



Accelerating the Adoption of the Majlisan-MHQ System Innovation in Tahfidz Learning to Improve the Quality of Students' Memorization

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Abstract:

This community service program aims to accelerate the adoption of the Majlisan-MHQ innovation in tahfidz learning to improve the quality of students' Quran memorization at PPIQ Al-Hasyimiyah Nurul Jadid Paiton Probolinggo. The program used a Participatory Action Research (PAR) approach involving tahfidz administrators, deposit supervisors, early adopter students as change agents, and participating students. The activities included diagnosis, planning, action, reflection, and evaluation through the formation of change agents, peer-based muraja'ah mentoring, verse-connection practice, Quran quiz activities, and documentation of memorization progress. The results showed improved regularity of muraja'ah, greater confidence in facing Majlisan and MHQ, more collaborative learning interactions, and stronger awareness of the importance of continuous memorization practice. Change agents helped accelerate innovation adoption by making successful students more visible as role models and peer mentors. The PAR approach also strengthened active participation from all stakeholders, so the innovation was internalized as a disciplined and sustainable muraja'ah culture.

INTRODUCTION

Al-Qur'an memorization educational institutions have an important role in producing a generation capable of memorizing the Qur'an and maintaining the quality of their memorization continuously. In tahfidz education, success is not measured by the number of memorizations achieved, but rather by the level of fluency, accuracy, and strength of memorization possessed by students (Nasution, 2025; Qomariyah, Siti; Tedi, Tedi; Suryana, Toha; Muslihat, 2025). Therefore, every tahfidz institution is required to develop strategies that can help students maintain memorization in a *mutqin* manner. This effort is increasingly important because the increase in the number of memorizations is often followed by increasing challenges in maintaining old memorizations so that they remain fluent, strong, and not easily forgotten (Badi, 2026; Effendi, Linda; El-Yunusi, 2025). Thus, a learning system is needed that not only encourages the addition of new memorizations, but also ensures the sustainability of the quality of memorizations that students already have.

PPIQ Al-Hasyimiyah Nurul Jadid Paiton Probolinggo is one of the Al-Qur'an educational institutions that has a strong commitment to producing quality students who can memorize the Al-Qur'an. Based on the results of initial observations and interviews with tahfidz administrators, deposit instructors, and students, it was found that some students still experience obstacles in maintaining the smoothness of memorization. Some students have difficulty managing their time between school activities, Islamic boarding school activities, and muraja'ah so that old memorization is not well maintained. In addition, some students do not yet have an effective memorization strategy so that the memorization strengthening process is less than optimal. This condition has an impact on the failure to achieve the graduation eligibility standards for some students set by the institution. These findings

indicate that the main problem lies not in the process of increasing memorization, but in efforts to maintain the quality of memorization on an ongoing basis.

As an effort to resolve this issue, PPIQ Al-Hasyimiyah Nurul Jadid has implemented an innovation in the form of the Majlisan System and MHQ per juz as a prerequisite for increasing the juz. In this system, students who have completed memorizing one juz are required to attend a majlisan by reading the entire juz in front of the tahfidz administrator. After being declared to have passed the majlisan, students must take the MHQ in the form of a verse connection test administered by the deposit instructor. Students are only permitted to continue memorizing the next juz if they successfully pass both stages. This innovation is designed to ensure that each student's memorization has reached an adequate level of fluency and mastery before adding new memorization. Thus, the Majlisan-MHQ System plays a role not only as a means of evaluation, but also as a strengthening strategy that helps maintain and improve the quality of students' memorization on an ongoing basis (Amaliah, Riski Ayu; Mania, Sitti; Nur, Muhammad; Rasyid, 2024).

