Integrating Al-Qur'an translation Texts in the Development of Teaching Materials

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Abstract: *This community service activity was in the form of teacher workshop which purpose was to improve the knowledge and skills of teachers in developing teaching materials based on Quran translation text. The method applied was service learning and the subjects of this activity were 39 teachers from 3 schools (kindergarten, elementary, junior high school) under Muhammadiyah Foundation in Karanganyar, Indonesia. The results of the activity were in the form of improvements in competence and skills of teachers in developing teaching materials based on Quran translation text. This activity was proven to be beneficial for participants as they gained knowledge and skills in developing teaching materials by integrating the approach. The participants gained various insights and knowledge to be applied in their teaching activities*

Introduction

Disruption of education that runs so fast requires a pattern of education management that is equally fast. Improving the quality of education at this time can not only be done by the principal or at an educational institution. There needs to be collaboration between school principals, teachers, and even education levels below or above. For example, Islamic schools of various levels such as Madrasa Aliyah (MA) need to collaborate with Madrasa Tsanawiyah (MTs), as well as MTs need to collaborate with Madrasa Ibtidaiyah (MI), and MI needs to collaborate with Raudhatul Athfal (RA), essentially schools from early childhood to highschool level. In fact, these schools are also required to collaborate with universities. This collaboration needs to be carried out in various aspects, especially if the educational institution is in the same foundation, such as Muhammadiyah Foundation. Students from RA should proceed to MI, students from MI continue to MTs, and students from MTs continue to MA (from early childhood to elementary, junior and senior high schools).

Basically, this is an effort to create a coherent or integrated education so that the quality of graduates can be achieved in accordance with the planned goals. To be able to do this, collaboration and coordination between related institutions is essential. The problem that often occurs and considered to be an obstacle is the low or less optimal collaboration and coordination between educational institutions. This also happened in Muhammadiyah madrasas (TK, MI, and MTs) in Cekel, Karang Turi, Gondang Rejo, Karanganyar. The lack of optimal collaboration and coordination can have implications for the low sense of responsibility and sense of belonging among teachers in the three madrasas.

In addition, learning disruptions also run very quickly, especially in the use of learning strategies, learning media, and learning materials. This requires a refresher of motivation and dedication of teachers in the school concerned. The next demand is that every teacher must be able to innovate in developing learning strategies, learning media, and learning materials that are more adaptive in accordance with the development of Information Technology and Arts. For example, in online learning, offline learning strategies that were previously considered effective in application may not be effective if applied in online learning. Likewise, learning media and learning materials. Therefore, teachers need to have the ability to develop innovative, creative, communicative, and humanist learning.

One of the suggested developments of teaching materials in this activity is the use of the Quran as a source of teaching materials for subjects at school. It has been proven by researchers that the teaching materials from the Quran are very valid with a readability level that is easy to understand so that they are very feasible and good for utilization in learning process [1].

Utilization of these reading sources aims to make the application of Quran-based learning more interesting and permanently meaningful. For this reason, it is recommended that the learning process be presented with an active learning approach [2]. It has been proven that realistic mathematics teaching materials based on the Quran are valid and practical to use for fractions [3]. In aspect of biology learning that has integration with Islamic science, learning is carried out by linking biological knowledge with Islamic knowledge both sourced from the Quran, hadith and other Islamic sciences. Both relate biological knowledge to Islamic value systems, such as beliefs about creation, motivation, admiration for creation, an attitude of gratitude [4]. While others

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[1] Maulana Ihwanudin, Budi Astuti, and Agus Yulianto, "Bahan Ajar IPA Terpadu Tipe Integrated Berbasis Komplementasi Ayat-Ayat Al-Quran," Unnes Physics Education Journal 7, no. 3 (2018): 36–42.

[2] Herawati Herawati, "Pembelajaran IPA Berbasis Al-Quran dengan Pendekatan Active Learning," Journal of Education Science 4, no. 2 (2018): 8–16.

