

Teacher Mentoring to Enhance Quran Reading Skills Using Card-Shot Hijaiyah Letter Media at Islamic Education of Qur'an

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Abstract

This study aims to improve the effectiveness of teaching methods used by educators in enhancing students' Quran reading skills at Islamic education institutions. This study highlights the challenges faced by traditional teaching methods, which often fail to engage students and support their understanding of Arabic letters (*Hijaiyah*). This study employed qualitative methods within a descriptive framework to mentor teachers in implementing the Card Shot Two and Four approach. The program included systematic training sessions and continuous mentoring to empower educators with improved skills and knowledge in delivering Quran reading lessons. The findings indicate that the use of this innovative teaching method significantly enhances students' ability to recognize and read *Hijaiyah* letters, increasing both their proficiency and enthusiasm for learning the Quran. This research is expected to provide a contribution in the form of practical solutions to the challenges of traditional Qur'an teaching methods.

Keywords: Quran Reading Skills, Interactive Teaching Methods, Islamic Education

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INTRODUCTION

Islamic education plays a vital role in shaping the character and religious knowledge of children, serving as a foundation for personal and communal growth. Non-formal educational institutions, such as Quran Learning Centers (Taman Pendidikan Al-Quran or TPQs), are integral to this process (Hanafi & Pohan, 2024; Wahid et al., 2023; Aziz & Huda, 2024). They support parents' efforts to nurture a Quran-literate generation that benefits themselves and their communities. TPQ Raudlatul Tholibin exemplifies this commitment by providing Quranic education to children and instilling Islamic values from an early age. These institutions collaborate with families to bridge formal and informal education, focusing on instilling a deep understanding of the Quran (Solihin & Yakin, 2024). However, despite their significant role, TPQs often encounter obstacles in delivering effective education due to limited resources and outdated teaching methodologies. Such limitations hinder the development of students' Quran reading skills and motivation, calling for innovative solutions to address these challenges.

The gap between traditional teaching practices and the growing need for engaging educational approaches remains a critical issue in Quranic education. Conventional methods often rely on rote learning and repetitive exercises, which may fail to capture students' interest or

accommodate diverse learning styles (Ayyad, 2022; Sanjani, 2024). This pedagogical rigidity negatively impacts students' ability to understand and memorize Hijaiyah letters effectively, which are the foundation of Quranic literacy. Teachers frequently lack access to interactive teaching tools or comprehensive training, further exacerbating these challenges (Alenezi et al., 2023; Purwanto & Wafa, 2023; Ridlo & Yanti, 2023). Research indicates that integrating innovative teaching media into Quranic education can create a dynamic and enjoyable learning environment, but such approaches are yet to be widely adopted in non-formal Islamic educational settings. This gap underscores the urgent need for accessible, practical, and effective teaching innovations to enhance Quranic learning outcomes.

Prior studies have explored various strategies to improve Quranic education, focusing on the integration of interactive media and innovative teaching methods. Saepudin et al. (2024) highlighted the effectiveness of incorporating technology and visual aids in teaching Arabic letters, which significantly improved students' engagement and comprehension. The potential of interactive learning tools like card sort media to make learning enjoyable and memorable (Risnawaty, 2023; Maisuroh & Aisyah, 2024; Khotimah et al., 2024). Abbaspour et al. (2024) examined the role of mentoring in empowering teachers to adopt creative and communicative teaching approaches, fostering collaboration between educators and learners. These studies provide valuable insights into the transformative impact of innovative teaching methods.

The novelty of this study lies in the introduction and application of Card Shot Hijaiyah Letters as an innovative teaching medium within TPQ Raudlatul Tholibin. This research integrates traditional Quranic teaching methods with interactive visual learning technologies, tailored to the local cultural context of Kraksaan, Probolinggo. This paper emphasizes the importance of intensive teacher mentoring to ensure the successful implementation of these innovations. By combining hands-on training with ongoing support, this initiative bridges the gap between theory and practice, empowering educators to create a more engaging and effective learning environment. Furthermore, this study contributes a replicable model for enhancing Quranic education in similar settings, addressing both pedagogical and contextual challenges.

