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Strengthening Qur’anic Teaching Skills through Training in the Qur’anic Reading and Writing Method at Tadika Al Fikh Orchard

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Abstract: This community service activity aimed to strengthen educators’ Qur’anic teaching skills through training in the Qur’anic reading and writing method at Tadika Al Fikh Orchard. Teaching the Qur’an to early childhood learners requires effective, interactive, and age-appropriate methods to ensure that the learning process can be carried out optimally. However, some educators still experience limitations in implementing engaging and systematic Qur’anic learning methods. This activity was carried out through stages of observation, material presentation, demonstrations, direct practice, and evaluation. The training materials included Qur’anic reading techniques, methods of teaching Qur’anic reading and writing, classroom management, and interactive learning strategies for early childhood education. The results of the activity showed improvements in participants’ understanding and skills in teaching Qur’anic reading and writing effectively. In addition, participants became more confident in creating active, enjoyable, and religious learning

Abstrak: Kegiatan pengabdian kepada masyarakat ini bertujuan untuk memperkuat kemampuan mengajar Al-Qur’an para pendidik melalui pelatihan metode baca tulis Al-Qur’an di Tadika Al Fikh Orchard. Pembelajaran Al-Qur’an pada anak usia dini memerlukan metode yang efektif, interaktif, dan sesuai dengan karakteristik peserta didik agar proses pembelajaran dapat berlangsung secara optimal. Namun, masih terdapat pendidik yang mengalami keterbatasan dalam menerapkan metode pembelajaran Al-Qur’an yang menarik dan sistematis. Kegiatan ini dilaksanakan melalui tahapan observasi, penyampaian materi, demonstrasi, praktik langsung, dan evaluasi. Materi pelatihan meliputi teknik membaca Al-Qur’an, metode pengajaran baca tulis Al-Qur’an, pengelolaan kelas, serta strategi pembelajaran interaktif bagi anak usia dini. Hasil kegiatan menunjukkan adanya peningkatan pemahaman dan keterampilan peserta dalam mengajarkan baca tulis Al-Qur’an secara efektif. Selain itu, peserta menjadi lebih percaya diri dalam menciptakan suasana pembelajaran yang

environments. Through this training activity, it is expected that the quality of Qur'anic learning at Tadika Al Fikh Orchard will continue to improve sustainably.

Keywords: Qur'anic Learning; Qur'anic Reading and Writing; Teacher Training; Islamic Education; Early Childhood Education.

aktif, menyenangkan, dan religius. Dengan adanya pelatihan ini, diharapkan kualitas pembelajaran Al-Qur'an di Tadika Al Fikh Orchard dapat meningkat secara berkelanjutan.

Kata Kunci: Pembelajaran Al-Qur'an; Baca Tulis Al-Qur'an; Pelatihan Guru; Pendidikan Islam; Anak Usia Dini.

A. Introduction

Islamic education plays an essential role in shaping students' spiritual, moral, and intellectual development from an early age. One of the fundamental components of Islamic education is the ability to read and write the Qur'an correctly and fluently. Qur'anic literacy is considered a basic competency that supports students in understanding Islamic teachings and implementing religious values in daily life. According to Syed Muhammad Naquib al-Attas (1991), Islamic education aims to develop balanced individuals who integrate spiritual, intellectual, and moral dimensions harmoniously.

Teaching Qur'anic reading and writing to early childhood learners requires effective instructional methods that are suitable for children's developmental characteristics. Young learners tend to learn better through interactive, repetitive, and enjoyable learning experiences. Therefore, educators need to possess adequate pedagogical competence and creativity in delivering Qur'anic learning materials. Jean Piaget (1972) explained that children's learning effectiveness is closely related to instructional approaches appropriate to their cognitive developmental stages.

Teachers have important roles in determining the success of Qur'anic education in Islamic educational institutions. Their competence influences students' motivation, participation, and understanding during learning activities. Professional teachers are expected to master instructional methods, classroom management, communication

skills, and learning media utilization. According to Mulyasa (2017), teacher professionalism includes pedagogical, professional, social, and personal competencies that should continuously be developed through training and educational activities.

In many Islamic educational institutions, Qur'anic learning activities are still conducted using conventional teaching approaches. Learning processes often rely heavily on memorization and repetitive instruction without integrating interactive and student-centered learning strategies. As a result, some children become less interested and less motivated during Qur'anic learning sessions. This condition indicates the importance of innovative teaching methods that can improve students' participation and learning enthusiasm.

