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Increase Comptence of Teacher Reciting Through Training Teacher Program *Ngaji* Competent di Luwu Timur

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ABSTRAK
Permasalahan yang dirasakan oleh para guru meNgaji di Wilayah Luwu Timur adalah kurangnya kompetensi guru, terutama dalam teknik pengelolaan kelas, etika guru, dan psikologi anak. Sehingga para guru mengaji membutuhkan pelatihan kompetensi untuk meningkatkan kompetensi belajar mengajar. Program ini bertujuan untuk mengelola kelas praktik sehingga kegiatan belajar membaca Alquran dapat berjalan dengan efisien. Tujuan lainnya adalah memahami etika guru mengaji dan psikologi anak, sehingga tercipta suasana Kegiatan Belajar Mengajar (KBM) yang jelas, beretika, dan terarah sesuai dengan perannya masing-masing. Pendekatan yang digunakan adalah pendekatan FGD (Focus Group Discussion), yang menyediakan sesi sharing. Tahapan kegiatan terdiri dari tahap pre-test, yang digunakan untuk mengetahui seberapa besar minat para guru mengaji untuk mengikuti pelatihan ini; tahap penyuluhan atau penyampaian materi; dan tahap post-test, yang meliputi sesi sharing. Hasil dari kegiatan ini menunjukkan bahwa para guru mengaji memahami pentingnya manajemen kelas yang efektif, etika guru, dan psikologi anak, sehingga kegiatan pelatihan guru yang kompeten menjadi lebih menarik dan mengena.

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Kata kunci:
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ABSTRACT
The problems felt by the teachers of the Koran in the East Luwu Region are the lack of teacher competence, especially in classroom management techniques, teacher ethics, and child psychology. So, the teachers of the Koran need competency training to improve teaching and learning competencies. This program aims to manage practical classes so that learning activities to recite the Koran can run efficiently. Another goal is to understand the ethics of Koran teachers and child psychology, to create a clear, ethical, and directed atmosphere of Teaching and Learning Activities (KBM) according to their respective roles. The approach used includes the FGD (Focus Group Discussion) approach, which provides for sharing sessions. The stages of the activity consist of the pre-test stage, which is used to find out how much interest the Koran teachers have in participating in this training; the counseling stage, or delivering the material; and the post-test stage, which includes sharing sessions. The results of this activity show that the Koran teachers understand the importance of effective classroom management, teacher ethics, and child psychology, so that competent teacher training activities are more interesting and compelling.

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Introduction

Religious education is an essential aspect for the development of students' character and morals. Spiritual teachers are indispensable in the religious learning process in schools and communities. However, there are still many Qur'an teachers who are not fully qualified to teach the religion. This can impact the quality of religious learning and the development of students' character. Classroom management is a vital aspect in the world of education. As an educator, a teacher must not only master the learning material but also have the skills to manage the

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classroom well. According to Akbar, M. et.al (2019). Effective classroom management creates a fun and productive learning environment for optimal student growth. However, many teachers have difficulty managing their classes in the field, especially when facing various challenges related to teacher ethics and understanding of child psychology. Therefore, classroom management training, including teacher ethics and child psychology, must be provided to teachers, especially in areas that require improving the quality of education.

In the context of this community service, the classroom management training program aims to improve teachers' understanding and skills in dealing with various dynamics in the classroom, both from the point of view of ethics and student psychology. East Luwu Regency, one of the target areas of this program, faces many challenges regarding the quality of education. Despite their high dedication, teachers in the region often face obstacles in managing diverse classrooms with students from different social and psychological backgrounds. In addition, the lack of understanding of teacher ethics and the introduction of child psychology when dealing with students also affect the effectiveness of the learning process. (Arief, M.2021).

According to research conducted by Prasetyo and Kurniawan (2019), good classroom management includes the technical aspects of delivering teaching materials and healthy interpersonal relationships between teachers and students. A teacher's ethics, such as being fair, patient, and able to set an example, significantly affect the classroom atmosphere and students' learning motivation. In addition, understanding child psychology helps teachers understand students' various needs, emotions, and psychological development at every stage of age. (Dimyati, M. Et.al al. 2020). Therefore, this training program aims to equip teachers with better knowledge on building positive relationships with students and creating a classroom environment that supports students' learning development.

