



TEACHER ASSISTANCE IN MANAGING THE DIVERSITY OF STUDENTS' QUR'AN READING SKILLS AT THE QUR'AN LEARNING CENTER

Amir Hamzah¹, Kelfin Arsa Andika^{2*}, Muhammad Sholihin³, Palen⁴

^{1,2,3,4} Universitas Islam Negeri Raden Fatah Palembang

email: amirhamzah_uin@radenfatah.ac.id⁴, kelfinarsaandika001@gmail.com¹, msholihin0311@gmail.com², palenlagi@gmail.com³,

*Corresponding Author

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Abstrak

Kegiatan pengabdian kepada masyarakat ini bertujuan untuk membantu pengajar di Taman Pendidikan Al-Qur'an (TPQ) dalam mengelola kendala keragaman usia dan kemampuan membaca santrinya. Permasalahan utama mitra adalah sering terganggunya konsentrasi anak usia dini saat menunggu giliran mengaji (metode sorogan), yang diperparah oleh sempitnya ruang belajar akibat renovasi dan kurangnya jumlah guru. Pengabdian ini menggunakan pendekatan pendampingan partisipatif berupa asistensi mengajar (membantu guru di kelas). Kehadiran tim mahasiswa pengabdian berfungsi sebagai tenaga bantuan tambahan untuk menjalankan strategi penertiban kelas yang selama ini sulit dilakukan ustazah sendirian. Hasil kegiatan menunjukkan bahwa bantuan tenaga dari mahasiswa sukses membantu ustazah menerapkan alur "dua kartu" secara lancar, di mana mahasiswa mengambil alih pos hafalan dan menjaga area tunggu khusus anak balita. Kontribusi dari pengabdian ini secara nyata menunjukkan berkurangnya antrean panjang di meja guru, kelas yang lebih tertib, dan berkurangnya kelelahan ustazah karena adanya pembagian tugas pengawasan dengan tim mahasiswa.

Kata kunci: Asistensi Mengajar, Manajemen Kelas, Pembelajaran Berdiferensiasi, Literasi Al-Qur'an, Pendidikan Non-Formal.

Abstract

This community service program aims to assist teachers at the Al-Qur'an learning center in managing the challenges of diverse student ages and reading abilities. The partner's main problem was the frequent distraction of young learners while waiting for their turn to recite (the sorogan method), worsened by limited learning space due to renovation and a lack of teachers. This community service used a participatory mentoring approach through teaching assistance. The presence of the student service team acted as additional manpower to carry out classroom management strategies that were previously difficult for the teachers to do alone. The results showed that the manpower support from the students successfully helped the teachers smoothly implement the "dual-card" flow, where students took over the memorization station and supervised the specific waiting area for toddlers. The contribution of this service clearly showed a reduction in long queues at the teacher's desk, a more orderly class, and decreased teacher fatigue due to the sharing of supervision tasks with the student team.

Keywords: Teaching Assistance, Classroom Management, Differentiated Instruction, Qur'anic Literacy, Non-Formal Education.

INTRODUCTION

Al-Qur'an learning centers have a very important role as a place of non-formal religious education for children in Indonesia (Afif & Ningrum, 2024). The success of learning in a Qur'an learning center depends largely on how the teacher organizes the classroom atmosphere (Sulfikah & others, 2024; Wally et al., 2024). Unlike elementary schools in general that separate students according to their class and age, Al-Qur'an learning centers often mix toddlers and elementary school children in the same room. The diverse conditions of these children certainly require a more flexible way of teaching.

These diverse classroom conditions actually occur at the place of activity. The background of the students varies greatly, ranging from toddlers at the PAUD level to sixth grade elementary school students, with reading skills ranging from those who are new to letters to those who are fluent in reciting the Qur'an. Based on initial observations, the main problem that overwhelmed the *ustazah* was managing dozens of students of different ages at the same time with a very limited ratio of teachers. Moreover, there is a process of repairing (renovating) the building which forces all the children to be combined in one room.