Based on initial observations, the Majlisan-MHQ innovation demonstrated several advantages in supporting the improvement of students' memorization quality. Some instructors and students assessed that the system was able to encourage students to be more disciplined in conducting muraja'ah so that memorization became stronger and more structured. This condition is in line with Rogers' Diffusion of Innovation theory, which explains that an innovation is more easily accepted if it has relative advantages, is appropriate to user needs, and is easy to apply in its social environment (Muntaha, Neca Gemelia; Amin, 2023). Various previous studies also show that the successful implementation of educational innovation is not only influenced by the quality of the innovation, but also by the process of acceptance and user involvement in adopting the innovation (Hidayattullah, Bagus; Alawiyah, 2023). Therefore, the success of the Majlisan-MHQ System needs to be understood not only as a learning innovation, but also as a process of innovation diffusion in the tahfidz environment.

Nevertheless, the analysis of the implementation of the Majlisan-MHQ System indicates that the innovation diffusion process still requires strengthening, particularly in terms of trialability and observability. In terms of trialability, the innovation was implemented comprehensively to all students without prior limited trials, so the learning process regarding the innovation's effectiveness on various student characteristics has not been systematically documented. Meanwhile, in terms of observability, the benefits of the innovation have not been evenly observed by all students because its implementation is still relatively new and is not supported by documentation of memorization achievements or the dissemination of student success experiences in a structured manner. However, most previous studies have focused more on the effectiveness of tahfidz learning methods or the implementation of learning innovations, while studies on strengthening the innovation adoption process through empowering change agents within the tahfidz environment are still relatively limited (Machmud, Sri Wahyuni; Bolotio, Rivai; Ilham, 2021; Rahma, Putri Alfiah Aulia; Kabibuloh, 2025). This condition indicates the need for mentoring programs that can accelerate the wider dissemination and acceptance of innovations.

Based on these needs, this community service program offers a different approach by emphasizing the acceleration of the adoption of the Majlisan-MHQ System innovation through the use of change agents within the Participatory Action Research (PAR) framework. Change agents are identified through participatory discussions among groups of students who have successfully passed the Majlisan and MHQ to serve as role models, motivators, and peer mentors. This program is combined with muraja'ah mentoring activities, documentation of memorization progress, verse connection exercises, and Qur'an quizzes as a medium to expand the observability of the innovation's benefits. The integration of the use of change agents, peer mentoring, and strengthening the innovation's diffusion attributes is a novelty for the community service program because this program does not focus on creating new memorization methods, but rather on accelerating the acceptance and strengthening the implementation of innovations already owned by the institution.

This program aims to accelerate the adoption of the Majlisan-MHQ System innovation through the use of change agents to strengthen the quality of memorization of students at PPIQ Al-Hasyimiyah Nurul Jadid Paiton Probolinggo. The program is implemented using a Participatory Action Research (PAR) approach by actively involving tahfidz administrators, deposit mentors, change agents, and students in every stage of the activity. The program focuses on muraja'ah mentoring, verse connection exercises, documentation of memorization progress, and Al-Qur'an quizzes as a medium to expand the observance of the benefits of the innovation. Through this program, it is hoped that the process of disseminating innovation will occur more quickly, the culture of muraja'ah will be strengthened, and the quality of student memorization can be maintained more optimally.

RESEARCH METHODS

This community service activity uses a Participatory Action Research (PAR) approach, which places partners as active subjects in all stages of the activity, starting from problem identification, program preparation, action implementation, reflection, to evaluation (Chandra, Deni; Rifai, Ahmad; Dewi, 2026). The activity was carried out at PPIQ Al-Hasyimiyah Nurul Jadid Paiton Probolinggo in May–June 2026 by involving tahfidz administrators, deposit supervisors, early adopter category students as change agents, and student participants of the program. The program focused on accelerating the adoption of the Majlisan-MHQ System innovation that has been implemented by the institution as a prerequisite for increasing the juz. The focus of the service is not to create new innovations, but to strengthen the process of dissemination and acceptance of innovations through the use of change agents selected based on memorization abilities, muraja'ah discipline, success in participating in Majlisan and MHQ, and the ability to mentor peers.