Tadika Al Fikh Orchard is one of the Islamic educational institutions that prioritizes Qur'anic learning as part of its educational curriculum. The institution aims to strengthen children's religious understanding and Qur'anic literacy from an early age. However, based on preliminary observations, several educators still experienced difficulties in implementing effective and engaging methods for teaching Qur'anic reading and writing to young learners.

Some teachers had limited understanding regarding systematic approaches to Qur'anic instruction and classroom management strategies suitable for early childhood education. Learning activities were sometimes conducted monotonously, causing students to lose concentration during classroom instruction. In addition, educators had limited opportunities to participate in professional development programs related to Qur'anic teaching methods and educational innovation.

Teacher training activities are important strategies for improving instructional quality and professional competence in Islamic education. Through training programs, teachers can develop practical skills, improve pedagogical understanding, and strengthen confidence in implementing innovative learning approaches. According to Malcolm Knowles (1984), adult learning becomes more effective when participants actively engage in practical and experience-based learning activities.

The implementation of Qur'anic reading and writing method training is expected to support teachers in developing more interactive and systematic instructional practices. Effective Qur'anic teaching methods can improve students' pronunciation, fluency, participation, and learning motivation. In addition, appropriate instructional strategies can help create enjoyable and meaningful learning experiences for children.

Interactive learning approaches are highly important in early childhood education because children learn effectively through active participation and social interaction. Learning activities involving demonstrations, visual media, games, and guided practice can increase students' concentration and engagement during instructional sessions. Lev Vygotsky (1978) emphasized that social interaction and guided learning environments contribute significantly to children's cognitive development.

The use of innovative learning media and instructional methods also supports the improvement of educational quality in Islamic learning environments. Research conducted by Setiawan, Hasan, and Haryani (2025) demonstrated that the implementation of digital educational technology in thematic learning activities positively influenced children's learning participation and instructional effectiveness at Tadika Al-Fikh Orchard Malaysia.

In addition, the integration of interactive learning media can increase students' motivation and understanding during educational activities. Educational media help teachers present instructional materials more attractively and systematically. Research by Setiawan and Amini (2026) revealed that interactive learning media positively contribute to students' engagement and understanding in Islamic education learning processes.

Educational innovation has also become an important component in the implementation of the Merdeka Curriculum in Indonesia. Student-centered learning approaches encourage creativity, active participation, and independent learning among students. According to research conducted by Aulia, Hidayatullah, and Firmanda

(2025), innovative instructional approaches in Islamic education contribute positively to improving learning quality and students' educational experiences.

The development of teachers' creativity in designing learning activities is also highly necessary in Qur'anic education. Teachers need to combine instructional strategies, learning media, and classroom interaction techniques suitable for children's characteristics. Creative learning activities can increase students' interest and improve learning effectiveness. According to Howard Gardner (1983), diverse instructional approaches support multiple intelligences and various learning styles among students.

The utilization of digital educational applications and multimedia platforms can further support innovative learning environments. Research conducted by Azizah, Syahputri, Maulida, and Setiawan (2025) found that digital applications such as Canva contribute positively to creativity and learning experiences in educational activities. This finding indicates that technology integration can support educational innovation and instructional effectiveness.

Community service activities in education have important roles in supporting educational institutions and improving teachers' professional competence. Universities and educational institutions are expected to contribute to society through training, mentoring, and educational empowerment programs. Community service programs focusing on teacher competence development can provide sustainable positive impacts on educational quality and institutional development.

The implementation of practical and participatory training activities is considered effective for improving teachers' instructional skills. Through demonstrations, guided practice, and collaborative discussions, participants can better understand how to apply theoretical knowledge into practical classroom instruction. According to David Kolb (1984), experiential learning contributes significantly to skill development and reflective understanding.

Another important aspect of Qur'anic education is the integration of Islamic values into learning activities. Teachers are responsible not only for teaching technical

reading skills but also for fostering students' love and respect for the Qur'an. Therefore, educators should create learning environments that support children's spiritual, moral, and emotional development simultaneously.

The success of Qur'anic learning activities depends greatly on teachers' competence in creating supportive and enjoyable learning environments. Children who feel comfortable and motivated during learning sessions are more likely to develop positive attitudes toward Qur'anic education. Therefore, innovative and child-friendly instructional approaches are highly necessary in early childhood Islamic education.