This study aims to address the challenges faced by TPQ Raudlatul Tholibin in enhancing Quran reading skills among students. Through the development and implementation of Card Shot Hijaiyah Letters, the research seeks to improve teaching methods, boost students' motivation, and strengthen their proficiency in Quranic literacy. The program involves mentoring TPQ teachers in utilizing interactive media, fostering creativity, and establishing a conducive learning environment. Located in Alas Sumur Kulon, Kraksaan, this initiative reflects a broader effort to enhance community-based religious education. By equipping educators with innovative tools and strategies, this research aspires to elevate the quality of Quranic education, nurture Islamic character formation, and promote sustainable educational practices within TPQs.

RESEARCH METHOD

The selection of TPQ Raudlatul Tholibin as the research location was based on its significant role as a non-formal Islamic educational institution focusing on Quranic literacy and character formation for children. The institution's challenges in adopting innovative teaching methods to improve Quran reading skills highlighted its suitability for this study. A qualitative descriptive approach was employed to explore and address these challenges systematically (Chalmers & Cowdell, 2021). This approach enabled an in-depth examination of the educational practices and interactions at TPQ Raudlatul Tholibin, facilitating a comprehensive understanding of the needs and potential solutions. The descriptive framework also provided a basis for assessing the effectiveness of the proposed interventions.

Data collection involved multiple sources and methods to ensure a thorough understanding of the educational context and the impact of the interventions. The primary data sources included five TPQ teachers and twenty-five students participating in the study. Techniques for data collection encompassed observations, interviews, documentation, and tests. Observations focused on capturing the dynamics of teacher-student interactions and the implementation of the Card Shot Hijaiyah Letters media during the learning process. Interviews provided qualitative insights into the teachers' experiences, challenges, and perceptions regarding the mentoring program and the new media. Documentation, including teaching notes, photographs, and videos, supplemented these data, offering visual and contextual evidence of the activities. Tests were administered to measure students' progress in recognizing and reading Hijaiyah letters, both before and after the intervention.

Table 1. Research Informant

Informant Group	Code	Role/Position	Qty	Reason for Selection
TPQ Teachers	T1, T2, T3, T4, T5	Quranic Teachers	5	Teachers directly involved in implementing the card shot media and participating in the mentoring program.
TPQ Students	S1, S2, S3, S4, S5	Students at TPQ	5	Primary beneficiaries of the card shot media learning approach.
Parents of Students	P1, P2, P3	Parents of selected students	3	To provide insights into the effectiveness of the program from a parental perspective.
Head of TPQ	H1	Head of TPQ Raudlatul Tholibin	1	Provides institutional context and feedback on the program's implementation and long-term impact.
Observers (Optional)	O1, O2, O3	Mentoring and learning sessions	3	Neutral observers to validate data and provide objective feedback on mentoring and teaching outcomes.

Data analysis was conducted using the Miles and Huberman framework, which involves three key stages: data reduction, data display, and conclusion drawing/verification (Williams, 2021). In the data reduction stage, relevant data from observations, interviews, documentation, and tests were selected, categorized, and summarized to identify key themes and patterns. This process facilitated the organization of data for more accessible analysis. During the data display stage, the findings were presented in a structured format, such as charts, tables, and narratives, to highlight relationships and trends. Finally, the conclusion drawing/verification stage involved interpreting the results to derive meaningful insights and validate the findings through triangulation across various data sources and methods. This iterative process ensured the reliability and validity of the research outcomes, contributing to practical recommendations for enhancing Quranic education at TPQ Raudlatul Tholibin.

FINDINGS AND DISCUSSION

Teacher Mentoring for Enhancing Quran Reading Skills

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 by Figure 1.



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. 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.

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.