Program implementation refers to the five stages of PAR, namely diagnosis, planning, implementation, reflection, and evaluation (Afandi, 2020). The diagnosis stage is carried out through observation and interviews to identify the initial conditions for implementing the Majlisan-MHQ System and obstacles in the innovation adoption process. The planning stage is carried out through participatory discussions with partners to develop an action plan and determine agents of change. The implementation stage includes the formation of change agents, peer-based muraja'ah mentoring (peer teaching), verse connection exercises, Al-Qur'an quizzes, and documentation of program implementation. Next, the reflection stage is carried out through discussions with all partners to identify successes and obstacles to implementation, while the evaluation stage is carried out by comparing conditions before and after the program to see the strengthening of the innovation adoption process and the quality of student memorization (Afandi, 2020; Nainiti, 2021). The series of program implementation stages are presented in Table 1.

Table 1. Participatory Action Research (PAR) Based Programs

PAR Stage	Form of Activity	Partners Involved	External
Diagnosis	Observation and interviews of the initial conditions of the Majlisan-MHQ System	Tahfidz administrators, deposit supervisors, and students	Identify problems and program needs
Planning	Participatory discussion and determination of change agents	Tahfidz administrators, deposit supervisors, and change agents	Program action plan
Implementation	Formation of change agents, mentoring in muraja'ah, verse connection exercises, Al-Quran quizzes, activity documentation	Tahfidz administrators, deposit supervisors, change agents, and students	Strengthening the innovation adoption process and increasing student participation in tahfidz learning
Reflection	Reflective Discussion on Program Implementation	Tahfidz administrators, deposit supervisors, change agents, and students	Identify successes and obstacles
Evaluation	Evaluation of changes after program implementation	Tahfidz administrators, deposit supervisors,	Recommendations for program sustainability

Activity data was obtained through participant observation, semi-structured interviews, documentation, and reflection notes conducted at each stage of PAR. All data were analyzed descriptively qualitatively using the Miles, Huberman, and Saldaña model through the stages of data condensation, data presentation, and drawing conclusions (Sari, Tika; Muhsinin, Ummil; Hasanah, Ika Aryastusi; Rohdiana, 2025; Syaifuddin, 2024). The results of the analysis were used to describe the program implementation process, changes in the adoption process of the Majlisan-MHQ System innovation, the involvement of students in tahfidz learning, and forms of strengthening the quality of memorization that emerged during the implementation of the community service program.

RESULTS AND DISCUSSION

Results

Initial Conditions and Analysis of the Adoption of the Majlisan-MHQ System Innovation

PPIQ Al-Hasyimiyah Nurul Jadid Paiton Probolinggo is a tahfidz educational institution that has a continuous Al-Qur'an memorization development program. Based on the institution's administrative data, in 2026 the number of tahfidz students actively participating in the learning program reached 50 people. In the tahfidz learning system implemented, the quality of memorization is a key aspect that is continuously maintained because the success of students is not only measured by the amount of memorization achieved, but also by the ability to maintain old memorization smoothly and mutqin. Based on the institution's tahfidz guidelines, the graduation eligibility standard is set at the achievement of memorizing multiples of five juz, namely 5, 10, 15, 20, 25, and 30 juz, which must be proven through fluency in memorization and the ability to answer verse connections when tested by the teacher. This condition shows that the orientation of tahfidz learning at PPIQ Al-Hasyimiyah Nurul Jadid is not only focused on achieving the target of memorization quantity, but also on the sustainability of memorization quality as the main indicator of successful coaching.

As part of the effort to maintain the quality of memorization, the tahfidz management developed an innovation in the form of the Majlisan-MHQ System, which is implemented as a requirement for increasing the number of juz. In this system, every student who has completed memorizing one juz is required to attend a majlisan by reading the entire juz in front of the tahfidz management. After being declared to have passed the majlisan, students are required to take the MHQ, a verse connection test administered by the deposit supervisor. Students are only allowed to continue memorizing the next juz after successfully passing both stages. This system has been implemented for all tahfidz students and has been running for almost a year as part of strengthening the quality of tahfidz learning within the PPIQ Al-Hasyimiyah Nurul Jadid environment. The implementation of this system shows that the institution has a structured evaluation mechanism to ensure that each memorization is truly mastered before students move on to the next memorization target.

