

## MENTORING ELEMENTARY SCHOOL STUDENTS AND TEACHERS IN LEARNING TAJWEED AL-QUR'AN IN SINGARAJA, INDRAMAYU DISTRICT - WEST JAVA

Rohimah<sup>1a</sup>, Siti Nuri Nurhaidah<sup>2</sup>, Moh. Asmawi<sup>3</sup>

<sup>1,2,3</sup>Universitas Islam As-Syafiiyah Jakarta

<sup>a</sup> Korespondensi: Rohimah, E-mail: [senseirohimah@gmail.com](mailto:senseirohimah@gmail.com)

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### ABSTRACT

In 2022, the As-Syafiiyah Islamic University in Jakarta's Islamic Education Program held a community service program in Singaraja Village, Indramayu District, West Java. The goal of this event is to: (1) encourage Islamic Elementary School (Madrasah Ibtidaiyah) teachers to implement a curriculum-based approach to teaching the Science of Qur'anic Recitation (The Science of Qur'anic Tajweed), (2) motivate elementary school teachers to make the Science of Qur'anic Recitation enjoyable and accessible, and (3) inspire students. The most common method is participatory delegation, in which citizens and leaders collaborate to provide public services. The conference will be held in September 2023, with 60 students, 7 lecturers, 37 Natural Resources (SDA) teachers from 9 schools, and 11 student classes participating. The findings of this study show that: 1) students benefited long-term from implementing a classroom learning strategy; 2) students felt helped in understanding the Science of Qur'anic Recitation (The Science of Qur'anic Tajweed), became more interactive in their learning, and believed that the Science of Qur'anic Recitation is not difficult; and 3) students believed that the Science of Qur'anic Recitation is not difficult. 3) The majority of Islamic Elementary School (MI) teachers in Singaraja Village, Indramayu District, do not yet understand the implementation of problem-based learning and project-based learning approaches; 4) The majority of MI teachers in Singaraja Village, Indramayu District, continue to struggle with composing Higher Order Thinking Skills (HOTS) questions; 5) Some teachers struggle with solving literacy-related questions; and 6) Positive responses were received from students.

Keywords: Literacy; Learning Tajweed Qur'an; Participatory: Project Based Learning

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### PENDAHULUAN

Community service is an essential component of the Higher Education Tri Dharma that higher education institutions must fulfill as a form of concern for the surrounding environment and the global progress of Indonesian society. Higher education institutions have a significant impact on the advancement of knowledge through this initiative, particularly in the context of the local community. In

accordance with the provisions of Law No. 22 of 1961, which emphasizes that the purpose of establishing higher education institutions is to prepare human resources capable of interacting with society in order to develop its culture and well-being, lecturers and students are required to participate in community service activities. In accordance with these principles, As-Syafiiyah Islamic University Jakarta has a community service mission, which is as follows: (1) Articulating Islamic teachings

academically within the context of community life, ensuring there is no gap between religious values and perspectives and the reality of society; and (2) Improving the quality of research and community service that delivers significant benefits for the advancement of knowledge and the overall welfare of society..

As part of the structure of As-Syafiiyah Islamic University Jakarta, the Study Program of Quranic Recitation Science Education has successfully shaped students into individuals concerned about the community environment. Furthermore, the program intends for students to apply their Quranic Recitation Science knowledge in the process of self-development. This concept is based on one of the Islamic Education Study Program's missions, which is to increase public knowledge and provide counseling services in the field of Islamic studies. The faculty collaborates with the Student Association of the Quranic Recitation Science Education Study Program to conduct community outreach programs for the people of Singaraja Village, Indramayu Sub-district, and West Java in order to advance the university's vision and mission.

The Islamic Education Study Program's Community Service Program for the year 2023 involves two experienced parties, namely students and teachers. Students are encouraged to actively participate in the implementation of Quranic Recitation Science (The Science of Qur'anic Tajweed) learning directly in the classroom, with the goal of introducing and motivating students to understand Quranic Recitation Science. The learning approach is simple and energetic in order to help students understand the concepts of Quranic Recitation Science (Arviana *et al.*, 2020). In addition, the faculty trained teachers from Islamic Elementary Schools (MI) in Singaraja Village, Indramayu District, West Java. The goal of this training is to create a teaching strategy for Islamic Qur'anic Tajweed that is consistent with the Qur'an.

