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Strengthening Qur'anic Educational Practices and Initiating Asset-Based Administrative Improvements at Mahligai Qur'an Islamic Boarding School

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Abstrak
This study examines the integration of Qur'anic education and administrative management through a participatory community engagement programme at Mahligai Qur'an Islamic Boarding School, Indonesia. Conducted in August 2026, the programme employed Participatory Action Research (PAR) and Asset-Based Community Development (ABCD) to identify institutional needs, mobilise existing resources, and implement targeted interventions. Activities focused on Qur'anic memorisation, recitation, Arabic vocabulary development, and basic records management. The findings revealed persistent challenges in memorisation continuity, pronunciation accuracy, and vocabulary retention. Administrative interventions resulted in an initial inventory register, nine labelled archive folders, and an office-hours notice. These findings demonstrate the feasibility of integrating educational support with basic administrative improvements through community participation and asset mobilisation. However, measurable learning outcomes and long-term institutional impacts remain to be established. The study highlights the potential of participatory, asset-based approaches to support context-sensitive institutional development in Islamic boarding schools.

Kata Kunci:
Pendidikan Al-Qur'an, Pesantren, *Participatory Action Research*, *Asset-Based Community Development*; Administrasi Pendidikan

Abstrak
Penelitian ini mengkaji integrasi penguatan pendidikan Al-Qur'an dan pengelolaan administrasi melalui program pengabdian partisipatif di Pesantren Mahligai Qur'an, Indonesia. Kegiatan yang dilaksanakan pada Agustus 2026 ini menggunakan pendekatan *Participatory Action Research* (PAR) dan *Asset-Based Community Development* (ABCD) untuk mengidentifikasi kebutuhan kelembagaan, memanfaatkan aset yang tersedia, dan melaksanakan intervensi terarah. Program berfokus pada pendampingan hafalan Al-Qur'an, perbaikan bacaan, penguasaan kosakata bahasa Arab, serta penataan administrasi dasar. Hasil pengamatan menunjukkan adanya kendala dalam kesinambungan hafalan, ketepatan pelafalan, dan retensi kosakata. Pada aspek administrasi, program menghasilkan daftar inventaris awal, sembilan map arsip berlabel, dan informasi jam operasional kantor. Temuan ini menunjukkan bahwa penguatan pendidikan dan penataan administrasi dasar dapat dilaksanakan secara terpadu melalui partisipasi komunitas dan pemanfaatan aset lokal. Namun, peningkatan hasil belajar yang terukur dan dampak kelembagaan jangka panjang masih memerlukan evaluasi lanjutan. Pengabdian ini menegaskan potensi pendekatan partisipatif berbasis aset dalam mendukung pengembangan pesantren yang sesuai dengan kebutuhan lokal.

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INTRODUCTION

Qur'anic education in Islamic boarding schools extends beyond the delivery of subject matter to include repetition, collective practice, correction of recitation, and the cultivation of habits supported by structured schedules and relationships among students, teachers, and school leaders. *Tahfiz* focuses on acquiring and maintaining memorised passages; tahsin emphasises accurate pronunciation and the application of tajwid (rules of Qur'anic recitation); and *murojaah* sustains memorisation through systematic revision. Although distinct, these practices are complementary. Abdullah et al., identify *talaqqi*, *tasmi'*, *takrir*, teacher feedback, and habitual revision as strategies used to support Qur'anic memorization (Abdullah et al., 2024). Their findings provide a relevant point of comparison but cannot substitute for learning-outcome data from the partner institution examined here.

The quality of Qur'anic instruction also depends on administrative support beyond the *halaqah*, or learning circle. Reliable timetables, accessible student records, traceable information, and adequate facilities may reduce operational constraints. Studies of Islamic boarding school governance underscore the importance of leadership structures, record-keeping, and institutional accountability. Nevertheless, governance achievements must be evaluated against verifiable outputs (Asrori et al., 2023; Rohman et al., 2025). Accordingly, strengthening Qur'anic education and improving administrative organisation need not be treated as two separate large-scale initiatives. In resource-constrained institutions, modest actions aligned with locally identified needs can connect these priorities.