Based on initial observations, all 50 tahfidz students have followed the Majlisan-MHQ System as a requirement for increasing their juz (volume) level. The implementation of this system encourages a more disciplined muraja'ah culture because each student is required to maintain fluency in memorization before participating in the majlisan and MHQ. In practice, students are more focused in preparing their memorization because there are clear limits for increasing juz (volume) levels. However, obstacles are still found in the form of difficulties for some students in maintaining their old memorization due to the busy activities of schools and Islamic boarding schools. Variations in muraja'ah abilities also mean that not all students are able to pass the evaluation stage easily, as indicated by the fact that some students still

have to repeat the majlisan and MHQ. These findings indicate that the implementation of innovation does not fully guarantee the achievement of the expected goals if it is not accompanied by consistent learning readiness and muraja'ah habits. In other words, the main challenge faced does not lie in the design of innovation, but rather in the process of internalizing and implementing innovation in daily learning activities (Abdul Wahab, 2025; Magay, Deky; Relmasira, Stefanus Christian; Sanoto, 2025).

These findings were reinforced by interviews with the mentors who stated that the main obstacle was not adding new memorization, but rather the students' consistency in maintaining their existing memorization. According to them, students are generally enthusiastic about adding new memorization, but their fluency in memorizing previous juz tends to decline when regular recitations are not conducted. Therefore, Majlisan and MHQ were designed as a mechanism to maintain the continuity of old memorization so that it is not easily forgotten. A student who has participated in MHQ echoed this sentiment, stating that this stage is the most challenging part because it requires mastery of the memorization as a whole, not just the memorization that has just been completed. He explained that during the Majlisan stage, students can still prepare by reading an entire juz, while in MHQ, students must be ready to connect verses from various parts of the memorization, thus requiring more intensive recitations. The similarity of views between mentors and students indicates that both parties share a shared perception of the importance of recitation as a determining factor in the success of the Majlisan-MHQ System. These findings show that the problems that arise are more related to the consistency of learning practices than to the acceptance of the innovation itself (Pranata et al., 2025).

When analyzed using Rogers' Diffusion of Innovation theory, the Majlisan-MHQ System has several characteristics that support the innovation's acceptance process. From a relative advantage perspective, this system offers a relative advantage over the previous juz increase mechanism because each memorization must be verified through the Majlisan and MHQ. From a compatibility perspective, this innovation aligns with the culture of tahfidz education in Islamic boarding schools, which from the outset has emphasized the importance of muraja'ah and strengthening memorization. Meanwhile, from a complexity perspective, the innovation's implementation procedure is relatively easy to understand because the flow is clear and has been integrated into daily tahfidz learning activities. These three characteristics indicate that conceptually the Majlisan-MHQ System has a high level of suitability to the needs of the institution and the characteristics of the users, thus potentially being more easily accepted by the santri community (Amin, Retha Dianita; Jumrahayani; Amin, 2023).

However, the analysis results indicate that the trialability and observability aspects still require strengthening. From the trialability perspective, the innovation was applied directly to all students, so the learning process regarding the innovation's effectiveness on various student characteristics has not been systematically documented. Meanwhile, from the *observability perspective*, the benefits of the innovation have not been evenly observed by all students because there is no structured documentation of achievements and the dissemination of successful experiences of students who have successfully passed the Majlisan and MHQ has not been optimal (Sinaga, 2025; Wildan, Dian; Permana, Diansyah; Erika, Rista; Supiana; Zaqiyah, 2026). As a result, some students have not yet obtained a clear picture of the positive impact of the innovation on improving the quality of memorization and readiness to face graduation eligibility standards. This condition indicates that the implementation challenge no longer lies in the initial acceptance of the innovation, but rather in efforts to expand the learning experience, strengthen evidence of success, and accelerate the dissemination of the innovation's benefits to all members of the tahfidz community.

To clarify the initial conditions, the results of the identification of problems and program needs are presented in Table 2 below.

Table 2. Results of Identification of Initial Conditions and Needs for Strengthening Innovation Adoption.