Teachers at this Al-Qur'an learning center use the *sorogan* method, which is to call the students forward one by one to the teacher's desk (Riana & Syafi'i, 2024). As a result, the queue becomes very long. This time waiting for their turn is often used by small students (kindergarten age) to play and run, so that it makes the classroom atmosphere noisy and very draining for *ustazah* to reprimand them (Nurjanah & Syahrul, 2024). The service team provides solutions in the form of mentoring programs and teaching assistance. Based on the results of discussions in the field, the *ustazah* at Al-Qur'an learning center Babussalam actually already have experience and brilliant ideas to divide children's groups, which in educational theory is known as differentiated instruction (Tomlinson, 2014) or adjustment of the learning flow. However, the idea of *ustazah* is often stuck in the field because they do not have enough manpower to implement it due to the limited number of teachers (Shohib & Aziz, 2024). Therefore, students are not present to patronize or provide new theories, but to provide real personnel assistance (division of tasks) so that the class management initiated by *ustazah* can run optimally.

If you look at the current literature, the writings about the Qur'an learning center discuss more about foundation management in general (Jasita & others, 2024; Khoirunnisa et al., 2024) or administrative governance assistance matters (Windariyah & Maskud, 2023). There has never been a service activity that specifically places students as daily assistants who directly become additional personnel for *ustazah* to order the recitation queue in a heterogeneous and limited room classroom.

Therefore, the purpose of this service activity is to accompany and ease the burden of teaching *ustazah* at the Al-Qur'an learning center Babussalam through the division of tasks. The main output targets are the reduction of long queues at the teacher's desk, the implementation of the learning task distribution system, and the supervision of toddlers by the student team, so that *ustazah* can sit quietly listening to *tajwid* memorization.

METHOD

This activity uses the framework of the Participatory Action Research (PAR) method through mentoring and teaching assistance programs (Muna et al., 2024). This approach was chosen because students do not intend to overhaul the partner curriculum, but rather participate directly as support personnel to execute the mutually agreed strategy. This program was carried out during the student's field assignment at the Al-Qur'an learning center Unit 221 Babussalam, Palembang, with 3 *ustazah* participants and 43 active students.

Under the supervision of the Field Supervisor (DPL), this assistance activity is divided into four simple stages and adjusted to the real conditions in the field: (1) the needs analysis stage: students conduct daily observations and have casual conversations with *ustazah* to find out their toughest obstacles. It was found that the most tiring point for teachers is to keep PAUD children from making a fuss during the queue for the *sorogan* method. (2) Collaborative planning stage: students and *ustazah* divide work roles in the classroom. It was agreed that the *ustazah* would focus on being the main checker of the accuracy of the reading (*tajwid*) at the front desk, while students were in charge of maintaining class order and becoming accompanying assistants in the waiting area. (3) Implementation stage (teaching assistance): students participate in accompanying teachers in class. Students are tasked with executing the *ustazah* idea by: (a) maintaining the second post for prayer memorization tests for elementary school children, and (b) inviting PAUD children to color/write in the corner of the room so that they do not wander around. (4) Evaluation stage: conducting reflection with *ustazah* at the end of the activity to see changes in the classroom atmosphere and the benefits of student assistance to reduce the teacher's teaching burden in the field.

RESULTS AND DISCUSSION

RESULTS

Initial Classroom Conditions and Assignment Assignment

The initial stage of the service activity began with participatory observation to identify learning conditions at the Al-Qur'an learning center Unit 221 Babussalam. Observation is carried out through direct observation of teaching and learning activities, interaction patterns between *ustazah* and students, and mapping the ability to read the Qur'an for all students. The mapping results



showed that the class consisted of 43 students with a very diverse range of ages and reading abilities, ranging from early childhood children who were new to hijaiyah letters to elementary school students who had entered the stage of reading the Qur'an. Details of the initial condition of students' abilities are presented in Table 1.