Given the numerous changes in the Indonesian education curriculum, teacher mentoring is an essential activity. These

changes are frequently difficult for teachers who are in charge of implementing the curriculum in the classroom. For example, the "Freedom to Learn" curriculum emerges as an initiative to explore the potential of teachers, schools, and students by encouraging innovation and improving community quality (Yandri, 2022). The "Freedom to Learn" curriculum allows teachers to select from a variety of teaching tools, allowing the learning process to be tailored to the students' needs and interests. Teachers are encouraged to emphasize project-based learning and problem-based learning in the early stages of the learning process (Eismawati *et al.*, 2019; Sholichah & Kusumawati, 2021). The goal is to improve the implementation of the "Freedom to Learn" curriculum, allowing teachers to better address the needs of their students.

Within the context of the "Freedom to Learn" curriculum, a number of challenges arise in the development of learning using project-based learning and problem-based learning approaches. One significant issue is a lack of clarity on how teachers will implement both approaches, in addition to insufficient socialization and exposure to learning approaches that support the "Freedom to Learn" curriculum in the classroom. As a result, teachers frequently stick to the initial learning objectives, which focus on delivering concepts in accordance with the established Core Competencies (KI) and Basic Competencies (KD) (Sennen, 2017). This situation suggests that many teachers are not yet ready to embrace innovative learning methods and frequently revert to traditional teaching patterns as a result of bureaucratic mindset entanglements in curriculum implementation (Sholichah & Kusumawati, 2021). This situation reduces the teacher's effectiveness and emphasizes the importance of distinguishing between traditional and alternative teaching methods (Maulipaksi, 2016). Furthermore, the results of the national teacher competency test in 2015 showed a figure of 45%, which is lower than the government's substantial competency standard (SKM) of

55% (Maulipaksi, 2016). Traditional teaching methods are not inherently flawed; however, they may not adequately enhance one's ability to anticipate the future, particularly in the context of a new curriculum that emphasizes student literacy development (Tularam, 2018).

Previously, various training programs were implemented to improve the skills of teachers at Islamic Elementary Schools (MI). Mentoring for MI teachers, for example, has been carried out in order to support the implementation of the "Freedom to Learn" curriculum program (Mahanani et al., 2022). Furthermore, MI teachers have received training and development in the use of assessment instruments to establish creative learning systems (Rukayah et al., 2021). Mentoring and training have also been provided to MI teachers to assist them in designing, implementing, and evaluating learning activities, allowing them to implement thematic learning based on a scientific approach, whether through the use of teaching aids (Rangkuti et al., 2019) or through the use of various enjoyable approaches (Dwirahayu & Nursida, 2017). Various mentoring initiatives aim to improve the pedagogical skills of teachers, particularly those in higher education. These initiatives cover a wide range of learning topics and aim to improve teachers' abilities to meet curriculum demands while also adapting to current technological and educational developments.

This community service initiative aims to provide direct teaching experience to students in the classroom by implementing enjoyable teaching methods, in addition to focusing on improving teacher competencies. Several research findings suggest that using enjoyable mathematics learning methods can help Islamic Elementary School (SDI) students improve their learning achievements in the Science of Qur'anic Recitation (The Science of Qur'anic Tajweed). Previous research, for example, has investigated the use of game methods as an effective learning approach to improve MI students' understanding of the Science of Qur'anic Recitation (Dwirahayu & Nursida,

2017; Margono & Kusmanto, 2015). Other studies have also highlighted the benefits of using teaching aids for the Science of Qur'anic Recitation to help students understand the subject (Rangkuti et al., 2019).