Field Findings	Impacts Caused	Program Requirements
Some students are less consistent in carrying out muraja'ah	The fluency of old memorization decreases	Muraja'ah mentoring
Some of the students repeated the Majlisan	The increase in the number of juz is delayed	Strengthening the preparation of the Majlisan
Some students repeat the MHQ	Mastery of verse connection is not yet optimal	Practice connecting verses regularly
The benefits of innovation have not been well documented	Not all students see the impact of innovation	Documentation and publication of students' achievements
The experiences of successful students have not yet been widely shared.	Adoption of innovation is slow	Utilization of change agents

Source: Observation and interview results, 2026.

The findings in Table 2 indicate that the main obstacle lies not in the existence of the Majlisan-MHQ System as a learning innovation, but rather in the suboptimal process of internalization and dissemination of the innovation's benefits to all students. This indicates that the success of innovation is influenced not only by the quality of the system, but also by active participation, social interaction, and learning processes among students that support the continuous acceptance of innovation (Indrajaya, Kusnida; Darlan, 2025; Rahmawaty, Ika; Susanti, Rahmi; Maharani, Siti Dewi; Anwar, 2025). Therefore, a program was developed to accelerate innovation adoption by utilizing change agents from the early adopter student group as role models, motivators, and peer mentors. This program was implemented using a Participatory Action Research (PAR) approach through mentoring activities such as muraja'ah (recitation), verse recitation exercises, documentation of memorization achievements, and Al-Qur'an quizzes to strengthen the participatory innovation adoption process.

Implementation of the Majlisan-MHQ System Innovation Adoption Acceleration Program

The acceleration program for the adoption of the Majlisan-MHQ System innovation was implemented based on the results of problem identification at the diagnosis stage. The activities were designed using a Participatory Action Research (PAR) approach that emphasized the active involvement of all partners in every stage of the program, from planning to evaluation (Muhammad Irsyad Sirojul, Khoeir; Nadya, 2024; Rahel, Muhammad; Ali, Muhammad; Eliyana; Surrah, Maqtuatis; Habibah, Ummu; Aliyah, 2025). The main focus of the program is to strengthen and accelerate the implementation of the Majlisan-MHQ System through the utilization of change agents, strengthening muraja'ah activities, increasing student involvement in verse recitation exercises, and documenting memorization achievements so that the benefits of the program are more easily recognized and felt by all students. In general, program implementation is carried out through the following four main activities.

Formation and Strengthening of the Role of Change Agents

The initial stage of program implementation began with the formation of change agents from the early adopter group of students. Based on the results of participatory discussions with the tahfidz administrators and deposit supervisors, several students were selected who had successfully participated in Majlisan and MHQ, had good memorization quality, were disciplined in muraja'ah, and were able to communicate with their peers. Change

agents were positioned as role models, motivators, and companions in the process of disseminating the Majlis-MHQ System innovation (Karnawati; Haryono; Prihatin, 2023).

Following the selection process, capacity building for change agents was carried out through coordination and discussions with tahfidz administrators, deposit supervisors, and change agents. This activity aimed to provide an understanding of the program's objectives, the role of change agents, and mentoring strategies that could be applied to other students. The coordination results showed that change agents understood the tasks they must carry out during the program, namely accompanying muraja'ah (religious study), providing motivation, and helping students prepare for Majlis and MHQ (Islamic Religious Meeting). The involvement of change agents is an important initial step because their successful experiences are more easily understood and emulated through interactions between students.



Figure 1. Coordination activities and formation of change agents

Implementation of Muraja'ah Mentoring

After the change agents were formed, the activity continued with peer-based muraja'ah mentoring (peer teaching). This activity involved all tahfidz students who were preparing for Majlis and MHQ. Mentoring was carried out periodically in small groups accompanied by change agents. In its implementation, the change agents played a role in listening to the students' memorization, providing corrections to inappropriate readings, reminding the muraja'ah targets, and providing motivation so that the students were more consistent in maintaining old memorization. The peer approach was chosen because it was considered closer to the characteristics of the students so that the learning process was more communicative and did not cause excessive psychological pressure (Imam, Mohammad; Al Halim, A. Adibudin; Ghozi, Muhamad Isa; Faza, Elok; Sulistiyawati, Indah Safitri; Habibatuzaulfa, Tiara; Fatimah, Siti; Munawaroh, 2023; Lufti Nooryan Sardi; Yulia Ayriza, 2020).