Before this training was carried out, the initial conditions faced by teachers in the East Luwu area showed several urgent problems. Many teachers do not fully understand the importance of classroom management based on children's ethics and psychology. Many of them tend to prioritize the provision of learning materials academically, without paying attention to the psychological situation of students, thus affecting their way of learning. The impact is the lack of interest in education, uncontrolled behavior during class, and decreased student involvement and motivation. This condition shows the need for intervention to improve teachers' understanding and skills in classroom management.

The relevance of this training program is evident considering the needs of teachers in the target community, namely East Luwu. This local community needs more in-depth training on classroom management that not only prioritizes teaching techniques, but also how to build effective communication and interaction with students. In addition, it is important to understand child psychology to create the right approach in managing the classroom, considering students' different psychological characteristics. By strengthening teachers' competencies in ethical and psychological aspects, they will be able to create a more valuable and productive learning environment. (Hidayat, T.2018)

Some of the literature supporting this training program's importance includes research conducted by Sari (2020), which states that good classroom management is directly related to the level of learning success. Sari also emphasized that understanding student psychology can increase learning effectiveness because teachers can adjust their methods and approaches according to students' developmental needs. Furthermore, according to Zulkarnain (2018), teacher ethics in interacting with students is vital in creating a harmonious classroom atmosphere where students feel valued and motivated to learn better.

Based on the research, this service aims to improve teachers' understanding and skills in classroom management, focusing on two essential aspects: teacher ethics and child

psychology. This program aims to equip teachers with in-depth knowledge on how to manage the classroom effectively, create a positive learning environment, and understand and respond to the psychological needs of students. This training is expected to help teachers in East Luwu City improve the quality of their teaching, which ultimately impacts learning outcomes and students' psychological well-being. (Mustari, S.2017).

As part of efforts to improve the quality of religious education in Indonesia, especially in the field of Al-Quran education, the Indonesian Zakat Initiative (IZI) in collaboration with the Ministry of Religion of East Luwu Regency and the Indonesian Mosque Youth Communication Agency (BKPRMI) East Luwu held a service activity in the form of a teacher training program for competent teacher programs. This activity aims to increase the capacity of Al-Quran teachers in the East Luwu area to create a more effective and quality education in teaching the Quran. Through this training, positive changes will likely occur for teachers and students, who can help teachers who will feel the direct benefits of a better educational approach and be more responsive to their psychological needs.

Method

As stated by Sugiyono (2017), this community service activity uses a qualitative method with an adaptive participatory approach and systematic training methods, emphasizing the importance of partners' active involvement in the learning process. The main target of this activity is Qur'an recitation teachers who are on duty in the East Luwu area, focusing on capacity building in educational ethics and child development psychology.

This training is designed based on the results of initial observation and informal communication with the madrasah, by adapting the material according to the partners' needs. The face-to-face activities use various methods such as pre-t*est* and *Post-Test* to measure participants' understanding, interactive lectures to share key materials, group discussions (sharing sessions) to share experiences and reflections, and simulations and case studies to apply the material in a real classroom environment.

Hopefully, this structured approach can continue improving participants' understanding and skills and encourage them to apply ethical and psychological values in their educational work in society.

This community service activity is carried out through five main stages. First, identifying partners' needs through observation and informal communication, and revealing the challenges Qur'an teachers face regarding classroom management, teaching ethics, understanding of child psychology, etc. Second, based on the findings, a training program with relevant educational materials should be prepared. Third, the training was conducted in a two-day *workshop format*, with interactive lectures, simulations, and discussions. Fourth, the program's effectiveness is evaluated through *pre-tests*, *post-tests*, and participant feedback. Finally, reflections and recommendations for future program improvements are provided. This flow is designed to increase the capacity and expertise of teachers to recite in a sustainable and contextual manner.

Table 1: Schedule of Community Service Activities

Day/Date	Time	Activities	Implementer/Resource Person
Saturday, December 28, 2024	09:00 - 10:30 AM local time	Pre-Test	Seriyanti, S.AN., M.The
	10:45 - 12:00 PM	Counseling/Presentation of Material I: Effective Classroom Management	Prof. Dr. Ilyas, SH., MM., MH
	13:00 - 14:30 WITA	Counseling/Presentation of Material II: Teacher Ethics	Seriyanti, S.AN., M.The
	14:30 - 14:45	Post Tes I	Seriyanti, S.AN., M.The
Ahad, December 29, 2024	08:30 - 09:00 WITA	Review of Materials and Discussions	Seriyanti, S.AN., M.The
	09:00 - 10:30 AM local time	Counseling/Presentation of Material III: Implementation of Classroom Management and Teacher Ethics	Seriyanti, S.AN., M.The
	10:30 - 11:30 AM local time	Sharing Session: Classroom Managing Experience	Seriyanti, S.AN., M.The
	11.30-12.00 WITA	Post Test II	Seriyanti, S.AN., M.The

Results and Discussion

This community service has improved the competence of reciting teachers in East Luwu through the Competent Teacher Teacher program training. Here are the results of the analysis and discussion.