Mahligai Qur'an Islamic Boarding School, located in Pulau Gadang Village, was the site of this community engagement programme. Initial documentation identified nine resident Wustho students, corresponding approximately to lower-secondary school level, and 72 non-resident students enrolled in the TTD Qur'anic education programme. The same records reported 17 teachers and members of the management team. Existing activities included memorisation recitation sessions, *tahsin*, vocabulary instruction, and evening revision. The partner's primary need was therefore not to establish Qur'anic activities from the outset, but to sustain the quality of ongoing instruction while improving the administrative arrangements that support it.

Preliminary observations and interviews identified two areas of need. In Qur'anic instruction, some students struggled to connect passages memorised previously, articulate particular phonemes correctly, apply *ghunnah* consistently, and retain recently introduced vocabulary. Administratively, some office records and inventory items lacked clear categorical labels, and information on office hours was not displayed. Management personnel also identified broader needs, particularly the refinement of standard operating procedures (SOPs) and the recording of SPP tuition payments. These latter issues were not addressed during the one-month programme and were instead identified as priorities for subsequent work.

Previous community engagement initiatives have examined Qur'anic instruction and administrative support in religious education. Muttaqin et al., discuss assistance with the *muroqobah* method of Qur'anic learning (Muttaqin et al., 2024), while Ishari et al., describe support for instructional administration at a Qur'anic learning centre (TPQ) (Ishari et al., 2024). In Islamic boarding schools, Taufiq et al., identify physical and non-physical assets as resources for institutional capacity development (Taufiq et al., 2024), whereas Harahap and Azzukhruf report a broader effort to formulate institutional arrangements through an ABCD cycle (Harahap & Azzukhruf, 2026). These studies indicate that Qur'anic mentoring, asset mobilisation, and basic administrative strengthening are not inherently novel activities. The contribution of the present account lies instead in documenting a deliberately limited priority-setting process and the connection between existing pedagogical assets and preliminary administrative improvements in a specific institutional context.

Asset-Based Community Development (ABCD) regards local capabilities, traditions, networks, facilities, and institutions as resources that can be identified and connected to support change. This orientation differs from deficit-based approaches that position communities solely as recipients of externally supplied solutions (Kretzmann & McKnight, 1993). However, an asset map has methodological significance only when accompanied by evidence of asset mobilisation and shared decision-making. South et al., emphasise alignment among asset-based principles, forms of evidence, community participation, and the interpretation of change (South et al., 2024). Similarly, Participatory Action Research (PAR) requires that participation be demonstrated through partners' roles in identifying problems, planning and undertaking action, and reflecting on outcomes, rather than inferred merely from attendance (Cornish et al., 2023).

This article describes how priorities were identified and Qur'anic educational support was implemented collaboratively, documents initial outputs in records and inventory management, and delineates what can reasonably be inferred from a one-month programme. Rather than testing statistically significant improvements in learning scores or claiming institution-wide governance reform, the analysis asks how established practices and available assets informed feasible interventions and what lessons the experience offers for work with comparable institutions.

METHODS

PAR-ABCD Design and Programme Setting

The programme was conducted at Mahligai Qur'an Islamic Boarding School in Pulau Gadang Village from 1 to 30 August 2026. PAR provided a framework for collaborative decision-making and action through situation assessment, planning, implementation, observation, and reflection. ABCD guided the mapping and mobilisation of assets that informed decisions at each stage. The integration of these approaches is described in terms of processes traceable through observations, interviews, coordination with the partner, and programme documentation; no

assumption is made that the adoption of either approach necessarily produces change (Cornish et al., 2023; South et al., 2024; Ward, 2023).