Based on the background described above, this community service activity aimed to strengthen educators' Qur'anic teaching skills through training in Qur'anic reading and writing methods at Tadika Al Fikh Orchard. Specifically, the first objective of this program was to improve teachers' understanding and practical skills in implementing effective Qur'anic reading and writing instruction. The second objective was to increase teachers' creativity and confidence in creating interactive and enjoyable learning environments for early childhood learners. The third objective was to support the improvement of the quality of Qur'anic education at Tadika Al Fikh Orchard through innovative and systematic instructional approaches.

B. Method

This community service program employed a participatory training approach aimed at strengthening educators' competence in teaching Qur'anic reading and writing at Tadika Al Fikh Orchard. The participatory approach was chosen because it emphasizes active involvement from participants throughout the implementation process. Teachers were encouraged to engage directly in discussions, demonstrations, and practical teaching activities related to Qur'anic instruction. This approach was expected to create meaningful learning experiences and improve participants' pedagogical competence effectively.

The implementation of the program began with a preliminary observation and needs assessment stage. At this stage, the service team conducted direct observations and interviews with educators to identify challenges faced in Qur'anic teaching activities. The observations focused on teaching methods, classroom management, instructional media utilization, and teachers' understanding of Qur'anic reading and writing instruction for early childhood learners. The information obtained during this stage was used to design training materials and learning strategies suitable for participants' needs.

The second stage involved planning and preparation activities. The service team prepared training modules, presentation materials, demonstration guides, and evaluation instruments related to Qur'anic reading and writing methods. The materials covered several important topics, including Qur'anic pronunciation techniques, teaching strategies for early childhood learners, classroom management, interactive learning approaches, and the utilization of instructional media in Qur'anic education. Supporting facilities such as projectors, learning books, visual media, and practice materials were also prepared to support the training activities.

The training activities were conducted through lectures, demonstrations, discussions, and guided practice sessions. The lecture sessions aimed to provide participants with theoretical understanding regarding effective Qur'anic teaching methods and the importance of interactive learning in early childhood education. During the demonstration sessions, facilitators modeled proper pronunciation techniques, reading guidance, and classroom teaching procedures. Participants observed directly how effective and engaging Qur'anic learning activities should be implemented in classroom situations.

Guided practice sessions became one of the main components of the program. Teachers were given opportunities to directly practice Qur'anic reading and writing instruction through teaching simulations and peer-learning activities. Participants practiced pronunciation guidance, classroom interaction strategies, and learning

management techniques under the supervision of facilitators. During these activities, facilitators provided constructive feedback and individual assistance to participants who experienced difficulties in applying the instructional methods.

Evaluation activities were conducted during and after the implementation of the training program to measure participants' understanding and skill improvement. The evaluation process included observation of participants' involvement, assessment of teaching simulations, reflective discussions, and feedback sessions. Participants were also encouraged to share their experiences and challenges encountered during the training process. The results of the evaluation indicated participants' progress in understanding and applying Qur'anic teaching methods effectively. Through continuous mentoring and collaboration, this community service activity was expected to contribute positively to improving the quality of Qur'anic education at Tadika Al Fikh Orchard.

C. Results and Discussion

The community service program on strengthening Qur'anic teaching skills through training in Qur'anic reading and writing methods at Tadika Al Fikh Orchard was implemented successfully and received positive responses from participating educators. The training activities focused on improving teachers' competence in teaching Qur'anic literacy through interactive and systematic instructional approaches. During the implementation process, participants demonstrated enthusiasm and active participation in every stage of the activities. According to Mulyasa (2017), teachers' active participation in professional development programs significantly contributes to improving instructional quality and educational effectiveness.

The preliminary observations conducted before the training showed that several educators still experienced limitations in applying effective and engaging Qur'anic teaching methods for early childhood learners. Learning activities were generally conducted using repetitive and conventional approaches without integrating interactive

instructional strategies. As a result, some children became less focused and less motivated during Qur'anic learning sessions. This condition reflects the need for innovative and child-friendly learning approaches in Islamic education.

The implementation of the training introduced teachers to systematic Qur'anic reading and writing instructional methods suitable for early childhood education. Participants learned about pronunciation guidance, gradual reading instruction, classroom interaction techniques, and learning motivation strategies. Teachers understood that structured instructional procedures are important for improving children's fluency and confidence in reading the Qur'an. According to Jean Piaget (1972), children's learning effectiveness is closely related to structured experiences appropriate to their cognitive developmental stages.

