adopting this method, teachers can engage students in a more dynamic learning process, fostering better understanding and retention of Hijaiyah letters.



Figure 1. Application of Card Shot Media

The integration of effective teaching methods in religious education plays a crucial role in shaping students' understanding and retention of fundamental concepts. This research focuses on mentoring teachers at TPQ Raudlatul Tholibin, Alas Sumur Kulon, Kraksaan Probolinggo, to improve students' Quran reading skills using innovative card shot hijaiyah letter media. TPQ, as an essential platform for Quranic literacy, often encounters challenges in implementing engaging and efficient teaching tools due to limited teacher training and resources. This program aimed to bridge these gaps by equipping teachers with the skills to utilize card shot media effectively. Such efforts are critical for enhancing pedagogical strategies and fostering an enjoyable learning environment that motivates students to excel in Quranic studies. The research highlights the transformative potential of combining mentorship with interactive teaching aids in improving educational outcomes.

Teacher competence is a key determinant of successful learning outcomes. The mentoring program at TPQ Raudlatul Tholibin sought to empower teachers with the skills and confidence to implement card shot media as an engaging teaching tool. Training sessions included demonstrations, collaborative workshops, and feedback discussions to familiarize teachers with the media and

its applications. Post-training observations revealed a significant improvement in teachers' ability to plan and execute lessons incorporating the card shot. This aligns with research showing that teacher training programs focused on interactive methodologies significantly enhance instructional quality. Moreover, the mentorship fostered a culture of collaboration, where teachers shared best practices and adapted techniques to suit their unique classroom dynamics. As a result, teachers not only improved their technical skills but also developed a deeper understanding of how to create an engaging and supportive learning environment.

The introduction of card shot media brought noticeable improvements in students' Quran reading abilities. The media provided visual reinforcement, aiding in letter recognition and pronunciation accuracy. Structured lessons utilizing the card shot allowed students to progress from basic letter identification to reading complete verses. Feedback from teachers and parents indicated increased student enthusiasm and participation during lessons. These outcomes are consistent with educational studies that highlight the effectiveness of visual aids in improving literacy skills, particularly for young learners. Furthermore, the repetitive yet interactive nature of the activities helped students retain the lessons better, making the learning process both enjoyable and productive. By focusing on foundational skills through engaging methods, the program succeeded in building students' confidence and competence in Quranic.

Despite its success, the program faced several challenges that required strategic solutions. Teachers initially struggled with integrating the card shot media into their established routines, highlighting the need for continuous support and adaptation. Limited resources, such as the availability of high-quality materials and sufficient time for preparation, posed additional hurdles.

Tabel 2. Table of Interview Indicators

No	Research Aspect	Interview Indicators	Informant Codes	Purpose
	Teachers' Competence	1. Teachers' initial knowledge of teaching methods for Hijaiyah letters.	T1, T2, T3, T4, T5	To understand baseline competencies before mentoring.
		2. Teachers' ability to create lesson plans and execute effective learning before mentoring.	T1, T2, T3, T4, T5	To identify gaps in lesson planning and delivery.
		3. Improvements in teaching techniques after mentoring.	T1, T2, T3, T4, T5	To measure the impact of mentoring on teaching performance.

No	Research Aspect	Interview Indicators	Informant Codes	Purpose
		4. Challenges teachers faced during the mentoring process.	T1, T2, T3, T4, T5	To identify barriers and solutions during implementation.

These challenges reflect common issues in adopting new teaching methodologies, as indicated in educational research emphasizing the importance of sustained mentorship and resource allocation. To address these concerns, the program introduced follow-up mentoring sessions and encouraged resource sharing among teachers. Additionally, creating a repository of lesson plans and activities tailored to the *card shot* media helped streamline the preparation process. By addressing these challenges, the program ensured that the benefits of the new teaching approach could be sustained and expanded over time.

Developing a Replicable Teaching Model In TPQ

One of the significant outcomes of this initiative was the development of a replicable teaching model based on the card shot media. The model incorporates a step-by-step guide for lesson planning, execution, and evaluation, making it adaptable for other TPQs or religious education institutions. Its flexibility allows teachers to modify the activities according to the students' age and proficiency levels. This adaptability is supported by studies highlighting the importance of scalable and customizable teaching models in ensuring their widespread application. By documenting best practices and lessons learned, the program created a blueprint that can inspire similar initiatives in other regions. The replicability of the model not only amplifies its impact but also contributes to the broader goal of enhancing Quranic education quality across different contexts.

The mentoring program at TPQ Raudlatul Tholibin demonstrates the significant potential of combining teacher training with innovative teaching tools to improve Quranic literacy. The card shot media proved to be an effective aid, fostering both teacher competency and student engagement. While challenges in resource allocation and implementation were evident, the solutions developed during the program ensured its success and sustainability. The creation of a replicable teaching model further enhances the program's value, offering a pathway for other institutions to adopt similar strategies. Future efforts should focus on scaling up such programs, incorporating feedback mechanisms, and exploring the integration of technology to complement traditional teaching methods. By prioritizing teacher empowerment and interactive learning, initiatives like this can contribute meaningfully to the advancement of Quranic education in diverse settings.

