Teacher Assistance In Children's Learning Innovation at Madrasah Ibtidaiyah Takhasus Al-Qur'an Sintang

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ABSTRACT

This article discusses the strategic role of teacher mentoring in encouraging innovation in children's learning at Madrasah Ibtidaiyah Takhasus Al-Qur'an Sintang. This research is motivated by the need to create an active, participatory, and relevant learning process with student characteristics. The results of the study show that teachers provide mentoring through various innovative approaches, such as group learning, providing opportunities for students to re-present the material, and encouraging students to ask questions actively. This approach is in line with the theory of constructivism and social learning which emphasizes the importance of student interaction and involvement in the learning process. However, teachers also face challenges in the mentoring process, including delays in students' understanding of the material, uneven reading skills, and easily distracted student concentration. These obstacles require teachers to be more adaptive and creative in managing learning. The conclusion of this article emphasizes that teacher mentoring that is carried out continuously and innovatively is an important key in improving the quality of learning, as well as forming students' learning characters who are more independent and critical.

Keywords: *Teacher Mentoring, Learning Innovation, Madrasah Ibtidaiyah, Takhasus Sintang*

ABSTRAK

Artikel ini membahas peran strategis pendampingan guru dalam mendorong inovasi pembelajaran anak di Madrasah Ibtidaiyah Takhasus Al-Qur'an Sintang. Penelitian ini dilatarbelakangi oleh kebutuhan untuk menciptakan proses belajar yang aktif, partisipatif, dan relevan dengan karakteristik siswa. Hasil kajian menunjukkan bahwa guru memberikan pendampingan melalui berbagai pendekatan inovatif, seperti pembelajaran kelompok, pemberian kesempatan kepada siswa untuk menyampaikan kembali materi, serta mendorong siswa untuk bertanya secara aktif. Pendekatan ini sejalan dengan teori konstruktivisme dan pembelajaran sosial yang menekankan pentingnya interaksi dan keterlibatan siswa dalam proses belajar Namun demikian, guru juga menghadapi tantangan dalam proses pendampingan, di antaranya adalah keterlambatan pemahaman siswa terhadap materi, kemampuan membaca yang belum merata, serta konsentrasi siswa yang mudah terganggu. Kendala-kendala ini menuntut guru untuk bersikap lebih adaptif dan kreatif dalam mengelola pembelajaran. Kesimpulan dari artikel ini menegaskan bahwa pendampingan guru yang dilakukan secara berkelanjutan dan inovatif merupakan kunci penting dalam meningkatkan kualitas pembelajaran, sekaligus membentuk karakter belajar siswa yang lebih mandiri dan kritis.

Kata kunci: *Pendampingan Guru, Inovasi Pembelajaran, Madrasah Ibtidaiyah, takhasus Sintang*

A. INTRODUCTION

Education is Learning activities are no longer just teaching activities that ignore learning activities, namely simply preparing teaching and implementing teaching procedures in face-to-face learning. However, learning activities are even more complex and are carried out with varied learning patterns. Outline, there are four learning patterns (Sukino, 2023). First, the learning pattern of teachers with students without using learning tools or materials in the form of teaching aids. This learning pattern is highly dependent on the teacher's ability to remember learning materials and convey the material orally to students. Second, the pattern of teachers and tools with students. In this learning pattern, it has taken into account the limitations of teachers who are unlikely to be the only source of learning (Putri & Sugito, 2021)

The use of various learning media can function as a learning resource that supports and even replaces the role of teachers in certain situations. This learning pattern emphasizes the rotation of roles between teachers and the media in establishing interaction with students. The consequence of this approach is the need to prepare teaching materials that can be used independently by students. One of the patterns that is developing is distance learning, where interaction is carried out through media and learning materials that have been prepared in advance. Based on these various learning patterns, the success of learning is highly determined by the treatment given to students as a whole. Teachers are required to be the driving force in the learning process through various roles, such as motivating students, facilitating learning activities, managing classes, developing teaching materials, and evaluating and monitoring the learning process.