Programme priorities were established in consultation with school leaders, the general treasurer, teachers, and programme facilitators. Partner records reported 17 teachers and management personnel, but did not specify whether this figure included all administrative staff or the nine *halaqah* teachers mentioned elsewhere in the documentation. These categories were therefore not added together, to avoid double-counting personnel. The educational and administrative needs identified were subsequently narrowed to targeted support for selected student groups and manageable preliminary records organisation within the one-month implementation period.

Partner Population, Target Groups, and Monitoring Coverage

The size of the wider school community was distinguished from participation in each activity to avoid overstating programme coverage. The partner reported nine resident *Wustho* students and 72 non-resident TTD students. Targeted support involved nine *Wustho* students in *tahfiz* and *mufradat*, eleven TTD students in a model *tahsin* class, and four female *Wustho* students in evening *murojaah* monitoring in the girls' dormitory. These figures refer to different groups and do not imply that all enrolled students received the same intensity of support.

Table 1. Reported Partner Population and Programme Coverage

Unit	Number	Description	Unit
Resident *Wustho* students	9	Reported *Wustho* population; target group for *tahfiz* and *mufradat*	Resident *Wustho* students
Non-resident TTD students	72	Reported TTD programme population; not all participated in the intervention	Non-resident TTD students
TTD *tahsin* model class	11	Subset of the 72 TTD students	TTD *tahsin* model class
Female students monitored in *murojaah*	4	Subset of *Wustho* students monitored in the girls' dormitory	Female students monitored in *murojaah*
Teachers and management personnel	17 (partner report)	Staff composition requires confirmation	Teachers and management personnel

Activities, Evidence Sources, and Observation Procedures

Tahfiz and *tahsin* support was scheduled once a week for approximately 80 minutes, yielding four principal sessions during the programme. *Mufradat* instruction was held on Thursday and Friday evenings for a total of eight sessions. *Murojaah* was monitored on Monday through Friday evenings for twenty sessions, each lasting approximately 60-90 minutes. Records and inventory organisation was undertaken over approximately two effective weeks and included recording office equipment,

labelling nine archive folders, and displaying one office-hours notice. These frequencies follow the most detailed available activity descriptions; final reconciliation with the original attendance records remains necessary.

Table 2. Intervention Activities and Limits of Documented Outputs

Component	Target Group	Reported Frequency	Evidence	Limits of inference
Tahfiz-tahsin	9 *Wustho* / 11 TTD	4 main sessions (80 minutes each)	Recitation records, observations, documentation	No comparable baseline and endline scores available
Mufradat	9 *Wustho*	8 evening sessions	Thematic materials, observations, documentation	Independent vocabulary mastery not measured
Murojaah	4 female *Wustho* students	20 evenings (60–90 minutes each)	Attendance sheets and revision notes	Does not represent all resident students
Office records	Office staff	Approximately 2 effective weeks	Inventory register, 9 labelled folders, 1 office-hours notice	SOPs and SPP payment system not addressed

Data were collected through participant observation of *halaqah* activities, memorisation recitation, *mufradat* instruction, *murojaah*, and office organisation. Additional sources comprised interviews with school leaders, administrators, students, and one parent, as well as activity notes, photographs, attendance records, and sample documents. A parent's statement dated 10 August 2026 reflected the family's experience of established school provision. It was not interpreted as evidence of programme impact because it preceded the completion of the intervention and was not supported by comparable assessments of student competence.

The data were analysed descriptively in three stages. First, information was grouped into community assets, pedagogical needs, mentoring practices, and administrative needs. Second, observations were compared across sources when corroborating documents or statements were available. Third, the findings were considered alongside relevant literature to explore possible mechanisms, interpretative limitations, and opportunities for follow-up. Cross-source comparison was not equated with an independent audit of the complete dataset. In the absence of validated assessment rubrics, comparable pre- and post-intervention scores, or inferential analysis, evaluation was restricted to programme implementation, observed processes, and identifiable administrative outputs.