One of the important findings during the program was the increased understanding among teachers regarding the importance of interactive learning approaches in Qur'anic education. Participants realized that children learn more effectively when instructional activities involve demonstrations, visual aids, repetition, and active participation. Teachers became more aware that enjoyable learning environments contribute positively to children's concentration and learning motivation. Lev Vygotsky (1978) emphasized that social interaction and guided learning significantly support children's cognitive development.

The lecture sessions conducted during the program provided participants with theoretical understanding regarding effective Qur'anic teaching strategies and classroom management. Facilitators explained the importance of integrating pedagogical competence, communication skills, and instructional creativity into learning activities. Participants also learned about the characteristics of early childhood learners and appropriate instructional approaches for their developmental stages.

The demonstration sessions became one of the most appreciated activities during the training implementation. Facilitators demonstrated proper pronunciation techniques, reading guidance procedures, and classroom interaction strategies directly in front of

participants. Teachers observed how effective Qur'anic learning activities should be implemented systematically and interactively. According to Albert Bandura (1986), observational learning through modeling contributes significantly to skill acquisition and behavioral understanding.

The guided practice sessions contributed positively to improving participants' instructional skills and confidence. Teachers were given opportunities to practice Qur'anic teaching techniques through teaching simulations and peer-learning activities. Participants applied pronunciation guidance, classroom management, and interactive learning strategies under facilitator supervision. David Kolb (1984) stated that experiential learning through direct practice improves understanding and skill mastery effectively.

Another important result of the training program was the increased confidence among teachers in conducting Qur'anic learning activities. Before participating in the program, some participants felt uncertain about implementing innovative instructional methods and classroom interaction strategies. However, after participating in demonstrations and practical sessions, teachers became more confident in guiding children during Qur'anic reading and writing instruction. According to Albert Bandura (1997), self-efficacy strongly influences individuals' motivation and performance in educational activities.

Participants also demonstrated increased creativity in designing Qur'anic learning activities after the training sessions. Several teachers developed creative ideas such as integrating visual media, games, songs, and storytelling into Qur'anic instruction. These instructional innovations aimed to create more enjoyable and meaningful learning experiences for children. According to Howard Gardner (1983), diverse instructional approaches support multiple intelligences and improve students' learning engagement.

The training activities also emphasized the importance of integrating educational technology and learning media into Qur'anic instruction. Teachers learned that visual and digital media could support students' understanding and maintain children's

attention during learning sessions. This finding aligns with research conducted by Setiawan, Hasan, and Haryani (2025), which demonstrated that digital educational technology positively influenced learning participation and instructional effectiveness in early childhood education.

The discussions conducted during the training created collaborative learning environments among participants. Teachers shared experiences, teaching challenges, and instructional strategies related to Qur'anic education. This collaborative atmosphere encouraged participants to exchange ideas and practical solutions regarding classroom instruction. According to Etienne Wenger (1998), collaborative learning communities contribute positively to professional development and knowledge sharing.

Participants also became more aware of the importance of adapting instructional methods to children's learning characteristics and educational needs. Teachers understood that young learners require interactive, repetitive, and supportive learning experiences. Consequently, participants became more motivated to improve instructional quality and classroom interaction strategies during Qur'anic learning activities.

The implementation of innovative instructional approaches in Islamic education is highly relevant to current educational transformation processes. Research conducted by Setiawan, Aulia, Hidayatullah, and Firmanda (2025) showed that innovative and student-centered instructional approaches contribute positively to improving educational quality in Islamic learning environments.

The use of interactive learning media during the training also attracted participants' attention. Facilitators demonstrated how visual aids, flashcards, and multimedia materials could support pronunciation guidance and reading instruction. Teachers observed that instructional media helped children maintain focus and participate more actively during learning sessions. Research by Setiawan and Amini (2026) revealed that interactive learning media positively influence students' engagement and understanding in Islamic education learning activities.

One challenge identified during the implementation process was the variation in participants' teaching experiences and pedagogical competence. Some teachers adapted quickly to instructional innovations, while others required more intensive guidance during practical sessions. However, facilitators addressed this challenge through individualized assistance and supportive learning approaches.

The supportive learning atmosphere developed during the training activities contributed positively to participants' confidence and motivation. Teachers felt comfortable asking questions, practicing instructional techniques, and discussing classroom challenges with facilitators and peers. According to Carl Rogers (1969), learner-centered educational environments improve engagement, confidence, and learning effectiveness.