Teachers should improve their literacy skills (Hartatik, 2020) and increase student enrollment in the subject to increase the enjoyment of learning the Science of Qur'anic Recitation (The Science of Qur'an Tajweed). The goal of this program is to provide students with the resources they need to establish and improve literacy in their communities (Darwanto et al., 2022). The two community service activities are as follows: (1) conducting training with the goal of providing reinforcement to Islamic Elementary School (MI) teachers, specifically in the implementation of project-based learning and problem-based learning approaches as teaching methods supporting the "Freedom to Learn" curriculum, as well as enhancing MI teachers' numeracy literacy (Darwanto et al., 2022), and (2) engaging participatory students in applying the education.

## IMPLEMENTATION METHOD

A participatory approach was used to carry out the community service (Andriany et al., 2018; Muslim, 2007). The participatory approach has the potential to (1) create an environment in which information about attitudes, aspirations, needs, and local conditions flows that would not be revealed otherwise. (2) create an environment that encourages people's potential and growth (Muslim, 2007). During the program's implementation, participants' primary focus will be on improving MI teachers' competencies and students' ability to learn The Science of Qur'anic Tajweed through various processes and implementations.

Table 1 Steps of service implementation

Activity	Activity Steps
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Steps	
Step 1	Need analysis
Step 2	Site Preparation and survey
Step 3	Implementation
Step 4	Evaluation

The community service task is completed in three steps, as shown in Table 1. The first step is to conduct a needs assessment, which is followed by an evaluation of program production and management processes, as well as research and planning in collaboration with an Indramayu teacher. The analysis of the program's activities by the study program and the Student Association (HMPS) begins with a discussion of the study program's and HMPS's work plan in carrying out community service activities. The Science of Qur'anic Tajweed Teaching is an initiative of HMPS to provide teaching on the Science of Qur'anic Recitation (The Science of Qur'anic Tajweed) to students who have expressed an interest in learning about the concept. Furthermore, the program is committed to improving teacher performance. Following an initial discussion among faculty members and students, it was decided to hold a community outreach program in the West Java town of Indramayu. This decision was made because the teachers at the area's elementary schools are affiliated with As-Syafiiyah Islamic University in Jakarta. This affiliation is the result of MI class teachers pursuing professional development at Bandung State Islamic University, through PLPG or PPG programs. Community service is part of the monitoring efforts for teachers in schools as they go through the certification process.

After deciding on a location for the community service, the next step is to contact the principal of one of the schools in Indramayu to reschedule the task's completion. Singaraja Village, Indramayu Sub-district was chosen as the study location because it is located far from the city center and has a large number of teachers, particularly in the field of education. Furthermore, additional data

gathered suggests that teachers in the aforementioned region are severely underutilized in terms of participation in training programs. There has been no training program to improve the skills of Islamic Elementary School (MI) teachers, particularly in the study of the Qur'an, since the completion of COVID-19. Based on the findings of the

The preparation and survey stage comes next. During the preparation stage, online and offline discussions in the Islamic Education study program will be held twice, on July 5, 2023 and July 13, 2023. Following that, on July 18, 2023, and August 7, 2023, the community service team conducted surveys at the location (Figure 1).



Figure 1. Survey of Service Location

According to the survey results, the best location for the community service program is Singaraja's Indramayu village, which has a view of the South Pacific. The community service activity is about 183.6 kilometers away from Universitas Islam As-Syafiiyah Jakarta (Figure 2). Furthermore, Yayasan Nurul Muqorrobin will be the location for teacher outreach activities involving MI teachers from Indramayu. Furthermore, student community engagement is carried out in two foundations, namely Yayasan Nurul Muqorrobin and Yayasan Al-Barkah, with the latter located in Singaraja Village, Indramayu Sub-district, West Java..

Interviews with the principals of the Nurul Muqorrobin and Al Barkah Foundations revealed that the teachers in these institutions still come from a diverse range of educational backgrounds. Some have attended Islamic Elementary Schools (MI), while others have bachelor's degrees

in Islamic Education (PAI). Some teachers are certified, while others are in the process of becoming certified through the in-position Teacher Professional Education Program (PPG). As a result, the goals of this community service program are dual. First, to give teachers new experiences, particularly in the context of teaching the Science of Qur'anic Recitation (The Science of Qur'anic Tajweed). Second, to create an innovative learning environment for students in the Science of Qur'anic Recitation, taught by students from the Islamic Education program.