Based on observations during the activity, peer mentoring created a more interactive and collaborative learning environment. Students who previously tended to conduct individual recitations began to actively participate in group recitations and listened to each other's memorization. The presence of change agents also helped improve students' discipline in reviewing memorization because they received direct mentoring from peers who had successfully passed the Majlis and MHQ stages. This condition indicates increased student involvement in recitation activities while strengthening the collaborative learning culture that supports the implementation of the Majlis-MHQ System.



Figure 2. Joint review activities and peer mentoring

Strengthening Innovation Adoption through Verse Connection and Quranic Quiz Exercises

To strengthen the innovation adoption process, verse connection training and Quran quizzes were conducted with partners as a training medium before participating in the MHQ and as a means to increase students' motivation in maintaining the quality of their memorization. During the implementation, change agents acted as facilitators who guided the activity, asked questions about verse connection, and provided feedback on participants' abilities. The verse connection and Quran quizzes were carried out with high enthusiasm from the students. Through these activities, students had the opportunity to directly test their memorization skills in a more interesting and competitive atmosphere. These activities also encouraged students to be more active in muraja'ah before participating in Majlis and MHQ.

Observations show that these activities help students understand the benefits of the Majlis-MHQ System more concretely. Students can directly observe the difference in memorization readiness between participants who regularly participate in muraja'ah and those who are less consistent. This experience strengthens students' belief in the importance of maintaining memorization before participating in Majlis and MHQ. Thus, the verse recitation and Quran quiz activities not only serve as a means of academic practice but also broaden students' understanding of the benefits of the program implemented by the institution.



Figure 3 and 4. Verse connection and Quran quiz activities

Documentation, Reflection and Program Evaluation

The final stage of the program focused on documentation, reflection, and evaluation as part of the Participatory Action Research (PAR) cycle. Documentation activities were conducted to record the entire program implementation process, including the formation of change agents, mentoring for muraja'ah (religious guidance), verse recitation exercises, Quran quizzes, and reflection activities with partners. This documentation serves as the basis for assessing the program's implementation and serves as evaluation material for accelerating the adoption of the Majlis-MHQ System innovation.

Table 3. Program Implementation Documentation

Activity	Form of Implementation
Formation of change agents	Appointment of <i>early adopter students</i>
Muraja'ah mentoring	Peer peer review group
Connect the verses	MHQ Simulation
Al-Quran quiz	Educational competition
Program reflection	Joint evaluation discussion

Source: Documentation of community service activities, 2026.

Based on activity documentation, all programs planned during the planning stage were implemented with the active involvement of tahfidz administrators, change agents, and students. The involvement of these various parties demonstrates that the program implementation process was participatory, in accordance with the principles of PAR, which emphasize collaboration between service providers and partners (Nainiti, 2021).

After the entire series of activities were completed, reflection and evaluation were conducted with partners to identify changes that occurred during the program. Reflection was conducted through discussions with tahfidz administrators, deposit supervisors, change agents, and students to gain insight into the program's effectiveness in supporting the adoption of the Majlisan-MHQ System innovation. The reflection results revealed several positive changes, as presented in Table 4.

Table 4. Results of Reflection and Evaluation of the Acceleration Program for Adoption of the Majlisan-MHQ System Innovation

Reflection Findings	Condition After Program
Muraja'ah has not been scheduled consistently	Muraja'ah group starts running regularly
Students lack confidence in facing MHQ	The courage to follow the verse connecting exercises increases
The benefits of innovation are not widely known	Success stories are starting to be shared by change agents.
Learning interactions are still limited	Peer mentoring begins to take shape

Source: Results of reflection with partners, 2026.