The implementation of the mentoring program and the use of Card Shot media at TPQ Raudlatul Tholibin demonstrate the potential of combining innovative teaching tools with structured teacher training to enhance Quran reading skills. The program addressed critical gaps in teacher competence and student engagement by introducing interactive and visually appealing media, effectively aligning teaching practices with students' learning needs. Analysis of the program's outcomes revealed that teacher mentoring significantly improved instructional quality, with teachers demonstrating greater confidence, creativity, and collaboration in lesson planning and delivery. Additionally, the card shot media facilitated active student participation, reinforcing Hijaiyah letter recognition and retention through engaging activities. However, challenges such as resource limitations and initial resistance to change highlight the necessity of continuous support, adaptive strategies, and collaborative solutions to ensure the program's sustainability. These findings underscore the importance of integrating mentorship, innovation, and resource optimization in educational programs to foster long-term improvements in both teaching practices and student learning outcomes.

Developing a Replicable Teaching Model

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 teachers stated, "The shot card media helps us to be more creative in designing learning activities that are in accordance with children's development. With clear guidelines, we can adjust the material to the abilities and ages of the children." This shows that the designed teaching model is not only effective in improving teacher skills, but also facilitates active student involvement in the learning process. In addition, the TPQ manager added, "Although we face challenges in terms of resource allocation, the solutions found during this training program make us more able to survive and maintain the sustainability of this model." This interview provides a direct picture of the success of the shot card media-based teaching model in improving the quality of teaching at TPQ Raudlatul Tholibin.

The use of shot card media in Quran learning at TPQ Raudlatul Tholibin not only increases student engagement, but also has a positive impact on teachers in designing learning activities that are in accordance with children's development. This shot card-based learning model provides clear and structured guidelines, making it easier for teachers to create learning plans that are adaptive to

students' abilities and ages. With the flexibility available, this model can be used at various levels of religious education institutions, both in urban and rural areas. Teachers expressed that they felt more creative and confident in designing more interactive and enjoyable learning activities, while maintaining a focus on the religious values they wanted to instill.

Shot card media helped them in designing learning activities that were not only in accordance with children's developmental stages, but also encouraged active student involvement during the learning process. Teachers reported that they could easily adjust the material taught to the level of understanding and age of the children. Although there were challenges related to resource allocation, such as limited physical materials and facilities, TPQ managers emphasized that the solutions found in this training made them better prepared to overcome these obstacles, so that the sustainability of the learning model could be maintained.

The shot card media-based learning model has great potential in improving the quality of teaching in TPQ, especially in increasing teacher involvement and creativity. The success of this model lies in its flexibility that allows adjustments to various contexts and conditions in the field, both in terms of resources and student needs. This reflects the importance of developing a learning model that is not only focused on ideal educational theory, but also considers the real conditions faced by educational institutions. In addition, despite limitations in terms of resources, these findings indicate that with proper training and ongoing support, this model can adapt and develop as needed, thus providing a broader impact in improving the quality of Quranic education in various places.

Mentoring TPQ Teachers to Improve Quran Reading Skills

The skill of reading the Qur'an is one of the fundamental competencies for every TPQ teacher to be able to teach students correctly and well. Therefore, it is important to develop teacher skills through systematic and structured mentoring. This study was conducted with the aim of understanding how the mentoring process applied can help teachers improve their Qur'an reading techniques and accuracy. Through direct observation and interviews with TPQ teachers, this study found that the mentoring provided can have a positive impact on teachers' ability to read the Qur'an, although there are certain challenges in its implementation.

The mentoring session was applied to TPQ teachers who previously had varying backgrounds in Qur'an reading skills. The results of the observation showed that the teachers experienced a significant increase in their reading skills after participating in the mentoring program. Several aspects observed in the mentoring process were reading techniques, pronunciation of hijaiyah letters, understanding of tajwid, and reading fluency. Although most teachers showed significant progress in pronouncing hijaiyah letters and reading fluency, there were still several challenges in terms of a deeper understanding of tajwid. This is due to the limited time available in the mentoring session and the lack of experience of some teachers in the practical application of tajwid. However, overall, this mentoring has had a very positive impact on TPQ teachers at TPQ Raudlatul Tholibin.