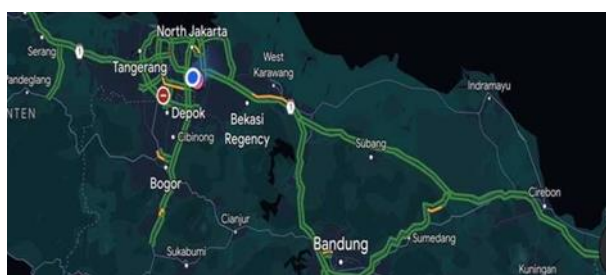


Figure 2. Distance of service location

The third step is the implementation phase of the community service program, which will take place in Singaraja Village, Indramayu Sub-district, West Java, from August 10 to 13, 2023. This activity includes 60 students from the cohorts of 2018, 2020, and 2021, as well as 7 faculty members. Students at the Nurul Muqorrobin and Al-Mubarak foundations, as well as 38 Islamic Elementary School (MI) teachers in Singaraja Village, Indramayu Sub-district, are the beneficiaries of this community service. The implementation process is divided into two stages: teaching the Science of Qur'anic Recitation from August 10-13, 2023, and socialization and teacher training on August 11, 2022. The final stage is evaluation, in which the team conducts a thorough examination of the overall implementation of the activities. Evaluation.

## DISCUSSION

The community service program is divided into two parts. The first aspect involves leaders enhancing students'

understanding of the Science of Qur'anic Recitation through the development of effective learning strategies, such as teaching the Science of Qur'anic Recitation. The second aspect focuses on socialization and training to improve a teacher's pedagogical skills, particularly in the field of Islamic studies.

### *Science of Qur'anic Tajweed Teaching*

The community is driving the The Science of Qur'anic Tajweed initiative, which includes active student participation in the school setting. Through innovative learning methods, the goal is to introduce new experiences and create an engaging environment for students. Educators aim to achieve two primary goals when teaching The Science of Qur'anic Tajweed: first, to establish a structured classroom homework program, and second, to design enjoyable activities for students within the school grounds.

Teachers use teaching methods in the classroom to make Qur'anic Tajweed learning easier and more enjoyable. The Science of Qur'anic Recitation curriculum was used to develop this educational strategy. Students are responsible for piqueing students' interest in Qur'anic Tajweed by demonstrating that this subject is not difficult or intimidating. Teachers are also expected to motivate students and improve their learning motivation. The Science of Qur'anic Recitation will be taught in schools on August 10, 2023, from 7 a.m. to 1 p.m., with two groups participating: students from Nurul Muqorrobin and students from Al-Barkah (Table 2).

Foundation	Level	Level	Level	Total plunteers
	MI	MTs	MA	
Nurul Muqorrobin	10	5	3	18
Al- Barkah	2	3	-	5

Students are expected to progress through the grades in accordance with the grade distribution shown in Table 2 in order to improve their learning experience. Each class will be guided by two mentors who will



be overseen by a class teacher. Students use fun and engaging Qur'an Tajweed learning methods that correspond to various teaching approaches introduced in other classroom settings.



Figure 3. Respondent learning activity 1

According to the report from respondent 1, who taught at MI Al-Barkah (Figure 3), the direct learning was successful, with a high level of enthusiasm from the students. To convey the subject matter, the respondent used a game-based learning strategy. Despite the fact that this was the respondent's first experience teaching at a higher level, they demonstrated self-improvement by grasping every aspect of the assigned MI, allowing them to excel at various levels. Student reactions varied but were generally positive, particularly during gameplay.



Figure 4 Respondent learning activity 2

According to respondent 2, who took part in the teaching activities at MI Al-Barkah (Figure 4), the teaching assignment was assigned to class 2. As long as the teacher was present, the classroom atmosphere was manageable. However, after the class teacher left, the situation deteriorated, giving the respondent the opportunity to teach Qur'anic Tajweed using the learned strategy. As a result, the students' activities became very noisy and chaotic, with various behaviors such as shouting, disruptive

behavior, student competition, and some even crying due to conflicts with peers. This created a difficult situation in the classroom that was more difficult to manage. Nonetheless, the respondent made an extra effort to address this, despite the fact that their voice struggled to compete with the students' voices.