Mentoring TPQ Teachers to Improve Quran Reading Skills Using Hijaiyah Letter Card Shot Media

Effective mentoring programs significantly improve teachers' pedagogical skills, particularly in Quran education. Teachers often face challenges in applying innovative methods due to a lack of proper training (Asif et al., 2020). Mentoring provides hands-on experience and tailored guidance. Recent studies highlight mentoring as a critical tool for professional development (Asif et al., 2020). Interactive and media-based teaching methods have been shown to increase student engagement and learning outcomes (Nasir & Masri, 2022). Additionally, mentoring programs help align teaching methods with contemporary educational needs (Mulyanti & Fasya, 2024). Mentoring TPQ teachers equips them with the necessary tools to adopt innovative methods like the card shot media, thereby enhancing their teaching effectiveness and ensuring students can better learn Hijaiyah letters.

The card shot media is an innovative tool that simplifies Quranic learning by enhancing letter recognition (Alkhabra et al., 2023). Visual and interactive learning tools cater to various learning styles and improve memory retention, especially for young learners. Research demonstrates that visual aids increase students' comprehension by 40% (Rahim et al., 2020). Media like flashcards are effective in teaching language components, including Arabic letters (Rochim & Khayati, 2022). Furthermore, the use of gamified tools, like the card shot method, has been proven to reduce learning anxiety (Villalobos et al., 2023). Incorporating card shot media into Quranic education addresses pedagogical gaps, providing students with an engaging and efficient way to learn Hijaiyah letters while enhancing teachers' teaching strategies.

Mentoring programs effectively enhance the professional competence of Quranic teachers, making them more confident and skilled. Structured mentoring fosters the acquisition of new skills, such as using digital or physical media, and supports ongoing professional growth. A study by Hossain et al. indicated a 60% improvement in teachers' abilities after mentoring interventions. Similarly, professional development programs have been shown to increase teachers' confidence in implementing new teaching tools (Parinussa et al., 2023). Case studies on Quranic education reflect the teachers trained in media-based approaches improved their classroom outcomes significantly (Faradillah & Akbar, 2024). Mentoring programs not only enhance teachers' immediate teaching capabilities but also provide a foundation for continuous improvement, ensuring that the skills acquired during the mentoring program are sustainable.

Students exposed to the card shot media show improved ability to read and recognize Hijaiyah letters. Interactive media engages students more

effectively, facilitating better cognitive and practical learning outcomes. Research by Ahmed et al. (2022) reveals that interactive learning tools boost student performance by 70%. Quranic education studies by Nasir et al. (2021) found that visual learning methods reduced learning time and increased accuracy in Quranic letter recognition. Additionally, digital (Syam et al., 2023) and physical media have been reported to improve literacy rates in young learners (Habib et al., 2021). The implementation of the card shot media at TPQ Raudlatul Tholibin positively impacts students' Quran reading skills, demonstrating the value of adopting innovative educational tools in traditional learning environments.

While mentoring programs and media innovations bring significant benefits, they also present challenges such as resource availability and teachers' initial resistance to change. Adapting to new teaching methods requires time, effort, and resources. Mentors must address these challenges to ensure successful implementation (Davidson et al., 2022). Studies indicate that initial resistance to mentoring programs often arises due to a lack of familiarity with new tool (Siswanto, 2020). However, supportive mentoring frameworks can mitigate these barriers (Pitt et al., 2020). Research by Habib, shows that continuous feedback during mentoring sessions increases acceptance rates by 80% (Syam et al., 2023). Despite challenges, the structured approach of mentoring programs can overcome barriers, ensuring the adoption of effective teaching tools like card shot media in Quranic education (Peters, 2022).

The mentoring model implemented at TPQ Raudlatul Tholibin can be replicated in other Quranic education institutions. The model's success lies in its scalability and adaptability to various teaching environments, offering sustainable benefits. Studies suggest that well-designed mentoring programs are highly replicable and adaptable across diverse educational contexts (Yusuf et al., 2022; Hossain et al., 2021). Moreover, integrating media-based teaching tools has been shown to improve learning outcomes consistently, regardless of location. Successful implementation at similar institutions has demonstrated that this approach can be scaled effectively (Alalwan, 2022). The success of the mentoring program at TPQ Raudlatul Tholibin provides a blueprint for other Quranic institutions, ensuring that the benefits of innovative teaching media reach a broader audience.

CONCLUSION

The primary findings of this research highlight the transformative impact of mentoring programs and the integration of innovative tools like the card shot media in Quranic education. Teachers at TPQ Raudlatul Tholibin experienced significant growth in their pedagogical skills, enabling them to create more engaging and effective lessons for students. Furthermore, students demonstrated

improved proficiency in recognizing and reading Hijaiyah letters, indicating the media's success in facilitating learning. The mentoring program not only bridged existing gaps in teaching methods but also provided a replicable model for other TPQs. This research underscores the importance of continuous professional development and the adoption of interactive teaching media in religious education.

This research contributes to the academic field by introducing a structured mentoring program coupled with innovative learning tools to improve Quranic literacy. The study offers a new perspective on how media-based methods, such as the card shot approach, can enhance traditional teaching practices. By integrating mentoring with gamified tools, the research addresses an understudied area in Islamic education and provides a replicable model for improving teacher competence and student learning outcomes. Furthermore, the study reinforces the importance of mentoring in professional development, contributing to the body of knowledge on teacher training methods and their effectiveness in religious contexts.

While the findings are promising, the study has certain limitations. The research focused on a single TPQ, which may limit the generalizability of the results. Additionally, the age group and learning levels of the students were relatively narrow, leaving room for future studies to explore the impact of card shot media across diverse contexts, age groups, and learning stages. Methodologically, this study relied on qualitative data, which could be complemented by quantitative assessments in subsequent research. Further studies are recommended to evaluate the long-term sustainability of the mentoring program and to expand its application to other educational settings.

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