[3] Muhammad Ihsan, "Pengembangan Bahan Ajar Matematika Realistik Berbasis Al-Quran Pokok Bahasan Pecahan," Suska Journal of Mathematics Education 5, no. 1 (2019): 39–46.

[4] Didi Nur Jamaludin, "Pengembangan Rencana Pelaksanaan Pembelajaran Biologi Berbasis Integrasi Keilmuan Islam pada Kurikulum 2013," Journal of Natural Science and Integration 2, no. 1

offered the integration of the Quran and Hadith in biology learning, which was carried out by: (1) collecting and analyzing verses of the Quran and Hadith that are in accordance with the subject matter or biological material either implicitly or explicitly, (2) implementing integrating the verses of the Quran and Hadith that have been found in the biology learning process with the selection of certain appropriate learning models; and (3) evaluate the integration process that has been carried out in the biology learning process. Integration of the Quran and Hadith in biology learning needs to be done to foster Islamic values in students in order to achieve national education goals [5].

Based on preliminary studies that were carried out, teaching materials used in the learning process in the three schools were still limited to textbooks. This means that teachers only used textbooks as the only teaching material in the learning process. Even though the teaching materials presented in textbooks are not necessarily in accordance with the needs of students. Therefore, to present teaching materials that can be contextual and accommodate the needs of students, teachers need to make their own teaching materials. However, the problem was that not all teachers have the knowledge, skills, and abilities in making teaching materials. All teachers in the three schools had not developed teaching materials, especially teaching materials based on the Quran. Based on this, it was important that this community service activity was carried out, to provide training to teachers to be able to develop teaching materials independently.

The choosing of the location of the service was carried out based on three factors: (1) there was a request from the managers of the schools to develop teacher competence, (2) the teachers at the three levels of education did not yet have the skills and knowledge in developing teaching materials, (3) there were no teachers who integrate the Quran or its translation in learning, as an addition to teachers who teach the Quran and Hadith.

Teaching materials are materials or subject matter that are systematically arranged, which are utilized by teachers and students in the learning process [6]. Teaching materials as media and learning methods are very meaningful in adding and increasing the effectiveness of learning. Whether or not a teaching material is useful in the learning process really depends on the teacher's ability to develop and utilize it [7].

What are the teaching materials like? Are teaching materials always in the form of textbooks? Can other materials such as books, and other programs: audiovisuals, videos, computers, recordings of poets reading poetry, atlas pictures, etc. can be categorized as teaching materials? The answer can be returned to the understanding of

(2019): 44–53.
   [5] Mualimin Mualimin, "Pengembangan Nilai Islami Peserta Didik melalui Integrasi Al-Quran dan Hadis dalam Pembelajaran Biologi," Humanika, Kajian Ilmiah Mata Kuliah Umum 20, no. 2 (2020): 129–146.
   [6] Ida Malati Sadjati, "Peran dan Jenis Bahan Ajar dalam Pembelajaran."
   [7] Sadjati, "Peran Dan Jenis Bahan Ajar Dalam Pembelajaran."

teaching materials in advance. If books and other programs: audiovisuals, videos, computers, recordings of poetry reading, atlas pictures, etc. contain subject matter that is systematically designed for the purposes of a learning process, it can be said that the books and programs are teaching materials. However, if not, these materials cannot be called teaching materials, even though the books and programs contain subject matter.

According to Pannen and Susy Puspitasari [8] the points that need to be considered in writing modules or teaching materials are: (a) Accuracy of coverage, (b) Use of language, (c) Accuracy of content, (d) Completeness of components, (e) Digestibility, and (f) Illustrations and appearance.

Starting from this background, it was considered important to carry out activities to increase the knowledge and skills of teachers in developing teaching materials based on Quran translation text.

Method

The approach utilized in this community service was a service learning approach. The service learning in this community service was carried out through three stages, namely preparation, implementation, and reflection.

The first stage was planning, in which the implementer coordinated with the principal and the administrators of the three schools. The purpose of this initial planning activity was to determine the implementation time, facilities and infrastructure. After determining the time, facilities and infrastructure, training and mentoring activities were carried out for teachers. The activity in the early stage was carried out on March 11, 2021 with a total of 39 participants. At the beginning of the activity, the teachers received direction from the resource persons regarding the development of strategies for developing teaching materials and the integration of the Quran translation texts in learning. After the presentation of the material by the speakers, it was continued by questions and answers session about the material presented.