The ability of teachers to innovate in student learning assistance has been proven to increase active participation, strengthen material understanding, and foster learning independence among students (Jainiyah et al., 2023).Learning is an effort to form students to develop their abilities with the help of existing potential needs, besides that learning is not only monotonous which means direct interaction between teachers and students with lecture methods, it can also be with learning models using tools and materials that include the material that will be delivered by the teacher (Rosmilasari, 2018)

Learning will not run effectively without the right strategies and methods in the world of Education (Inapi, 2018). Strategy is defined as a plan that contains a series of activities designed to achieve certain educational goals. There are two things that must be observed from the above understanding. *First*, Learning strategy is an action plan or series of activities including the use of methods and the use of various resources or strengths in learning. *Second*, strategies are structured to achieve specific goals. This means that the direction of all decisions, decisions, and strategy formulation is the achievement of goals. Thus, the preparation of learning steps, the use of various facilities and learning resources are all directed towards efforts to achieve goals. Therefore, before determining a strategy, it is necessary to formulate clear goals, whose success can be measured, as goals are the spirit in implementation A strategy (Jatmikowati, 2018)

There are several learning strategies that can be used in grouping into discovery delivery strategies or *expostiondiscovery learning*, and group learning strategies and individual learning strategies or *groups-individual learning*. In the exposition strategy, that the lesson is presented to students in finished form and students are required to master the material, in this strategy the lesson material is sought and found by the students themselves through various activities, so that the teacher's task is more as a facilitator and guide for his students. Individual learning strategies are carried out by students independently. The speed, slowness and success

of student learning are largely determined by the individual abilities of the student concerned. Group learning strategies, the form of group learning can be in large group learning or classical learning (Nababan et al., 2023)

Technology today is very advanced, especially in the field of education. There are so many learning methods used to provide innovative learning. There are also many educators who make new discoveries so that students who study at home remain calm in absorbing knowledge. Based on this case, when learning is carried out carefully, the teacher has prepared materials and explanations to students so that each student can learn independently. To create more interactive technology-based learning materials, teachers should conduct several technology-based literacy exercises, such as creating games, videos, animations, and educational applications that make students more engaged in classroom learning (Zurrachmah, 2021)

One of the factors that affect the course of the learning process in the context of education is tools and methods. The two are two sides of one currency that cannot be separated. Tools and methods are defined as everything that is done or held deliberately to achieve educational goals. Educational tools are distinguished into preventive and qualitative ones.

1. It is preventive, that is, it intends to prevent unwanted things from happening, for example, prohibitions, restrictions, warnings and even punishments.
2. It is curative, that is, those that intend to improve, for example, invitations, examples, advice, encouragement, trust, suggestions, explanations, and even punishments.

The selection and use of effective educational tools requires attention to several things, namely: Its suitability with the goals to be achieved, its suitability with students, its suitability with the educator as the user, its suitability with the situation and conditions when using the tool. These requirements need to be considered so that they do not go wrong. Because the wrong use of tools and methods makes students frustrated and may be misguided. The Learning Process is a communication process that is a problem is how the communication process runs effectively so that the message to be conveyed can be received in its entirety. For this purpose, teachers need to use variations in the use of media and learning tools. In general, there are three forms of media, namely media that can be heard, can be seen and can be felt. To be able to increase students' attention, teachers need to use every media according to their needs (Indriawati et al., 2021)

Variations in the use of media and learning tools can be done as follows:

1. By using a variety of visual or visual media such as using images, slides, photos, charts and others.
2. A variety of tools or media that can be heard or auditory such as using radio, music, declamation, poetry and so on.
3. A variety of tools or materials that can be felt, manipulated and driven motorically. The use of this kind of media can attract students' attention, because students can directly form and demonstrate their activities, either individually or in groups, which are included in this tool and media are various kinds of demonstrations, models and so on.

Teacher assistance in children's learning innovations at Madrasah Ibtidaiyah Takhasus Al-Qur'an Sintang shows that the active role of teachers is not only limited to delivering material, but also creates a creative, fun, and meaningful learning atmosphere. Through the application of various strategies such as a personal approach, the use of interactive learning media, and the development of methods that are adaptive to students' characters, teachers are

able to facilitate a more effective learning process. These innovations are part of efforts to overcome learning challenges while supporting the strengthening of students' religious character and love for the Qur'an. Teachers are no longer just teachers, but also guides and inspirers in every stage of learning.

The significance of teacher assistance in this learning innovation lies in its contribution to improving the quality of education in madrasas, especially in fostering students' interest in learning and building their independence in understanding and memorizing the Qur'an. A student-centered approach and contextual learning are important factors in creating a harmonious and productive learning ecosystem. Thus, the results of this study confirm that innovative teacher mentoring not only has an impact on academic achievement, but also makes a great contribution in shaping children's spiritual and social character in a sustainable manner.