RESULTS AND DISCUSSION

Community Assets and Participatory Priority Setting

The initial assessment found that the school already possessed active educational resources. Memorisation recitation, *tahsin*, *mufradat*, and *murojaah* were established practices supported by school leaders, teachers, management structures, and *halaqah* and residential facilities. In addition to physical and institutional resources, the customary recitation of memorised material and its regular

revision constituted cultural assets directly relevant to the school's educational aims. These assets were grouped into six categories: human resources, Qur'anic programmes, facilities, institutional structures, networks, and cultural values. This classification helped distinguish resources mobilised during the programme from forms of support that remained potential rather than realised.

Within ABCD, identifying an asset does not in itself demonstrate that it has been mobilised. Selecting nine *Wustho* students and eleven TTD students for targeted support, involving teachers already responsible for the *halaqah*, and organising records jointly with office staff connected available resources with specific actions. Networks of parents and alumni were identified as potential assets, but their involvement cannot be claimed as part of the intervention because no specific mobilisation was documented. Distinguishing identified, mobilised, and potential assets avoids overstating what an inventory of community resources demonstrates (Kretzmann & McKnight, 1993; South et al., 2024; Ward, 2023).

Table 3. School Assets, Documented Mobilisation, and Evidence Status

Category	Identified Assets	Documented Mobilisation	Status
Human resources	School leaders, teachers, administrators, students	Educational support and coordination of records organisation	Mobilised
Qur'anic programmes	*Tahfiz, tahsin, mufradat, murojaah*	Instructional support through sessions and monitoring	Mobilised
Facilities	*Halaqah* areas, dormitories, office	Sites for learning and records organisation	Mobilised
Institutional structures	School leadership and treasury	Priority setting and informal reflection	Mobilised
Networks	Parents and alumni	Potential support; not mobilised in this intervention	Potential
Cultural values	Regular recitation and revision traditions	Established routines supporting the activities	Mobilised

PAR was reflected in the joint identification of needs with school leaders and administrators, selection of priorities, implementation of support activities, and informal reflection on the work undertaken. Revising SOPs and the SPP payment system was excluded from the one-month intervention because of constraints on time, authority, and access to financial records. This decision represented prioritisation, rather than resolution of all institutional needs. Available documentation also did not establish repeated formal cycles of action refinement or provide a detailed account of how decision-making authority was shared. PAR is therefore characterised here as collaboration within a single action period, not as evidence of completed institutional transformation (Cornish et al., 2023).

The scope of this programme differs from that of Harahap and Azzukhruf, who report a more extensive five-D cycle for developing institutional arrangements (Harahap & Azzukhruf, 2026), and Taufiq et al., who emphasise identifying and connecting institutional assets to support autonomy (Taufiq et al., 2024). At Mahligai Qur'an, the traceable outputs were more limited: pedagogical support and early-stage office administration improvements. The contribution lies in selecting activities directly related to ongoing school practices, rather than demonstrating an effect size or effectiveness that was not measured.

Tahfiz and *Tahsin*: Learning Difficulties and Responses to Feedback

Tahfiz support for the nine *Wustho* students focused on maintaining their existing memorisation of three *juz* (sections of the Qur'an), particularly juz 30, 29, and 1. Individual *talaqqi* and *tasmi'* practices were used during the activities. Observed difficulties primarily concerned transitions between previously memorised verses, particularly in juz 1 and 29, as well as the accuracy of vowel length in recitation. The intervention therefore did not seek to accelerate the memorisation of three additional *juz*; rather, it sought to consolidate the accuracy and fluency of material the students had already memorised.

Tahsin observations involving eleven non-resident TTD students in a model class focused on phoneme articulation (*makhraj*), reading fluency, the application of basic tajwid rules, and responses to facilitator feedback. Difficulties included the pronunciation of the Arabic letters *ḥā'*, *ʿayn*, and *qāf* and inconsistent application of *ghunnah* (nasalisation). Following demonstrations and opportunities for repetition, some recitations were corrected during the sessions. However, proficiency varied across students, and further support was required. In the absence of comparable baseline and endline scores or a common assessment rubric, these immediate responses cannot be interpreted as measured improvements in group-level competence.