The second stage was the implementation of the preparation of teaching materials in the form of assignments which were carried out on the second to the third day, namely March 9 and 10, 2021. The assignment given to participants was the preparation of teaching materials sourced from the Quran translation texts. As a guide, participants had been given frameworks regarding Basic Competence standard, materials, each field of study, and the Quran translation text deemed relevant for each field of study. Based on those, the participating teachers were asked to develop teaching materials by integrating the text into teaching materials.

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[8] Agus Wuryanto, "Pengembangan Bahan Ajar."

The third stage, namely evaluation, was carried out on the fourth day. After the participating teachers developed teaching materials according to their respective fields of work, they were asked to present the results. During the presentation, other participants and resource persons provided input on the results of the development. Based on that input, the teacher improved the teaching materials that still had shortcomings. Teaching materials that had not integrated Quran translation text were also requested to be improved by integrating the text.

The subjects of this activity were the teachers of 3 schools under Muhammadiyah Foundation Cekel Karanganyar: Kindergarten Aisiyah Cekel, MI Muhammadiyah Cekel (elementary), and MTs Muhammadiyah 6 (junior high school). And the total number of participants was 39 people.

Results of Training Process Dynamics

Preparation Stage

At this preparatory stage, it was known that one of the learning problems that occurred in the three schools was the lack of skills and abilities of teachers in developing learning materials. Thus, improvement was needed in developing learning materials so that the materials taught to students are more applicable and contextual. The development of teaching materials that are integrated with the Quran was in accordance with the characteristics of the subject of this service. This was the topic of discussion by expert resource persons as material for developing integrated learning materials with Quran translation text.

Implementation Stage

The community service activity was held on March 8 - 11, 2021 at 08.00 - 17.00 at the hall of MTs Muhammadiyah 6 Karanganyar. The implementation of the activities was facilitated jointly by the Master's Program of Indonesian Language Education, Faculty of Teaching and Education, Universitas Muhammadiyah Surakarta and MTs Muhammadiyah 6 Karanganyar. The series of activities consisted of: registration and attendance, opening, pretest, delivery of material by resource persons, question and answer, assignment, clinic, posttest and closing.

The activities were not only attended by teachers, but also by the School and Administration Committee. They attended in order to participate in increasing dedication and professionalism in work environment.

The activity material was the integration of Quran translation text in the development of teaching materials in the field of study. The integration referred to here was the incorporation of the verses of the Quran in learning, especially in the development of teaching materials. So, this integration was combining or including the

chapters and verses of the Quran in the teaching materials written by the teacher.

To develop teaching materials, after knowing the principles of developing teaching materials, teachers need to know how to integrate Quran translation text in developing teaching materials. The integration requires the following steps. (1) Determine the Basic Competence and learning materials that can be a place to integrate the text, (2) determine the relevant text to be integrated in the learning materials that have been determined. For this we need keywords that are on topic for integration. (3) Determine the role of the text in learning. The following is an explanation of each.

Basic Competence and learning materials can be traced from the latest syllabus. The Competence contained in the syllabus is numerous, likewise the material. Therefore, it was necessary to determine the Competence and which material was suitable for the Quran translation text. The teacher needs to target which text will be integrated. On this occasion, examples of Competence and learning materials were associated with Quran translation texts that uses the word *langit* (sky/heaven).

The next step was determining keywords in Quran translation text to integrate into learning materials of a particular subject. These keyword would then serve as a compass to find relevant verses. For example, in biology, there was keyword *air* (water), found in 2:60, 249; 4: 6, 83. Keyword *binatang* (animal) was found in 2:164, 171, 173, 196, 205. Keyword *alam* (nature) was found in 3: 97, 6: 45, 71. In geography, there was keyword *langit* (sky), found in 2:29, 71: 15; and also keyword *gempa* (earthquake), found in 7:78, 91, 155, 15:73 [9].