Table 2. Observation Result

Aspect	Description
Reading Techniques	Improvement of reading techniques in general, smoother and clearer.
Pronunciation of <i>Hijaiyah</i> Letters	Teachers can pronounce <i>hijaiyah</i> letters more precisely.
Understanding Tajweed	Improving the understanding of <i>tajweed</i> but still requires further learning.
Reading Fluency	Reading becomes smoother and more intermittent.
Application in Teaching	Teachers begin to apply new knowledge in teaching.

Table 2 provides a clear picture of the results of observations conducted on TPQ teachers during the mentoring program at TPQ Raudlatul Tholibin. The first aspect observed was reading techniques, where almost all teachers showed significant improvement after participating in the program. This was due to the training and guidance in reading the Qur'an correctly. Pronunciation of the *hijaiyah* letters was also an aspect that showed rapid development. Teachers were able to pronounce the letters more correctly, although some still needed further practice in terms of reading fluency. Understanding of tajwid, although increasing, still requires more attention in the mentoring process because of the complexity of tajwid that must be applied properly in reading the Qur'an. Finally, the application in teaching shows that teachers have begun to apply what they have learned into the teaching and learning process at TPQ, although further learning is still needed to deepen their understanding.

The mentoring program implemented at TPQ Raudlatul Tholibin has succeeded in providing significant improvements to the teachers' Qur'an reading skills. The observation results show that although there are some challenges, such as the understanding of tajwid that still needs to be improved, overall, this mentoring program is effective in improving teachers' ability to read the Qur'an. This indicates that well-structured mentoring, which combines technical training and tajwid application, can make a positive contribution to the development of TPQ teacher competency. Although challenges such as limited time and experience still exist, these results indicate that training and mentoring can serve as an effective means to help teachers improve and enhance their skills in reading the Qur'an.

Discussion

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. Mentoring provides hands-on experience and tailored guidance. Recent studies highlight mentoring as a critical tool for professional development (Seehusen et al., 2021; Zaini & Fahmi, 2023). Interactive and media-based teaching methods have been shown to increase student engagement and learning outcomes (Muthmainnah et al., 2022; Arifin, 2024). Additionally, mentoring programs help align teaching methods with contemporary educational needs. 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. 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 (Alkhabra et al., 2023). 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. 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. 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 Damayanti et al. (2023) reveals that interactive learning tools boost student performance. Quranic education studies by Muthmainnah et al. (2022) found that visual learning methods reduced learning time and increased accuracy in Quranic letter recognition. Additionally, digital and physical media have been reported to improve literacy rates in young learners (Dashtestani & Hojatpanah, 2022). 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; Saharani & Diana, 2024). Studies indicate that initial resistance to mentoring programs often arises due to a lack of familiarity with new tool. However, supportive mentoring frameworks can mitigate these barriers (Pitt et al., 2020; Peters, 2022). Research by Syam et al. (2023), shows that continuous feedback during mentoring sessions increases acceptance rates. 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.

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 (Alalwan, 2022). 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. 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 research highlights the positive impact of mentoring programs and innovative tools like card shot media on Quranic education at TPQ Raudlatul Tholibin. Teachers demonstrated significant growth in their teaching skills, enabling them to create more engaging lessons, while students showed improved proficiency in recognizing and reading Hijaiyah letters. The program not only bridged gaps in teaching methods but also provided a replicable model for other TPQs. This underscores the importance of continuous professional development and the use of interactive media in religious education.

While promising, the study has limitations, including its focus on a single TPQ, which may limit the generalizability of the results. The research also targeted a narrow age group and learning level, suggesting the need for future studies to explore the effectiveness of card shot media in different contexts and age groups. Additionally, the study relied on qualitative data, which could benefit from quantitative assessments. Future research should explore the long-term sustainability of the mentoring program and its application in other educational settings.

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