Analysis Results:

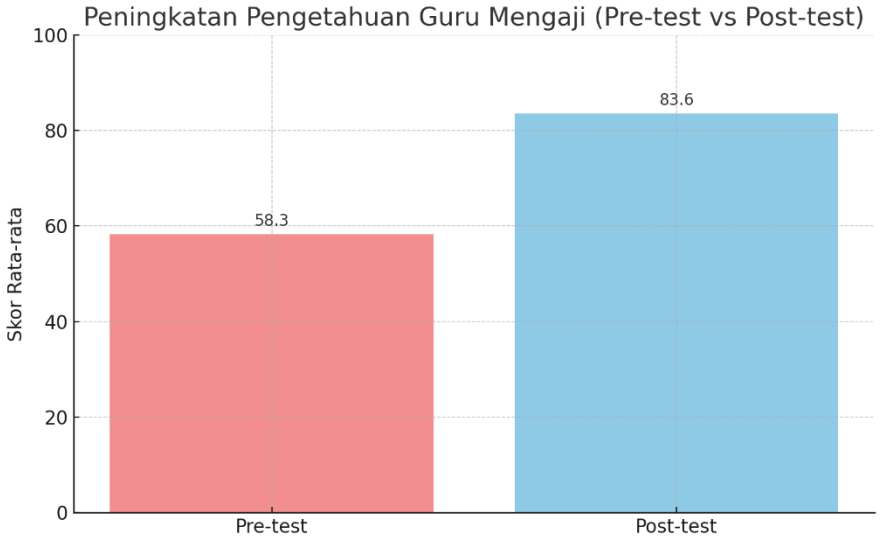
Increased Knowledge: Teachers who participated in the Teacher Teacher Competent program training showed a significant increase in knowledge about effective learning methods and classroom management. The "Competent Teachers Teacher" training activity was held in East Luwu Regency and was attended by 40 recitation teachers from various Al-Quran Education Parks (TPA). The primary focus of this training is to increase knowledge of effective learning methods and classroom management in teaching the Qur'an.

Before the training, most participants had limited knowledge of instructional diversity, student-centered learning approaches, and effective classroom management techniques. This was found through a pre-test conducted before training. In this test, only 27.5% of participants could answer most questions about this topic correctly.

After participating in training sessions consisting of material presentation sessions, simulation exercises, and group discussions, a post-test was conducted to measure the increase in participants' knowledge. The results showed that 85% of participants experienced a significant improvement in their scores. The average score of the participants increased from 58.3 on the pre-test to 83.6 on the post-test. This proves that this training has improved teachers' understanding of more systematic and interactive learning methods and improved their preparation in managing the classroom effectively.

The following graph compares pre-test and post-test results as evidence of increased knowledge.

Graph 1: Improvement of Knowledge of Reciting Teachers (Pre-test vs Post-test)