The following are examples of Basic Competence (KD) and or learning materials based on the syllabus, as well as Quran translation that can be integrated into teaching materials. Grade 7 Mathematics, KD 3.1/Material: Explain and determine the order of integers (positive and negative) and fractions (ordinary, mixed, decimal, percent). Relevant Quran text: Noah (71): 15 "Have you not seen how Allah has created the seven heavens in stages?". Grade 8 Mathematics, material: Linear Equations of Two Variables. Relevant Quran text: Al-Mukmin (40): 57 Verily, the creation of the heavens and the earth **is greater than** the creation of man, but most people do not know.

The subject of Social Science for Class 7, material: Geographical conditions of Indonesia (location and area, climate, geology, appearance of the earth, water system, soil, flora and fauna) through a map of the earth. Relevant Quran text: Ibrahim (14):32 "It is Allah Who created **the heavens and the earth** and sent down rain **from the sky**, then He brought forth with it various fruits as sustenance for you; And He has subjected the ark to you so that the ark may sail in the sea by His will, and He has subjected (also) to you rivers."

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[9] Sukmajaya Asyarie and Rosy Yusuf, *Indeks Al-Quran* (Bandung: Penerbit Pustaka, 1994).

The subject of Indonesian Language for grade 7, material: Determining the main idea of the text of the observation report. Relevant Quran text: Al-Hajj (22): 63 "Do you not see that Allah sends down water from **the sky**, then the earth becomes green? Verily, Allah is Subtle, All-Knowing." Indonesian Language, grade 8, material: Conclusion of the exposition text based on the main idea. Relevant Quran text: Al-Baqarah (2): 164 "Indeed, in the creation of the heavens and the earth, the alternation of night and day, the ark that sailed in the sea brought what was useful for humans, and what Allah sent down from the sky was water, and with it He gave life to the earth after its death (dry) and He spreads on the earth all kinds of animals, and the spreading of the winds and clouds that are controlled between the sky and the earth; Indeed (there are) signs (of the oneness and greatness of Allah) for a people who think."

The subject of Physical Education, Class 8, material: the benefits of doing physical activity on disease prevention. Relevant Quran translation text: Al Baqarah (2):10 "In their hearts there is a **disease**, then Allah added the disease; and for them a painful torment, because they lied.

The subject of Civic Education, Class 7, material: norms in social life. Relevant Quran text: An-Nisa (4): 135 "O you who believe, be you people who really enforce justice, be witnesses for Allah even if it is against yourself or your parents and your relatives".

After determining the relevant Quran translation text, the next step was to determine the role of the text in learning. There are two ways to integrate, namely by inserting it as an introduction and making study material. First, integration by including the text as an introduction. If it is included as an opening/introduction, it is better to show its relation/relation to the topic being discussed. As an example, consider the integration of the book Linguistic Theory: Several Schools of Linguistics [10].

Second, integration by including the Quran text into the topic of discussion. In this case, it means that the text can be studied in terms of language and in terms of its content. The following is an example of the integration of the text as a study material in terms of its content in the Language Error Analysis course in the book titled Error Analysis and Language Politeness [11].

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[10] Markhamah, Atiqa Sabardila, and Dwi Haryanti, *Teori Linguistik: Beberapa Aliran Linguistik* (Surakarta: Muhammadiyah University Press, 2018).

[11] Markhamah and Atiqa Sabardila, *Analisis Kesalahan Dan Kesantunan Berbahasa* (Surakarta: Muhammadiyah University Press., 2009).

> **Sociolinguistically, the strategy used by language users in the translated text of Al-Baqarah ((2): 31-32) to show politeness to the speech partner is to humble oneself. The strategy of humbling oneself is known from the passage of the verse which reads, "...Glory be to You, we know nothing but what You have taught us; Verily, You are the All-knowing, All-Wise."**
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> In that text, the speaker (the human being revealed to us) does not know anything other than what Allah has taught. "...nothing we know apart from what You have taught us" is one of the strategies to show how human beings are inferior in their knowledge and very far when compared to Allah's knowledge.