Table 1. Overview of Students' Reading Ability in Class (Initial Conditions)

Age Range	Reading Level (Flicker Method)	Number of Students	Learning Focus
Early Childhood - Kindergarten	Pra & Level A	18 children	Introduction of single letters & spelling
Elementary School Grades 1-3	Level B & C	15 children	Basic Tajweed & Wording
Elementary Grades 4-6	The Stage of the Qur'an	10 children	Fluency in reading the Qur'an
Total		43 children	

Based on Table 1, it can be seen that as many as 41.9% of students are children of early childhood and kindergarten age who are still in the early stages of learning to read the Qur'an. This condition causes the need for assistance to be higher because the early age group requires more intensive attention, direction, and supervision than students who are able to read the Qur'an independently. On the other hand, there are only three *ustazah* who are in charge of serving all students with the *sorogan* method, so the ratio of mentoring is less than ideal. In one learning session, an *ustazah* can handle around 14-20 students in turn. This situation causes the waiting time for students to be quite long and reduces the effectiveness of the learning process.

The results of the observation also show that learning obstacles are not only influenced by differences in students' abilities, but also by the limitations of learning facilities. During the renovation process of one of the classrooms, all learning activities are centered in one room so that the learning area becomes narrower. As a result, students who were waiting for their turn to recite gathered around the *ustazah* table and formed a long queue. Early childhood children who have not gained activity while waiting tend to lose concentration, talk to friends, move places, and even run in the classroom. This condition causes the learning atmosphere to be less conducive and forces *ustazah* to divide their attention between listening to the reading of the students and maintaining class order.

The findings of these initial conditions are the basis for the preparation of assistance strategies. After discussions with partners, it was agreed that the division of tasks between *ustazah* and students was a form of solution to the problems faced. *Ustazah* continues to focus on checking Qur'an recitation and

tajwid coaching, while students are in charge of managing the student queue, accompanying early childhood groups, and facilitating alternative activities for students who have not yet had their turn to recite. This division of roles is expected to be able to reduce queue density, increase the effectiveness of supervision, and create a more orderly learning atmosphere. The condition of the class before the implementation of mentoring is shown in Figure 1.



Figure 1. Class Atmosphere When Students Queue in a Limited Area

Source: Service Team Documentation

Implementation of Teaching Assistance

The implementation of the service program is carried out through direct assistance in the classroom by placing students as teaching assistants who work collaboratively with *ustazah*. Before the activity began, the service team together with *ustazah* had a brief discussion about the division of tasks so that the learning process could take place more effectively without changing the learning methods that had been applied at TPQ. The results of the discussion showed that the *ustazah* actually had the idea to separate recitation and memorization activities so that the queue of students was not concentrated at one table. However, the limited number of teaching staff causes the strategy to not be implemented optimally because all the attention of *ustazah* is confiscated to listen to the reading of students while maintaining class order. Therefore, students play a supporting role in helping to realize the strategy through a clear division of tasks according to needs in the field.

The first implementation is carried out through the implementation of a two-card system, namely a recitation card and a memorization card. Before the mentoring is carried out, all students have to wait their turn in front of the *ustazah* table so that the queue becomes long and the waiting time is relatively long. After students are involved in the learning process, the flow of student services is divided into two paths. Students who are ready to read the Qur'an still go to the *ustazah* table to get *tajwid* guidance and reading evaluation, while students who



have completed the reading or are still waiting for their turn are directed to the memorization post accompanied by students. In the post, students receive deposits of memorization of short surahs, daily prayers, and materials that have been determined by the *ustazah*. The division of this service route makes the number of students who gather in front of the *ustazah* table significantly reduce so that the learning process takes place more smoothly. Students are also no longer just waiting for their turn passively, but remain involved in learning activities according to their respective abilities.

During the mentoring process, students actively manage the transfer of students from one post to another. When the queue at the *ustazah* table began to lengthen, students immediately directed several students who had met the reading target to the memorization post. On the other hand, when the memorization post has been completed, the students again direct the students to take part in a Qur'an reading session with *ustazah*. This simple coordination pattern is able to create a more orderly learning flow and reduce the accumulation of students at one point. Thus, learning time can be used more efficiently because each student gets continuous learning activities while in class.

In addition to assisting in the implementation of the two-card system, students also take over special assistance for Early Childhood and kindergarten age students who need more intensive attention. Based on the results of initial observations, the early age group is the group that most often loses focus when waiting for their turn to recite. This condition previously caused the classroom atmosphere to be crowded because children tended to talk, change places, and even run around the learning area. To solve these problems, students provide a special waiting area that is separate from the main queue as shown in Figure 2.