B. METHOD

Teacher assistance in the learning process at Madrasah Ibtidaiyah Takhasus Qur'an Sintang has an important role in forming an active, creative, and fun learning atmosphere for students. One of the dominant methods used is mentoring through group-based learning. This group method is in line with that carried out by Yunita Sari who has provided group assistance(Sari & Jupriyanto, 2023). Furthermore, in the initial stage, the teacher plans to divide the group heterogeneously or based on the level of students' academic ability. After that, the teacher delivers the subject matter briefly, then gives group assignments that must be discussed together. In the discussion process, teachers play an active role in accompanying each group, providing direction, answering questions, and ensuring that all members are actively involved. The results of the group discussion were then presented in front of the class to be followed by a joint evaluation and reflection session. This method is in line with the view(L.S Vygotsky & Bakhtin, 1978) which emphasizes the importance of social interaction in children's cognitive development.

In addition, teachers also apply mentoring methods by providing opportunities for students to reconvey the material that has been learned. The implementation stage begins with the delivery of the material by the teacher in a classical manner, then students are asked to explain the material in their own language either individually, in small groups, or in front of the class. During this process, teachers assist by providing reinforcement, correcting misunderstandings, and motivating students who perform(Palayukan et al., 2023). This activity was closed with a joint reflection so that students and teachers could conclude the core of the lesson. This method is in accordance with the theory of constructivism put forward by Piaget (1952), which states that effective learning occurs when students actively build knowledge from their own experiences.

The next stage is mentoring through giving questions and the opportunity to ask questions to students. In this process, the teacher starts by submitting a number of triggering questions to measure students' understanding of the material. After that, students are given the freedom to ask questions related to things that are not yet understood. The teacher then guides the students in searching for and finding answers through open discussions in the classroom, this is in line with Moedjiono's opinion (Purnama, 2023)In the final stage, the teacher reinforces the correct answers and straightens out the misunderstandings. This approach is strengthened by the findings of Tofade et al. (2013) which affirm that questions

born from the students themselves are able to stimulate a deeper understanding of the subject matter.

To encourage students' courage in expressing opinions, teachers also make a habit of asking questions. The stages begin by creating a comfortable and open classroom atmosphere, then provide a special time in each learning for a question and answer session from students. The teacher guides students who are still hesitant to ask questions with a personal approach, as well as give appreciation in the form of praise or reinforcement to students who actively ask questions. This strategy aims to foster the courage to think critically and build a participatory classroom culture. Brookfield (2012) states that encouraging students to question, challenge, and reflect on what they learn is an important foundation in the development of critical thinking.

It doesn't stop there, teachers also provide special assistance to students who have learning difficulties. The stages begin with the identification of students who are late in understanding the material, have not read fluently, or have concentration that is easily disturbed. The teacher then provides individual or small group guidance outside of class hours to help them understand the material better. A personal approach is carried out to better understand the condition of each student so that they can be independent in line with Efendi's opinion, (Aprila et al., 2022) In the final stage, teachers monitor student development periodically to ensure an improvement in learning outcomes. Hasan (2019) in his research stated that the delay in literacy ability at the elementary level has a direct effect on the delay in learning achievement in general

As a complement, teachers use simple learning media in the mentoring process. The stages begin with an inventory of available media, then teachers get creative to create simple alternative media such as word cards, pictures, or props from makeshift materials. Teachers assist students in using these media to help them understand the lesson concepts more easily. The final stage is carried out by evaluating the effectiveness of the media used on student learning outcomes. As emphasized by Gerlach and Ely (1980:244), learning media is not only a tool, but can also be a person, material, event, or activity that can create learning conditions that allow students to acquire knowledge, skills, and attitudes.

Overall, the stages of teacher assistance at Madrasah Ibtidaiyah Takhasus Qur'an Sintang show a structured and humanist process in accompanying students. Through these methods, teachers not only play the role of material presenters, but also facilitators, motivators, and supervisors in the student learning process. Despite the challenges faced, such as limited learning media, diverse literacy skills, and easily divided student concentration, the spirit of mentoring carried out by teachers remains the main capital in building an effective, active, and participatory learning culture in the madrasah environment.

C. RESULT AND DISCUSION

Teacher assistance in the learning process has a very important role in shaping an active, creative, and fun learning atmosphere for students. Through directed assistance, teachers not only function as material presenters, but also as facilitators, motivators, and supervisors who accompany the student learning process directly(Esi et al., 2016). At Madrasah Ibtidaiyah Takhasus Al-Qur'an Sintang, the practice of teacher mentoring is an integral part of every learning activity, to ensure that all students get an optimal learning experience and in accordance with their abilities.