Evaluation was carried out by tests before and after the activity. Questions before the activity explored the use of existing books, the use of books/reading other than the main source book, the use of books on methods, techniques, and other learning strategies, as well as about the advantages and disadvantages of books used by teachers. The questions after the activity related to the knowledge and skills acquired by the teacher, the willingness to carry out development, and the obstacles faced.

The following is the evaluation before the activity. First, the question was related to making full use of the teaching materials from the main source book. The question at this point was "Do you make full use of the teaching materials from the book?". The number of participants who did not answer was 25 people. The number of participants who answered "yes" was 14 people. The reasons they make full use of teaching materials from textbooks: (1) easier to convey material that is in accordance with the curriculum and in accordance with the books owned by students, (2) to help teaching and learning activities, (3) to add insight, (4) books are needed to prepare knowledge and insight, (5) according to needs, (6) the material is in accordance with the curriculum, (7) as a reference in delivering learning materials, (8) utilizing existing ones, (9) as a handbook, (10) is complete and adequate, and (11) can add experience and insight.

Participants who did not answer this point turned out to have answered "no". It means that they did not fully utilize the teaching materials contained in the book. The reasons for those who answered "no": (1) they use the internet in learning other than textbooks and worksheets modules, (2) materials from books are combined with external materials, (3) they make additions and materials according to student needs without changing the existing curriculum, (4) they enrich the material according to the conditions and circumstances of the students, (5) some of the material is taken from other learning media (internet and experience), (6) without the use of teaching materials and books, it will be difficult to make students understand the material, (7) textbooks as learning controls, but need to be added with other sources (CD, HP,

Android, modules, enrichment in learning). In addition, several participants stated the following reasons: (8) not always from books due to the limitations of books, they also use modules, youtube, internet, etc., (9) they utilize other media (nature, objects nearby), (10) children are required to be independent, (11) they use technology, (12) they use internet materials, videos, (12) because not all books contain material that is in accordance with the curriculum, (13) they use other references, and (14) sometimes the material in textbooks is difficult to understand.

Second, the question of the use of other reading materials to increase knowledge and understanding of the teaching material. Participants' answers were as follows. 30 people answered the question "Yes", 3 people answered "Not yet", and 9 people did not answer. Those who answered "Yes", when asked to mention the title, some remembered and some did not. The books that have been read include: (1) A thousand pens (a collection of math problems) by Khaliq, (2) Voice of Muhammadiyah Magazine, (3) Guidance and counseling, (4) Quran translation, interpretation of dzilalil Quran, Sunnah fiqh, religious questions and answers, Voice of Muhammadiyah Magazine, Tarjih, PHWIM, MKIH, contemporary fiqh, bt Sulaiman Rasyid fiqh, (4) Grammar (Bentty Shcomfer), story books in English including folktales, (5) wikipedia/brainly, (6) prophet and apostle story books, (7) Educational Psychology and Religious Norms and Values, (8) Quranic verses, (9) The Role of Parents in Early Childhood Education by Hibana Susilo Surahman, (10) Development of early childhood psychology and stories of prophets and apostles, (11) Tafsir Quran (by Shaykh Utsaimin) and Taddabur Alam.

Third, questions related to the teacher's reading related to approaches, methods, techniques, or learning strategies for the field of science. There are 12 teachers who did not fill in this answer. Teachers who answered "no or not yet" were 7 people and those who answered "yes" were 16 people. Of the 16 people who answered "never", there were 9 people who stated what they read, including: (1) Discourse approach, visual and audio visual learning methods, (2) contextual learning methods, (3) CDs, photos of how to cleanse, CD (compulsory congregational prayer procedures, funeral prayers), by Minhajul Muslim al Jazauri, (4) learning methods, (5) cooperative learning model (by Miftahul Huda), (6) learning strategies, (7) Discourse Approaches and Audio Visual Learning Methods, (8) pre-service UMS module, scientific articles related to demonstration models and strategies, and (9) Arabic Learning Strategy (by Syaiful Mustafa) and Arabic Learning Methodology.