According to Respondent 3, who was involved in the teaching activities at Nurul Muqorrobin (Figure 5), the teaching assignment was given at the Aliyah level at Al-Barkah. The learning process went smoothly, resulting in a lively classroom environment with positive interaction between students and respondent during teaching activities. Observation revealed that the teaching approach leaned more toward discovery, indicating that students still required comprehension and reinforcement of the fundamental material. This suggests that students may not have fully grasped the grade-level lesson content due to a lack of understanding of previous material. Student responses were overwhelmingly positive, demonstrating friendliness, attentiveness, and a strong enthusiasm and joy for the learning process.



Figure 5. Respondent 3's learning activities



Figure 6. Respondent learning activity 4

Respondent 4's report, which was involved in the implementation of the Science of Qur'anic Recitation Teaching in

2023, demonstrates a sufficient level of independent preparation, which included lesson planning and the search for relevant materials. Some situations in the field required improvisation, but they were well managed. Because of the students' active participation, the teaching process in class 1A at MI Nurul Muqorrobin went smoothly. From the start to the finish of the learning session, the students were full of energy. Although there were some chaotic moments, they were always manageable. The Science of Qur'anic Recitation was taught using game methods, with a focus on introducing the Science of Qur'anic Recitation. Students successfully memorized the Science of Qur'anic Recitation during the learning process.

According to several student representatives involved in the Science of Qur'anic Recitation Teaching activity, this program benefits both students and teachers. These consequences for students include: 1) The importance of being prepared for teaching, particularly in terms of mental preparedness, lesson material preparedness, and teaching strategy preparedness. 2) The significance of maintaining composure in order to effectively control the classroom environment and facilitate learning. 3) The development of patience in students when dealing with highly active and diverse students. The following are the effects on students (those who are taught): 1) Experiencing a new learning environment with students in which the learning process is not rigid or tense. 2) Having more interactive attitudes and feeling more at ease when asking questions to

The second activity involved a fun-themed school event. Students organized an event that was attended by all Nurul Muqorrobin and Al-Barkah students. However, due to other pre-scheduled school activities, some activities that were originally planned had to be canceled during the event. Some of the activities that students participate in outside of school or at home include:

1. Art creations, art creations are events for students, teachers, and students to appreciate art, one of which students perform marawis. Campfire activities include art creations (Figure 7).



Figure 7. Art creations

2. Move with a casual walk. This is a foundation/school program in which students serve as facilitators. They adhere to the guidelines established by the foundation. On Friday, all teachers and students participated in a relaxed walk to commemorate Indonesia's Independence Day (Figure 8). According to interviews conducted about the Casual Walk event, the presence of students greatly aided in making the activity more enjoyable and organized. Students at Nurul Muqorrobin Foundation were able to coordinate the entire student body, including MI, MTs, and MA students.



Figure 8. Street Movement at the Nurul Muqorrobin foundation

3. Getting employees to participate in walking competitions in their community. Only a few officials were present at the event, and their job was to discourage visitors from taking part in the walking competition, which was held in Desa Singaraja, Kecamatan Indramayu (Figure 9). Furthermore, students assisted in the process of recruiting students until the title was awarded for the first time to a group of students from the Nurul Muqorrobin Foundation.





Figure 9. Road race in Singaraja Village, Indramayu Sub-district



Figure 10. Enthusiastic Students Joint The Competition

Picture ten depicts a Student Competition. The Students organized a variety of competitions to commemorate Indonesia’s Independence Day and to strengthen the bonds between students, teachers, and students. Among the many competitions devised by the administrators are the following: coin tossing in oil and papaya floui, water relay, rank 1, chair grabbing, and sock removal. Every student was ecstatic to take part in every race organized by the committee.

**Socialisation and Training**

The dissemination and training of MI teachers in the Indramayu sub-district is the second component of this community service. These events occurred on the second day, August 16, 2023, in two separate sessions. The first session focused on delivering content related to teaching skills aligned with the independent learning curriculum, while the second session supported teachers in improving their literacy skills in the Science of Qur’anic Tajweed.