Based on Table 4, the results of the joint reflection indicate that the program's implementation was able to strengthen the implementation of the Majlisan-MHQ System in tahfidz learning. Mentoring activities involving change agents encouraged the formation of a more organized muraja'ah culture, increased students' self-confidence in facing MHQ, and expanded the dissemination of successful experiences through interactions between students. Furthermore, the establishment of peer mentoring indicates that the innovation is not only implemented as an institutional policy, but is beginning to be accepted and supported by the wider student learning community.

The evaluation results show that the use of change agents plays a crucial role in broadening student acceptance and involvement in the implementation of the Majlisan-MHQ System. Through close social relationships between students, change agents can serve as sources of information, motivation, and role models in the implementation of Majlisan-MHQ. The presence of change agents allows for the sharing of successful experiences with other students, allowing for the program's benefits to be directly observed through changes in learning behavior and increased participation in memorization reinforcement activities.

Overall, the program implementation demonstrated that the strategy of utilizing change agents, peer mentoring, verse connection exercises, and Quran quizzes were able to support the acceleration of the adoption of the Majlisan-MHQ System innovation within the PPIQ Al-Hasyimiyah Nurul Jadid environment. The strengthening of the adoption process was reflected in the increased participation of students in muraja'ah activities, the development of more collaborative learning interactions, and the increased readiness of students in facing Majlisan and MHQ. This condition indicates that the success of the program implementation is not only determined by the system implemented by the institution, but also by the active involvement of the learning community that supports each other in maintaining the quality of memorization.



Figure 4. Reflection and evaluation with partners

Strengthening the Quality of Students' Memorization Through Accelerating the Adoption of the Majlisan-MHQ System Innovation

The implementation of the innovation adoption acceleration program through the Participatory Action Research (PAR) approach showed positive changes in the quality of students' memorization at PPIQ Al-Hasyimiyah Nurul Jadid. Based on the results of observations, these changes were evident in the increased regularity of muraja'ah, students' readiness to face Majlisan and MHQ, the development of more collaborative learning interactions, and increased students' awareness to maintain memorization continuously. These findings indicate that the program implementation not only resulted in changes in the technical aspects of learning, but also began to form a learning culture that supports the maintenance of memorization quality more systematically.

The most obvious change was seen in the implementation of muraja'ah. Before the program was implemented, some students conducted muraja'ah individually and did not have a consistent schedule, so their memorization was not optimally maintained. After the implementation of peer-based mentoring, muraja'ah activities began to take place in groups with the guidance of change agents. In this process, the change agents not only monitored memorization but also provided corrections, reminded students of muraja'ah targets, and motivated students to be more disciplined in maintaining memorization. This mentoring pattern created a more active, mutually supportive learning atmosphere and encouraged the formation of more regular muraja'ah habits. These findings indicate that interaction between students is a crucial factor in strengthening the consistency of muraja'ah as the main foundation for memorization quality.

Changes were also evident in the students' readiness for the Majlisan and MHQ. Prior to the program, some students lacked confidence in the verse-connection test because they were not accustomed to answering random questions. After participating in regular verse-connection exercises, students had the opportunity to identify areas of weak memorization and improve them before the official evaluation. This not only improved students' mental readiness but also strengthened their memorization skills more comprehensively. Thus, the verse-connection exercises functioned not merely as evaluation simulations but also as a means of strengthening memorization through continuous practice.

These findings were reinforced by an interview with a student who stated that the mentoring and verse recitation exercises helped improve their preparedness for the MHQ. The student admitted that he became more accustomed to answering verse recitations from various parts of the Quran because the exercises were repeated with peers. Furthermore, memorization errors could be immediately corrected through corrections given during the practice process. These findings indicate that peer mentoring not only serves as a practice medium but also provides a space for students to receive feedback that continuously strengthens the quality of their memorization. The similarity between the observation and interview results indicates that collaborative learning significantly contributes to increasing students' self-confidence and memorization quality.