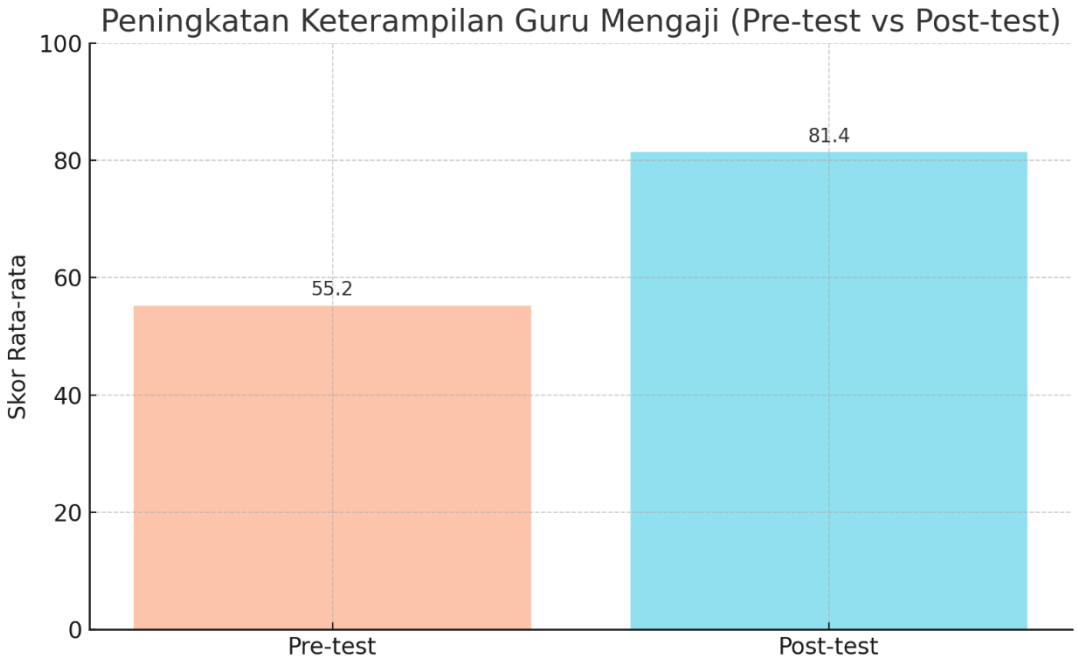


The graph above shows that the average score increased from 58.3 on the pre-test to 83.6 on the post-test, which reflects the program's success in improving the participants' knowledge competencies.

Skill Improvement: Teachers who participated in the Competent Teacher program training showed significant improvement in using effective learning methods and managing the classroom. This training will increase knowledge and positively impact the practical skills of competent teachers in implementing effective learning methods and better classroom management. Training activities are designed in an applied manner, including simulation sessions, micro-teaching, and hands-on practice, to provide participants with real-world experience.

The results of observations on the participants' performance during the practical session showed significant skill improvement. Before the training, most teachers still tended to use the traditional one-way method and had not implemented a proactive and participatory approach. However, after the training, they began to apply different techniques such as demonstrations, small group discussions, and the Tarakki method, approaching the students personally. Post-training assessments showed participants' average skill scores increased from 55.2 to 81.4. This improvement shows that training successfully equips participants with better practical skills to design learning and create a more interactive and practical classroom atmosphere.

Graph 2. Improving Teachers' Skills During Pre-Test and Post-Test



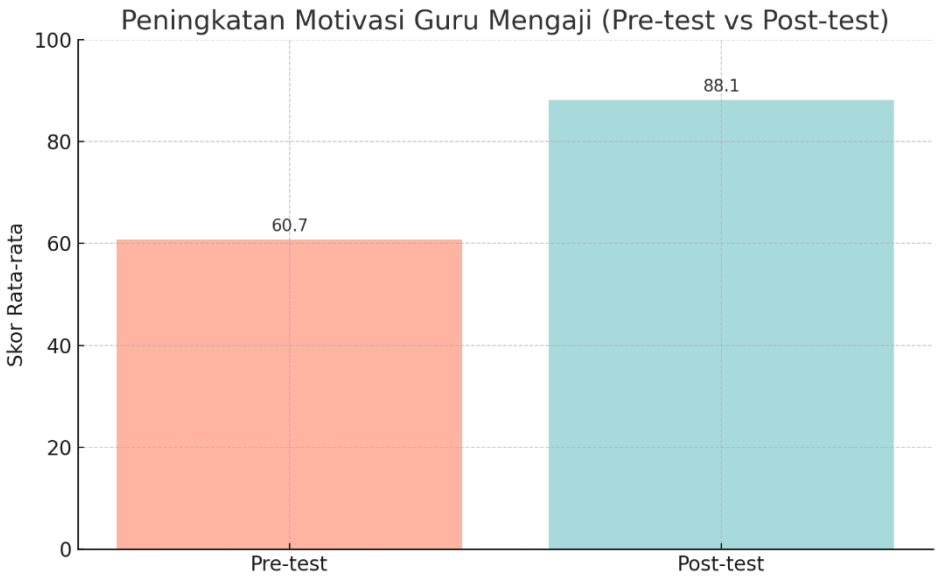
The graph shows an increase in the average score from 55.2 in the initial test to 81.4 in the final test. This indicates that this training has succeeded in improving the practical skills of Ngaji teachers.

Increased Motivation: Reciting teachers who participated in the training of the Competent Teachers program showed a significant increase in motivation in teaching religion.

In addition to knowledge and skills, the "Competent Teacher" training will significantly impact teachers' motivation to carry out their teaching duties. Before the training, some participants had fluctuating levels of motivation. This is due to various factors, including limited facilities and infrastructure, low appreciation for the teaching profession, and a lack of understanding of the importance of teachers' roles in shaping the personality of the younger generation.