Figure 11. Opening of socialisation and training

The socialisation and training activities began with an opening ceremony.

To make it clearer the classification of the contingency table above is presented in a double bar chart as follows

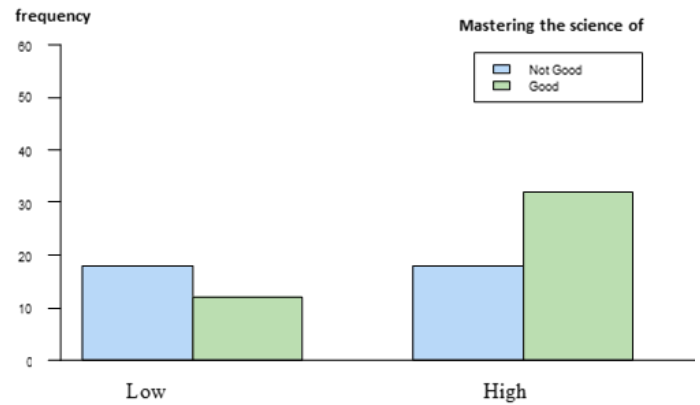


Figure 12. Ability to read the Qur'an

Mr. Ahmad Tohari, representing the Singaraja sub-district chief of Indramayu, presided over the event in place of the absent head of the Ministry of Religious Affairs of the Indramayu sub-district. Mrs. Dra. Ida Nurhaida, M.Pd, the school supervisor, and Mrs. Hamida, S.Pd.s, the head of the KKM from MI Singaraja were also present.

The training was attended by 47 teachers from Singaraja Village, Indramayu Sub-district. These teachers came from a variety of educational backgrounds, including S1 PAI, S1 Mapel, S1 PGMI, and even some with only a high school diploma (Figure 12). The first session, from 10:00 to 13:00, concentrated on the socialization of teaching skills. The content explained recommended learning approaches in the independent learning curriculum, specifically problem-based learning and project-based learning. In the first session, Tafsir Jalalen, S.PdI served as the resource person, with Laelatul Fikriyah, S.Pd. moderating (Figure 13).



Figure 13. Socialisation and Training Activities



During the initial session's material discussion, the Facilitators asked questions about higher-order thinking skills. Teachers then adapted these questions to create queries about Qur'anic Tajweed assessing student's higher-order thinking skill based on their academic levels. The Qur'an is Allah SWT's divine revelation, given to Prophet Muhaamad SAW and latter transmitted to the people via mutawatir transmission. Even reciting a short surah from the Qur'an is considered an act of worship. This fundamental concept is expressed in Allah SWT's verse, which states:

Allah, may He be glorified and exalted, says (interpretation of the meaning):

مِثْلِهِ مَنْ يَسُورَهُ فَاَتُوا عِبَادَنَا عَلَىٰ نَزْلِنَا مِمَّا رَيْبٍ فِي كُنْتُمْ وَإِنْ  
 صَادِقِينَ كُنْتُمْ إِنْ اللَّهُ دُونَ مَنْ شُهِدَ أَعْيُنَكُمْ وَادْعُوا

"If you are in doubt as to what We have revealed to Our servant (Prophet Muhammad), then compose a surah similar to it and take your helpers besides Allah, if you are of the truth." (Qs. Al-Baqarah:23)

Several factors can influence Qur'an reading proficiency. Internally, these factors can be divided into two categories: the Physiological Aspect (physical), which concerns the student's sensory organs and includes health issues related to sight and hearing, and the Psychological Aspect (spiritual), which includes elements such as interest, talent, attention, motivation, curiosity, and maturity. These factors must be considered to ensure the success of the teaching and learning process, as psychological factors can influence student learning outcomes. There are also external factors that originate outside of the student. The social environment, which includes parenting, school curriculum, teachers, and the underserved population, are examples of external factors. Non-social environmental factors also include school infrastructure, the geographic location of students' homes, limited learning time, and instructional methodologies.