Various innovative approaches are applied by teachers to assist students, ranging from

group-based learning, providing opportunities to resubmit material, to encouraging students' courage in asking questions. Each approach has its own characteristics and goals, but they complement each other in creating a participatory and meaningful learning atmosphere. In addition, teachers also face various challenges that need to be found solutions so that the mentoring process can run effectively.

Departing from this, the following discussion will describe several forms of mentoring processes applied by teachers at Madrasah Ibtidaiyah Takhasus Al-Qur'an Sintang. This description is compiled in several sub-discussions, in order to provide a systematic overview of the strategies, goals, and obstacles faced in an effort to create learning innovations that are in accordance with the characteristics of students in the madrasah environment.

1. Mentoring Through Group-Based Learning

Teacher assistance in the learning process has a very important role in shaping an active, creative, and fun learning atmosphere for students. At Madrasah Ibtidaiyah Takhasus Al-Qur'an Sintang, almost all teachers are actively involved in providing assistance to students through various innovative approaches. One of the dominant approaches used is group-based learning, where teachers direct students to work collaboratively in understanding the material(Ana Ari Wahyu Suci & Abdul Haris Rosyidi, 2012). The group learning model not only improves interaction between students, but also trains shared responsibility and social skills. According to Vygotsky (1978), "learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment and in cooperation with his peers.

Likewise, Prayitno stated that group guidance is an activity carried out by a number of individuals by utilizing interaction in groups. All members of the group are involved in communicating with each other, freely expressing their views, providing input, and responding to the opinions expressed. Every thing discussed in the activity has a benefit value, both for the participant who delivers it and for other participants who participate in the activity(Dachmiati et al., 2015). Furthermore, about learning with groups is effective learning carried out by almost all teachers of Madrasah Ibtidaiyah Takhassus Qur'an Sintang in line with several research results presented as follows, "Based on the results of the research, learning strategies through group work show an increase in student learning outcomes. From these findings, it can be concluded that the application of cooperative or collaborative methods in groups is able to have a positive impact on learning outcomes. In this case, teachers play the role of companions and facilitators who direct the learning process (Yulsiana Manafe et al., 2016).

2. Assistance through the opportunity to resubmit material

In addition to working in groups, teachers also provide opportunities for students to re-convey the learning they have understood. This strategy aims to strengthen memory retention as well as develop students' communication skills. This process is in line with the theory of constructivism put forward by (Piaget, 1952), where learning is considered effective when students actively build knowledge based on their own experiences. In practice, students become more confident when given the space to speak, discuss, and reinterpret the material that has been received. Furthermore, the discussion is a learning activity that resembles a real situation, student-oriented, where various ideas and experiences can be conveyed openly. In this activity, the active participation and

involvement of each student is appreciated and becomes an important part of the learning process(Hantoro, 2021).

The teachers at Madrasah Ibtidaiyah Takhassus Qur'an Sintang carry out learning by providing participants with several questions, this is in line with the concept offered by Toyin Tofade as follows; "Most of the questioning approach focuses on the teacher asking questions. However, questions created by students can also lead to deep learning. Requiring students to create questions can lead to a greater understanding of the subject matter. Rather than constantly questioning students about the material, Bowker Bowker achieves content understanding by making declarative statements intended to elicit questions from students. When there is no definitive answer to the question asked, students are expected to reflect on all possible answers, known known and hypothetical, in order to gain a deeper knowledge of the material. Using this question strategy, students demonstrate greater complexity of thinking and engagement (Tofade et al., 2013)

Furthermore, for this, teachers also provide special assistance so that students are used to asking questions. This is important because cultivating the courage to ask questions is the first step in building critical thinking skills. In view (Brookfield, 2012), "encouraging students to question, challenge, and reflect on what they learn is a cornerstone of critical thinking development." Through this approach, teachers seek to build a classroom culture that not only accepts answers, but also encourages thought processes. The attitude of asking questions reflects the mental activeness of students in understanding the learning they receive.