Figure 2. Students Accompany and Guard Santri at Alternative Posts so that the Queue Breaks Down

(Source: Service Team Documentation)

In this area, students accompany children through various simple activities such as bolding *hijaiyah* letters, introducing letter shapes, writing exercises, repeating short memorization, and providing learning stimulation through fun communication. The activity aims to keep children from gaining learning experience while waiting for their turn to recite so that they do not feel bored or disturb the concentration of other students.

The assistance provided by students provided changes that were visible directly during the activity. The atmosphere of the class became more orderly because the long queue in front of the *ustazah* began to unravel, while students who had not yet got their turn still had productive learning activities. *Ustazah* can also concentrate more on listening to the recitation of the Qur'an and correcting *tajwid* mistakes without having to repeatedly stop the learning process to calm the children who play. The division of tasks makes the function of each companion clearer, namely *ustazah* focuses on core learning, while students handle class management and student assistance outside the main desk.

The implementation of teaching assistance shows that the presence of students as support staff is able to increase the effectiveness of classroom management in the Al-Qur'an learning center. This program does not change the curriculum or *sorogan* methods that have been implemented by partners, but strengthens its implementation through collaborative task sharing. The impact felt during the activity included reduced queue density, increased student involvement in learning activities while waiting for their turn, reduced class disruption due to early childhood behavior, and decreased *ustazah* workload in managing heterogeneous classes. This condition shows that teaching assistance-based assistance is a practical solution that can be applied to Qur'anic educational institutions with limited teaching staff.

Evaluation and Benefits of Student Aid

The evaluation stage was carried out at the end of the mentoring program through joint reflection between the student team and three *ustazah* as service partners. The evaluation was carried out qualitatively using observation of changes in the learning process as well as semi-structured interviews to obtain feedback from partners regarding the effectiveness of the teaching assistance program. The focus of the evaluation includes changes in class conditions, the effectiveness of task division, the smooth implementation of the *sorogan* method, and the workload felt by *ustazah* after receiving assistance.

The observation results show that there is a significant change compared to the initial condition. Before the mentoring, all students waited for their turn to read the Qur'an in one queue so that the area around the *ustazah* table became crowded. Early childhood and kindergarten children who wait for their turn tend to lose concentration, talk to friends, and move from place to place, so *ustazah* must stop the process of reading to order the class. After the task division system



is implemented, the reading queue can be divided into two paths, namely the Qur'an reading post guided by *ustazah* and the memorization post accompanied by students. Meanwhile, early childhood students were directed to alternative learning areas to take part in hijaiyah writing activities, coloring, or repeating memorization. This condition causes the classroom atmosphere to be more orderly and the waiting time of students can be used for more productive learning activities.

Based on the results of the interviews, the *ustazah* said that the presence of students was very helpful in the implementation of daily learning. One of the *ustazah* revealed:

"Before there were students, we had to supervise children who were reciting as well as chasing young children who started playing. After there is a companion, we can focus more on listening to the reading of the students because the waiting children have been directed to other activities."

The statement shows that the division of tasks during mentoring is able to reduce the burden of supervision which was previously the main obstacle in the learning process. In line with this, other *ustazah* said that the existence of memorization posts succeeded in reducing the density of queues in front of the teacher's desk so that the learning process became smoother.

"Now the queue is no longer piling up in front of the table. Children who have finished reading can immediately deposit memorization to students, so we are not overwhelmed as before."

The results of the interviews corroborated the observation findings that the division of learning flows not only increases time efficiency, but also helps *ustazah* focus on the quality of reading and the accuracy of tajwid students.

Evaluations show that the mentoring model through teaching assistance provides real benefits to partners. This program has succeeded in increasing the effectiveness of classroom management, reducing queue density, creating a more conducive learning atmosphere, and reducing the workload of *ustazah* during the learning process. These findings show that the main need of partners is not solely theoretical training, but the support of accompanying staff who are able to help the implementation of the learning strategies that have been designed by *ustazah*. Thus, the presence of students as teaching assistants is a relevant form of empowerment and has a direct impact on improving the quality of learning services at the Al-Qur'an learning center.