In addition to strengthening muraja'ah and readiness for MHQ, the program also increased students' understanding of the objectives of the Majlis-an-MHQ System. Based on the results of observations and reflections on the program, the successful experiences of students who had passed the Majlis-an and MHQ began to be shared through mentoring activities, joint exercises, and reflection forums. This condition made students increasingly understand that success in participating in Majlis-an and MHQ is not only determined by the amount of memorization they have, but also by the consistency of maintaining memorization through muraja'ah. Thus, the Majlis-an-MHQ System is no longer seen merely as an evaluation mechanism, but is beginning to be understood as part of the coaching process to maintain the quality of memorization on an ongoing basis. To clarify the changes that occurred during the program implementation, the results of observations are presented in Table 5 below.

Table 5. Strengthening the Quality of Students' Memorization After the Program

Observed Aspects	Initial Conditions	Condition After Program
Muraja'ah	Not consistently scheduled	Muraja'ah group runs more regularly
MHQ Readiness	Some students lack self-confidence	Courage and readiness increase
Verse Connection Practice	Done on a limited basis	Held periodically
Learning Interaction	Tends to be individual	More collaborative through peer mentoring
Understanding the Benefits of Innovation	Not evenly distributed	It is increasingly easy to observe through peer experiences.

Source: Results of observations, interviews, and program reflections, 2026.

The results in table 5 indicate that strengthening memorization quality is influenced not only by increasing the intensity of practice during the program but also by the creation of a more supportive learning environment. Peer mentoring, increasingly intensive interactions between students, and the involvement of change agents encourage the development of more disciplined and collaborative learning habits (Damayanti, Novia; Hasanah, Muhimmatul; Zahro, 2021; Lailatin, Rizki; Hasanah, Muhimmatul; Syah, 2023) . These findings indicate that the quality of students' memorization develops through a combination of continuous practice and social support that allows students to listen to each other, provide correction, share experiences, and motivate one another in preparing for Majlis-an and MHQ.

When analyzed using Rogers' Diffusion of Innovation theory, these changes indicate that the use of change agents successfully strengthened *the observability* and *trialability attributes* that were previously weak in the initial condition stage (Dirgantara, 2025) . The students' successful experiences became more easily observed by other participants through mentoring activities and reflection forums, while group verse recitation and muraja'ah exercises provided opportunities for students to try and experience the benefits of innovation directly. From a PAR perspective, the active involvement of all participants also strengthened the reflection and participatory learning process so that innovation was not only accepted as institutional policy but also internalized as part of the students' learning culture (Makinuddin, Mohammad; Amrulloh, Friendis Syani; Haq, Muhammad A'inul; Alawy, 2025) .

Overall, the program results indicate that strengthening the quality of students' memorization is not only influenced by the implementation of the Majlis-an-MHQ System as an institutional policy, but also by the success of building a collaborative learning environment through peer mentoring and the use of change agents. The combination of a structured evaluation system, active participation of the learning community, and a reflection cycle within the PAR approach can strengthen the implementation of innovations sustainably. These findings confirm that accelerating innovation adoption through change agents is an effective strategy for strengthening the culture of muraja'ah while maintaining the quality of students' memorization within the PPIQ Al-Hasyimiyah Nurul Jadid environment.

CONCLUSION

The community service program through accelerating the adoption of the Majlis-MHQ System innovation with a *Participatory Action Research* (PAR) approach has successfully strengthened the quality of tahfidz learning at PPIQ Al-Hasyimiyah Nurul Jadid Paiton Probolinggo. The main changes seen are the increased regularity of muraja'ah, the increased readiness of students to face Majlis and MHQ, the development of more collaborative learning interactions, and the strengthening of students' understanding that maintaining memorization requires continuous practice. The use of change agents plays a crucial role in accelerating the acceptance of the innovation because students who have successfully passed Majlis and MHQ can become role models, motivators, and mentors for their peers. Through group muraja'ah, verse connection exercises, and Qur'an quizzes, successful experiences become more easily observed and tried by other students, so that the benefits of the Majlis-MHQ System spread more quickly within the tahfidz environment. The contribution of the PAR approach is seen in the active involvement of all partners in problem identification, planning, implementation, reflection, and evaluation of the program. Through this process, innovation is not only implemented as institutional policy, but is also understood, experienced, and internalized together as part of a more disciplined and sustainable culture of muraja'ah.

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