Fourth, the teacher's assessment of the source book used, including advantages and disadvantages. The teacher stated 20 shortcomings related to this aspect, including: (1) lack of counseling on interests and talents, (2) long-winded, difficult to understand, (3) incomplete material, (4) pages being too thick, (5) modules (spelling is often wrong), Erlangga textbook (which is not supportive), (6) questions not being relevant to the material, (7) the material being inadequate, (8) must adapt to developments that occur, and (9) is colorless, illustrations are not inadequate. The teacher's answers

regarding the advantages of the source book used: (1) contains all the core learning, (2) easy to understand, (3) covers the entire material, (4) makes it easier for students to learn, students also have the same handbook as the teacher, (5) detailed from chapter to chapter, (6) Erlangga package book (coherent, complete with listening, (7) helps students to learn, (8) adds insight and understanding of material, and (9) easy-to-understand sentences.

Education Result

The results of post activity evaluation are stated below. First, the improvement of participants after the workshop. Based on the evaluation, the participants' answers were very varied. After attending the workshop, the participants stated that they obtained the following: (1) insight into material sourced from the Quran (5 people), (2) realization that the Quran is the source of all knowledge, (3) ability to apply material development with the Quran (2 people), (4) useful knowledge (5 people), (5) insight about learning (materials, media, and learning strategies), (6) concept and practice of integrating the Quran in learning, (7) knowledge in integrating the Quran and teaching materials (2 people), (9) detailed and clear materials (2 people), (10) insight into quality improvement of madrasa, and (11) provisions for this world and the hereafter (2 people).

Second, related to the results of the workshop activities in increasing the knowledge, majority of the participating teachers (35 people) stated "yes". This means that the activities carried out added to the knowledge of the participants. Their answers were supported by their following factors: (1) a lot of insight and knowledge gained to be applied in the world of education (9 people), (2) learning materials according to the media (2 people), (3) because the material relates to the Quran (4 people), (4) always hoping to get useful knowledge (2 people), (5) being able to apply the Quran (2 people), (6) a lot of knowledge gained to be applied in the teaching and learning process (5 people), (7) new experience (5 people), (8) new enthusiasm in trying to improve their madrasa, (9) because there was no workshop in 3-5 years (2 people), (10) knowing the relation of the subject matter with the verses of the Quran, (11) increasingly enlightened.

Third, questions related to follow-up. All participating teachers stated that they would carry out the activities suggested by the resource persons. They stated that they: (1) want to apply the material that has been delivered, (2) want to make something different in the learning model, (3) want to provide material that is integrated with the Quran, and (4) have enthusiasm in trying to improve their madrasa.

Fourth, the obstacles for participants in implementing suggestions from resource persons. Some participants stated that there were no obstacles, but there were still teachers who had obstacles in implementing the development of teaching materials.

Such as: (1) it is difficult to find Basic Competence in sync with students' development, (2) it is difficult to relate teaching materials to verses of the Quran, (3) it is difficult to convey to children who cannot read the Quran, (4) it is difficult to apply to students because of a different mindset. Difficulty (3) was because the teacher thought that the Arabic language must be integrated, though the translation text alone will do.

Discussion

Based on the evaluation, it can be stated that this workshop activity was beneficial for participants because they gained knowledge and skills in developing teaching materials by integrating Quran translation text. Participants learned substantial insight and knowledge to be applied in the world of education and in the teaching and learning process.

The outcome of this community service is in line with the one carried out by [12] that is to contribute to the improvement of the knowledge and skills of participants. The difference, the activity of [13] was focused in character building, whereas this one was about development of teaching materials based on Quran text.

The success of this activity is in synergy with the one performed by [14]. That is, the activities carried out both produced results in the form of improvements. The difference is, in this activity, the improvement achieved was the addition of knowledge and skills in developing teaching materials based on Quran, while Ritonga et al. succeeded in improving the ability of motorcycle taxi drivers in reading the Quran.