DISCUSSION

The results of the mentoring activities showed that the success of classroom management at the Al-Qur'an learning center was greatly influenced by the ability of teachers to accommodate the diversity of ages and the ability to read the Qur'an

of students. Heterogeneous classroom conditions require a flexible learning strategy so that each student receives services according to their level of development. The approach applied through the division of tasks between *ustazah* and students allows the learning process to take place more structured so that the learning queue can be reduced and the classroom atmosphere becomes more conducive. These findings are in line with the concept of differentiated learning that emphasizes the adjustment of learning strategies based on learners' readiness (Agusta et al., 2024, Tomlinson, 2014). The implementation of effective classroom management has been proven to increase student engagement during the learning process (Zafitri et al., 2023).

The implementation of the two-card system and the division of learning areas is a form of real implementation of classroom management that is adaptive to field conditions. The presence of students as companions allows *ustazah* to focus more on fostering the quality of Qur'an reading, while the activities of students who are waiting for their turn are still directed through memorization activities and other educational activities. This strategy not only reduces queue density, but also minimizes concentration disturbances that previously often appeared due to the *sorogan* method. These findings corroborate the results of Sa'idah, (2023) research on the characteristics of the *sorogan* method that requires effective management of waiting time. The importance of classroom management in TPQ institutions is also emphasized by Khairiah et al., (2026), while teacher assistance is a form of strengthening learning capacity (Shohib et al., 2025). The implementation of Qur'an literacy learning in early childhood also requires mentoring strategies that are in accordance with the characteristics of child development (Brata et al., 2026).

Mentoring activities prove that students' contributions not only play a role as learning facilitators, but also as supporting resources that help increase the effectiveness of educational services at Al-Qur'an learning centers. This collaboration produces a more orderly learning atmosphere, reduces the workload of *ustazah*, and improves the quality of service to students without changing the learning system that has been implemented by partners. The findings reinforce the view that developing the quality of Al-Qur'an learning centers does not necessarily require complex curriculum innovation, but can be done through human resource optimization and participatory collaboration. These results are in line with research on the management of Al-Qur'an learning centers based on improving the quality of learning (Widodo, 2025). Analysis of the management of Al-Qur'an learning center education (Mubarok, 2025), assistance in the governance of Al-Qur'an learning center (Abdullah et al., 2025), institutional strengthening of Al-Qur'an learning center (Mulyadi et al., 2025), and the Participatory Action Research approach that emphasizes active collaboration between facilitators and partners (Emke et al., 2027).



CONCLUSIONS AND SUGGESTIONS

Community service activities through mentoring and teaching assistance programs at Kindergarten or Al-Qur'an learning center Unit 221 Babussalam succeeded in achieving the purpose of the activity, which is to assist teachers in managing the diversity of ages and reading ability of students through collaborative division of tasks. The presence of students as teaching assistants supports the implementation of the two-card system, assistance with memorization posts, and the management of learning areas for early age students so that the learning queue of the *sorogan* method can be unraveled, the classroom atmosphere becomes more orderly, and *ustazah* can focus more on guiding the accuracy of Qur'an reading. In addition, this program also contributes to reducing the workload of teachers and increasing the effectiveness of the learning process without changing the learning system that has been implemented by partners. Thus, the teaching assistant-based mentoring model can be an effective alternative solution in supporting classroom management in Qur'anic educational institutions that have limited educators.

This service activity still has limitations because the implementation of mentoring lasts in a relatively short time and the evaluation of success is still based on the results of observations and qualitative interviews. Therefore, further service activities are recommended to be carried out over a longer period in order to evaluate the sustainability of the program's impact on improving students' Qur'an reading skills and the effectiveness of classroom management. In addition, it is necessary to develop learning media or educational aids for early childhood students as well as more measurable evaluation instruments so that the benefits of the program can be assessed not only from changes in the classroom atmosphere, but also from improving student learning outcomes and teacher performance more comprehensively.

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