The participatory learning approach implemented during the program increased participants' active involvement throughout the training sessions. Teachers were not passive recipients of information but active contributors during discussions, demonstrations, and practical activities. John Dewey (1938) emphasized that meaningful learning occurs through active participation and direct educational experiences.

The implementation of the training program also strengthened collaboration between the community service team and Tadika Al Fikh Orchard. Positive communication and cooperation between facilitators and participants created productive and supportive learning environments during the implementation process. This collaboration became one of the important factors contributing to the successful implementation of the program.

Participants acknowledged that the training activities provided practical knowledge directly applicable to classroom instruction. Teachers appreciated the practical demonstrations, guided practice sessions, and opportunities to discuss instructional challenges. The relevance of the training materials contributed positively to participants' learning motivation and professional development.

Another important discussion point during the program was the importance of integrating Islamic values into learning activities. Teachers were reminded that Qur'anic education should not only focus on technical reading skills but also foster students' spiritual, moral, and emotional development. According to Syed Muhammad Naquib al-Attas (1991), Islamic education aims to develop balanced individuals who integrate intellectual, moral, and spiritual dimensions harmoniously.

The training activities also increased teachers' awareness regarding the importance of continuous professional development in Islamic education. Participants realized that instructional competence should continuously be improved in response to educational developments and students' learning needs. Consequently, teachers became more motivated to participate in future professional training activities.

Educational innovation and creativity were also identified as important factors in improving children's learning motivation and participation. Teachers understood that creative instructional approaches can create positive learning experiences and improve students' attitudes toward Qur'anic education. This finding aligns with the research conducted by Azizah, Syahputri, Maulida, and Setiawan (2025), which demonstrated that digital educational applications support creativity and learning experiences in educational activities.

The evaluation results showed that participants experienced significant improvements in understanding and applying Qur'anic teaching methods after the training implementation. Teachers demonstrated better pronunciation guidance, classroom management, and interactive instructional skills during teaching simulations and practice sessions. These findings indicate that practical and participatory training approaches effectively improve teachers' pedagogical competence.

The sustainability of the training outcomes depends greatly on teachers' consistency in implementing innovative instructional approaches in classroom learning activities. Continuous mentoring and follow-up activities are necessary to strengthen teachers' instructional competence and maintain learning quality. According to Michael

Fullan (2007), sustainable educational improvement requires continuous professional learning and institutional support.

Overall, the community service program successfully strengthened educators' Qur'anic teaching skills at Tadika Al Fikh Orchard. Participants gained meaningful learning experiences regarding effective Qur'anic reading and writing instruction, classroom management, and interactive learning strategies suitable for early childhood learners. The program contributed positively to improving the quality of Qur'anic education and supporting innovative Islamic learning environments.

The implementation of this training program demonstrates that professional development activities focusing on practical instructional competence can provide significant impacts on educational quality and teacher professionalism. Through continuous collaboration, mentoring, and educational innovation, Qur'anic learning activities at Tadika Al Fikh Orchard are expected to continue developing and improving sustainably in the future.

D. Conclusion

The community service program on strengthening Qur'anic teaching skills through training in Qur'anic reading and writing methods at Tadika Al Fikh Orchard was successfully implemented and provided positive contributions to improving educators' pedagogical competence. Through lectures, demonstrations, discussions, and guided practice sessions, participants gained better understanding and practical skills in applying effective, interactive, and child-friendly Qur'anic teaching methods. The training activities also increased teachers' confidence and motivation in conducting Qur'anic learning activities more creatively and systematically.

The results of the program indicated that participatory and practice-based training approaches were effective in improving teachers' instructional skills, classroom management, and learning creativity. Participants demonstrated improvements in pronunciation guidance, learning interaction, and the utilization of instructional media

during Qur'anic education activities. In addition, the collaborative atmosphere developed during the training encouraged educators to exchange experiences, discuss challenges, and strengthen professional relationships related to Islamic education and teaching practices.

Overall, this community service activity contributed positively to improving the quality of Qur'anic education at Tadika Al Fikh Orchard. Innovative and interactive learning approaches can create enjoyable and meaningful learning experiences for children while strengthening their motivation and participation in Qur'anic learning activities. Therefore, continuous mentoring, evaluation, and professional development programs are recommended to ensure the sustainability of the training outcomes and to further enhance educators' competence in Qur'anic teaching in the future.

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