3. Special assistance to students who experience learning difficulties

However, the implementation of the assistance is inseparable from various challenges. The teacher revealed that some students had difficulty understanding the learning object due to limited cognitive and language skills. In addition, not all students have read fluently, which is certainly an obstacle in receiving written material. This is reinforced by Hasan's findings (Hasan, 2019) In his research which stated that "the delay in literacy ability in elementary level students has a direct impact on the delay in learning achievement in general. Because reading difficulties for children are a condition of students who have below-average reading skills (Anggraeni et al., 2021). Therefore, the teachers of Madrasah Ibtidaiyah Takhassus Qur'an Sintang provide special time and a certain duration of time to students who have difficulty reading, either reading books or learning to read the Qur'an, this is in line with what was conveyed by Antoro and Hartati (Nurhidin, 2022)

Another obstacle that often arises is student concentration that is easily disturbed. In a learning environment, focus and attention are important aspects that determine the success of the learning process. When students are unable to maintain concentration, the material presented cannot be processed optimally. According to (Schunk, 2004), "attention is the gatekeeper of learning; without attention, information cannot be encoded into memory." (Attention is the gatekeeper of learning; without attention, information cannot be encoded into memory.) Therefore, teachers are required to be more creative in creating a dynamic and interesting learning atmosphere so that students stay focused during the learning process.

The learning obstacle is the lack of concentration of children, so the teachers do how to overcome students who are not focused in class, providing ice breaking such as cheering or guessing games, walking on the spot, giving group assignments, providing

punishment for students who snatch as conveyed by Windi Maudia as also conveyed by Moh. Fatih Luthfi (Luthfi, 2014)

4. Teacher Assistance to Students Facing Obstacles to Lack of Learning Media

Another obstacle in the innovation of teacher assistance to students of Madrasah Ibtidaiyah Takhassus Qur'an Sintang is the learning media as conveyed by the head of the Madrasah Rohyanti, the existing media are only textbooks while other learning media are not sufficient such as sports learning media does not yet exist, the media supporting learning Mathematics or Science is also still very minimal, including other media.

Furthermore, according to (Zaini et al., n.d.)stated that learning media is all tools and materials used for educational purposes, such as radio, television, books, newspapers, magazines, and so on. However, media is not only in the form of tools or materials, but other things that allow students to gain knowledge (Pribadi, 2017) explain*: " A medium, conceived is any person, material or event that establishs condition which enable the learner to acquire knowledge, skill and attitude"*. According to Gerlach, in general, the media includes people, materials, equipment or activities that create conditions that allow students to acquire knowledge, skills, and attitudes.

Paying attention to and responding to the existence of learning media that is still minimal, teachers in providing learning assistance to students by utilizing what exists by maximizing time and exploiting children's abilities, as conveyed by Dwi Faruqi "An educator is required to be able to build a situation or environment of educational interaction by creating a new atmosphere that supports the smooth learning process, So that students feel motivated to learn. The skills that teachers need to have in creating and maintaining the learning atmosphere include sensitivity to situations, the ability to manage attention focus, and effectively control group attention. (Faruqi, 2018)

Mentoring of learning innovations by teachers at Madrasah Ibtidaiyah Takhasus Al-Qur'an Sintang is a positive step in answering the learning needs of students in the current era. Despite the various obstacles, the enthusiasm of teachers to continue to accompany and direct students actively is the main capital in building an effective learning culture. These efforts show that the success of learning is not only determined by the curriculum and methods, but also by the pedagogical relationship between teachers and students that is built with a humanist and participatory approach

This chapter will discuss the results of the analysis of the Learning Outcomes and Teaching Materials for Islamic Education and Character Education in the Merdeka Curriculum, which will be mapped in the form of a mind map. And will be mapped based on the components of Fiqh, namely, Fiqh of worship, muamalah, munakahat, and jinayah. And describe clearly about the images that have been presented. The Learning Outcomes and Teaching Materials for Islamic Education and Character Development in the Merdeka Curriculum will be reviewed and clearly described based on the elements of Fiqh according to the opinions of the four popular madzhab imams in Indonesia such as the Hanafi, Maliki, Syafi'i, and Hambali madzhab, of course, according to the phase of learner development.

D. CONCLUSION

Teacher assistance in learning innovation at Madrasah Ibtidaiyah Takhasus Al-Qur'an

Sintang has proven to be an important element in creating an active, collaborative, and participatory learning atmosphere. Through strategies such as group learning, re-delivery of material by students, and mentoring to foster the courage to ask questions, teachers strive to form an independent and communicative learning character in students. This effort is in line with constructivist approaches and theories of social development that emphasize the importance of interaction in building knowledge.

However, in its implementation, teachers face various challenges, including delays in students' understanding of the material, low reading skills, and easily disturbed concentration levels. This challenge requires an adaptive, patient, and creative mentoring strategy. Therefore, the role of the teacher as a facilitator and companion is not only technically important, but also emotionally and pedagogically. With continuous commitment and innovation, it is hoped that the learning process in madrassas can continue to develop and have a positive impact on academic development and student character

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