### **Indicators of Mastery of Tajweed**

According to (Bloom, 2020: 25) indicators of mastery of subject matter in students are as follows:

1. Recognition, which entails retrieving previously acquired and stored information in memory.
2. Comprehension, which includes the ability to comprehend the meaning and significance of the acquired material.
3. Application, which entails the ability to apply newly acquired knowledge in real-world situations.

The conclusion reached is that the proficiency indicator for tajweed mastery indicates that students can analyze and apply the tajweed content provided by the teacher in the recitation of Qur'anic verses.

### **Scope of Tajweed Science**

The tajweed science discussion encompasses Makharijul huruf (the points of entry and exit for letters), shifatul huruf (the pronunciation of letters), ahkamul huruf (the relationships between letters), ahkamu maddi wal qasr (rules for elongation and shortening of speech), ahkamul waqf wal ibtida' (rules for starting and stopping reading), and al-khat al-usmani (Usmani script). In Rois Mahfud's tajweed textbook, it is elaborated that the tajweed scope includes: Makharijul huruf (the points of entry and exit for letters), shifatul huruf (the pronunciation of letters), Ahkamul huruf (the relationships between letters), Ahkamul Maddi Wal Qasr (rules for elongation and shortening of speech), Ahkamul Waqf wal Ibtida' (rules for starting and stopping reading), and al-Khat al-Usmiani.

## **RESEARCH RESULTS**

Assessments given to students by researchers provide information on their proficiency in tajweed science. A multiple-choice test format is used for the tajweed proficiency assessment. When the pie chart results are analyzed, it is clear that a significant percentage of students demonstrated a satisfactory level of tajweed mastery. greater than not good, namely 62.5% good and 37.5%. Not good.

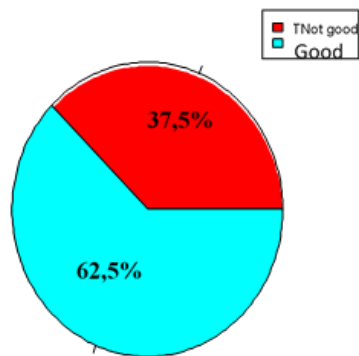


Figure 14. Percentage of Tajweed Mastery

In the table above, it can be seen that the student respondents who entered the category of low Al-Qur'an reading ability were 36 and the ability to read the Qur'an was 4. To make it clearer, the data above is presented in percentage form into a pie chart as follows:

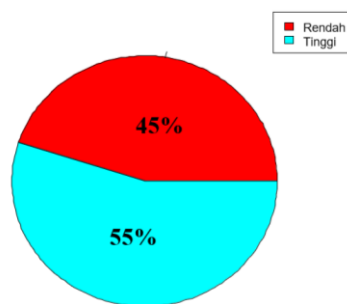


Figure 15. Percentage of ability to read quran

## KESIMPULAN

The results of the community service show that students gain firsthand experience in implementing teaching strategies in the classroom, encountering various aspects that are not covered in their theoretical coursework. These qualities include patience, vocal proficiency, adapting teaching methodologies, and managing the psychological aspects of students with varying characteristics. Students express a sense of assistance in comprehending calculations, finding learning Taweed Al-Qur'an less difficult, and enjoying a more interactive learning process when it comes to learning Taweed Al-Qur'an in the classroom. Teachers are enthusiastic about the socialization and training activities that introduce them to project-based learning and problem-based learning methodologies. They are also exposed to Higher Order

Thinking Skills (HOTS) questions in Qur'anic Tajweed. MI teacher's numerical literacy skills have been reported to be subpar, as evidenced by oral test scores. The results show a higher proficiency in reading complex Qur'an verses (55%), compared to 45% in reading simpler Qur'anic verses. There is a link between mastery of tajweed and the ability of MI students to read the Qur'an.

Following completion of this community service, additional training sessions for MI teachers are required, with a focus on the implementation of learning methods recommended in the independent learning curriculum, specifically problem-based learning and project-based learning. Furthermore, it is recommended that additional community service initiatives be organized to foster collaboration between students and educators, demonstrating the university's active role in community development.

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