After participating in the training, participants experienced a positive change in their attitude. Through educational materials that strengthen the values and strategic role of Ngaji teachers, as well as personal approaches and the delivery of inspiring information by resource persons, participants showed increased enthusiasm and commitment in carrying out their role as Ngaji teachers. The results of the motivation questionnaire evaluation showed that the average motivation score of the participants increased from 60.7 before the training to 88.1 after the training. This indicates that the training succeeded in reviving the spirit of devotion and giving new meaning to the profession of Ngaji teachers.

Graph 3. Increased motivation of reciting teachers during pree test and post test



Graph 3 shows an increase from an average score of 60.7 on the pre-test to an average score of 88.1 on the post-test, reflecting a significant increase in motivation after participating in the training.

Discussion:

The analysis results show that the Competent Teachers program training effectively improves the competence of reciting teachers in East Luwu. Improving the knowledge and skills of recitation teachers can help improve the quality of religious learning in the area. In addition, increasing the motivation of reciting teachers can also help increase their enthusiasm and dedication to teaching religion. Implementing a competent Qur'an teacher training program has been proven to significantly impact the capacity of Qur'an recitation teachers in East Lu Regency. Based on the results of data analysis obtained through pre-test and post-test, as well as through observation and evaluation of activities, there has indeed been an improvement in three main aspects of Qur'an teachers: knowledge, skills, and motivation.

First stage Pre-test: Before the training starts, a pre-test will be carried out to measure the level of knowledge of participants regarding classroom management, teacher ethics, and child psychology. This pretest is intended to determine participants' initial level of understanding and serves as a reference in designing more targeted training materials. This training will improve teachers' knowledge about effective learning methods and classroom management. Before the training, most participants used traditional learning approaches and did not understand student-centered learning strategies. After the training, teachers better understood various teaching methods, communication approaches, and the use of more interesting learning media.

Before starting the training activity, all participants will be asked to do a pre-test through the Google Forms App. The link has been shared with the committee. The Google Forms App display for the pre-test can be seen through the following figure 2:

Figure 2: Google Forms App view for *pre-test*

The increase in the average score from 58.3 (pre-test) to 83.6 (post-test) indicates that the training activities provide important additional conceptual insights. This aligns with constructivist education theory, which emphasizes building knowledge through meaningful learning experiences.

The second stage is the counseling and material delivery stage. This stage is the core of the training activities. The materials presented include:

Classroom Management: Basic techniques for classroom management and creating a conducive learning atmosphere, and how to face classroom management challenges with an ethics-based approach. The skills of the teacher also showed a significant improvement after the training. Live sessions, including microteaching and educational simulations, allow participants to apply active learning methods and effective classroom management techniques directly.

The second material is ethical classroom management. The primary focus of the material delivery stage is to equip teachers with a deep understanding of classroom management based on teacher ethics principles. These skills include delivering teaching materials organizationally, interacting with students, and creating a practical and fun classroom atmosphere. The average skill score increased from 55.2 to 81.4, showing an increase in teachers' practical ability to manage the teaching and learning process.

This material is significant for teachers to manage their classes effectively, create a conducive learning atmosphere, and improve the quality of religious education they teach. The process of providing material is carried out interactively, combining theory with case examples in the field, so that it is easy to understand and can be directly applied to students. In the first session, the material began with an introduction to the basic concept of classroom management. Teachers will understand how to manage their classrooms systematically, including planning, implementing, and evaluating the teaching and learning process. In addition, the principles of teacher ethics are incorporated into all aspects of classroom management. The method of delivering material at this stage can be seen in Figures 3 and 4 below:

Figure 3: Delivery of Ethics-Based Class Management Materials

Figure 4: Delivery of Effective Class Management Techniques Material

In the next session, material on teacher ethics was presented. This session explained how teacher ethics are essential in creating a harmonious and effective learning atmosphere. The ethical aspects highlighted in this training are Justice and non-discrimination: Teachers are expected to be fair to all students, not discriminate against students, and avoid favoritism in the learning process. Set a good example: As a respected person, a recital teacher should set an example for his students, both in action, speech, and attitude. This teacher's ethics significantly influence the motivation and behavior of students in the classroom. Be patient and respect the students' learning process: In many Qur'an classes, the students' abilities and backgrounds vary. Therefore, teachers must be patient with all differences and provide opportunities for students to develop according to their needs. Through practical examples and case discussions, participants will gain ideas on dealing with situations that require ethical decisions, such as when dealing with problematic students or when all students should be given fair grades. This training will not only enrich their knowledge and skills but will also revive the enthusiasm and motivation of Ngaji teachers to carry out their strategic role. An increase in motivation scores from 60.7 to 88.1 indicates that participants feel more valued, empowered, and motivated to improve the quality of their teaching continuously. This motivation is driven by an instructional and inspiring training approach through testimonials, sharing experiences, and strengthening spiritual values. These results are consistent with Herzberg's theory of motivation, which emphasizes the importance of intrinsic factors (meaning, recognition, achievement) in improving a person's performance. The presentation of the material session on teacher ethics is shown in Figure 5 below.

Figure 5: Delivery of Teacher Ethics Material

Child psychology in classroom management

In addition to ethics, understanding child psychology is an equally important aspect of classroom management. Teachers can gain insight into children's psychological development and how this affects how children learn and interact in the classroom. Some of the topics discussed in this session include:

Children's emotional development: Understanding children's emotions can help teachers manage classroom situations more intelligently, such as recognizing signs of stress or discomfort in students.

Differences in Cognitive and Social Development: Teachers can also understand how each child develops at different levels, both cognitively and socially. This is important because it allows teachers to adapt their teaching methods to meet students' diverse needs.

How to deal with children with different personalities: Some students are quieter, some are more active. Qur'an teachers are given strategies to manage these diverse classes, such as creating a more personalized approach and approaching each student according to their psychological characteristics.

Post-test stage: After the training material is given, participants are asked to conduct a post-test to measure their understanding of the material provided. This posttest is also helpful for comparing the knowledge gained by participants after training with the initial condition (pretest).

Sharing Session: After the post-test, a Sharing Session is held to allow participants to discuss the challenges faced in classroom management, ask questions, and share experiences. This session will receive direct feedback from participants on the content presented and be a forum for mutual learning between participants.

At the end of the material, participants were asked to discuss the challenges faced while teaching at their respective TPAs and share their experiences. This session will allow participants to share solutions and techniques they have tried and learned from each other's experiences. Participants were asked to create a classroom management plan that they could implement in their own teaching.

Through the provision of this structured material, it is hoped that teachers will have a deeper understanding of how to manage their classes based on strong ethical principles and understand the psychology of the children they teach. This aims to create a learning environment that is not only academically effective but also supports students' personality and psychological development. In this way, the quality of education will increase, and students will feel more appreciated and motivated in the learning process (Widiastuti, A.2021).

Significant improvements in these three stages indicate that this training program is designed in a targeted and actionable manner. This will not only have a positive impact on each teacher but also the sustainability of Qur'an education in the community. With the improvement of the quality of Ngaji teachers, the learning process of the Qur'an at TPA will be more effective, fun, and impact the formation of better student character. The sharing session, post-test, and group photo activities can be seen in photos 6, 7, 8, and 9 below.

Figure 6: Google FormsApp view for *post test*

Figure 7. Sharing Session and Photo with participants from the Nuha District Kabupaten Luwu Timur

Figure 8. Sharing Session and Photo with participants from Wawondula District, Regency East Luwu

Figure 9. Sharing Session and Photo with participants from the Malili District, Regency. East Luwu

Community service activities through ethics training and class management based on child psychology have significantly impacted reciting teachers in the East Luwu area. This program has improved teachers' understanding and skills in understanding child psychology and managing their classrooms more effectively, fairly, and ethically. Through the material presented, teachers can understand the importance of professionalism, fairness, and patience

in teaching, how to be aware of students' psychological development, and how to create a controlled learning environment.

The partners' direct impact is the improvement of the quality of education, including changes in the way teachers interact with students and more structured classroom management that better understands the individual needs of students. This program also provides tools and strategies to deal with various challenges in the Al-Qur'an Education Park, such as differences in students' abilities and personalities.

Therefore, some of the author's recommendations aim to ensure the sustainability and effectiveness of this program in the future. First, similar training must be carried out regularly so teachers can continue updating their knowledge and skills about classroom management and teaching ethics. Second, the relevance and effectiveness of training can be improved by enriching more specific materials and more detailed case studies on classroom management challenges at the local level. Finally, to create a broader impact, the program could be expanded by involving more religious educational institutions and fostering learning communities that can provide ongoing support to *Ngaji* teachers.

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