Improvement of teacher competence in developing teaching materials is not only performed by this activity. In the past, [15] has carried out activities to increase pedagogic competence in the preparation of high order thinking skills (HOTS) questions. As a result, an increase in teacher competence was found.

Similar results were also observed in the activity performed by [16]. The activity also improved teacher ability. The difference, the purpose of [17] was to develop and improve the competence in composing and teaching math story problems for rural

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[12] Herdian Herdian and Dyah Siti Septiningsih, "Character Building Training Sinergi Guru Dan Orangtua," *Aksiologiya: Jurnal Pengabdian Kepada Masyarakat* 4, no. 2 (2020): 167–173.

[13] Herdian and Septiningsih, "Character Building Training Sinergi Guru Dan Orangtua."

[14] Mahyudin Ritonga et al., "Pedampingan terhadap Tukang Ojek Muaro Panjalinan Padang dalam Meningkatkan Kemampuan Membaca Al-Qur'an," Aksiologiya: Jurnal Pengabdian Kepada Masyarakat 5, no. 1 (2021): 9–18.

[15] Undang Rosidin, Dina Maulina, and Nina Kadaritna, "Peningkatan Kompetensi Pedagogik Dosen Melalui Penyusunan Soal High Order Thinking Skills," Aksiologiya: Jurnal Pengabdian Kepada Masyarakat 4, no. 2 (2020): 181–189.

[16] Sumarwati Sumarwati and Budiyono Budiyono, "Peningkatan Kompetensi Menyusun Dan Mengajarkan Soal Cerita Matematika Bagi Guru SD Pedesaan," *Aksiologiya: Jurnal Pengabdian Kepada Masyarakat* 5, no. 1 (2021): 61–78.

[17] Sumarwati and Budiyono, "Peningkatan Kompetensi Menyusun Dan Mengajarkan Soal Cerita Matematika Bagi Guru SD Pedesaan."

elementary school teachers, while this activity was to improve teachers' knowledge and skills in developing Quran based teaching materials.

The results of this activity is also relevant to the ones performed by [18] and [19]. Meaning, the activities all improved teacher competence. The differences lie in the materials trained to the teachers. The activity of [20] was focused on materials about writing science papers, and [21] was focused on innovation of science and competence in biology olimpiade. Whereas, this activity was focused on development of teaching material based on Quran translation text.

This community service activity was carried out by providing knowledge and training in preparation of teaching materials by integrating Quran translation text. This activity was beneficial for the participants because they gained knowledge and skills in developing teaching materials. The participants gained various insights and knowledge to be applied in the world of education, teaching, and learning process. As a follow-up to the activity, participants were to carry out activities suggested by the resource persons and provide material that is integrated with Quran text. Suggestions for the development of Quran-based teaching materials should also be given contextual illustrations with the learning environment so that students can easily understand the learning materials and not get bored quickly.

Acknowledgment

[18] Ifit Novita Sari and Dwi Fita Heriyawati, "Pendampingan Penulisan Artikel Ilmiah Bagi Komunitas Guru Sekolah Dasar Melalui Service Learning Approach Di Kecamatan Sukun Kota Malang," *Engagement: Jurnal Pengabdian Kepada Masyarakat* 4, no. 2 (2020): 563–573.

[19] Eko Suyanto et al., "Pendampingan Penguatan Kompetensi Guru Dan Siswa SMA Melalui Pengembangan Inovasi Sains Dan Kompetisi Olimpiade Biologi Di Kabupaten Sampang, Madura," *Engagement: Jurnal Pengabdian Kepada Masyarakat* 4, no. 2 (2020): 402–424.

[20] Sari and Heriyawati, "Pendampingan Penulisan Artikel Ilmiah Bagi Komunitas Guru Sekolah Dasar Melalui Service Learning Approach Di Kecamatan Sukun Kota Malang."

[21] Suyanto et al., "Pendampingan Penguatan Kompetensi Guru Dan Siswa SMA Melalui Pengembangan Inovasi Sains Dan Kompetisi Olimpiade Biologi Di Kabupaten Sampang, Madura."

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