Figure 1. *Tahfiz* Support for Resident *Wustho* Students



Figure 2. *Tahsin* Instruction in the Model Class of Non-Resident TTD Students

Research on Qur'anic memorisation highlights the importance of varied instructional strategies, teacher modelling, immediate feedback, and structured repetition. Abdullah et al., discuss the roles of *talaqqi*, *tasmi'*, *takrir*, and *murojaah* in memorisation support (Abdullah et al., 2024). In other community engagement contexts, Hakim et al., and Muttaqin et al., likewise examine the contribution of direct instructional assistance to Qur'anic education (Hakim et al., 2023; Muttaqin et al., 2024). Similarity in instructional techniques, however, does not justify transferring reported outcomes from those studies to Mahligai Qur'an. In the present programme, the defensible findings are the identification of specific recitation errors and the provision of corrective feedback during a limited number of sessions.

During an interview on 10 August 2026, a parent reported that their child's Qur'anic recitation had become clearer and their behaviour more courteous. This statement captures a family member's perception of education already provided by the school. Because it was not based on comparable structured assessments conducted before and after the August programme, it is not used as evidence that the one-month intervention improved tajwid proficiency or moral conduct. The parent's account is thus treated as contextual testimony rather than an outcome measure.



Figure 3. Field Engagement with School Administrators and a Parent

Future evaluations should assess participants before and after support activities using the same indicators. These could include articulation of selected Arabic sounds, application of *ghunnah* and *madd* (vowel prolongation), fluency in connecting verses, and students' ability to correct errors independently. Assessments should be undertaken by teachers familiar with tajwid criteria, using

consistent definitions and scoring procedures across sessions. Such instruments are recommendations for future work, not evaluation procedures implemented in the present programme.

Differences in students' initial proficiency should also inform implementation and evaluation. Although the model class enabled facilitators to concentrate their support, it did not imply that every participant encountered the same difficulties. Murtyaningsih et al., provide an example of differentiated memorisation instruction at primary-school level (Murtyaningsih et al., 2025). Despite differences in participants' ages, learning materials, and programme design, the underlying principle of adapting support to learners' needs remains relevant. At Mahligai Qur'an, information on problematic sounds, fluency with previously memorised passages, and responsiveness to feedback could inform subsequent grouping and instruction. Individual baseline assessments would be more informative than a general claim that all students improved after four sessions.

Community-based instructional improvement also requires a clear division of responsibilities between programme facilitators and the school's teachers. Across four sessions, facilitators could help identify errors, model recitation, and encourage repetition; sustained instruction, however, depends on the school's daily educational routines. A feasible next step would be to maintain brief progress records identifying verses or sounds requiring correction, types of errors, assistance provided, and revision plans before the next recitation session. These records are proposed in response to observed difficulties and should not be presented as outputs already produced in August 2026.

Evening *Murojaah* and *Mufradat* Instruction as Supports for Retention

Evening *murojaah* monitoring involved the smallest participant group but provided relatively specific information about memorisation revision. Over twenty evenings, facilitators monitored four female *Wustho* students during sessions held after the night prayer (*Isha*). Activity notes indicated that connecting verses in *juz* 1 and 29 frequently required assistance, whereas memorisation of *juz* 30 appeared comparatively more stable. Revision was also observed to be more regular when a facilitator listened and provided reminders. These findings describe practices during monitored sessions and are not supported by a controlled comparison with unmonitored periods.

Research on learning suggests that retrieval practice and temporally distributed repetition can support retention, although their effects depend on the content, schedule, feedback, and learning conditions (Agarwal et al., 2021; Carpenter et al., 2022). These concepts offer a plausible explanation for the complementary roles of memorisation recitation, corrective feedback, and *murojaah*. They do not, however, establish that the four students in this programme achieved long-

term improvements in memorisation. The available evidence concerns the types of difficulties encountered and patterns of revision observed over one month.

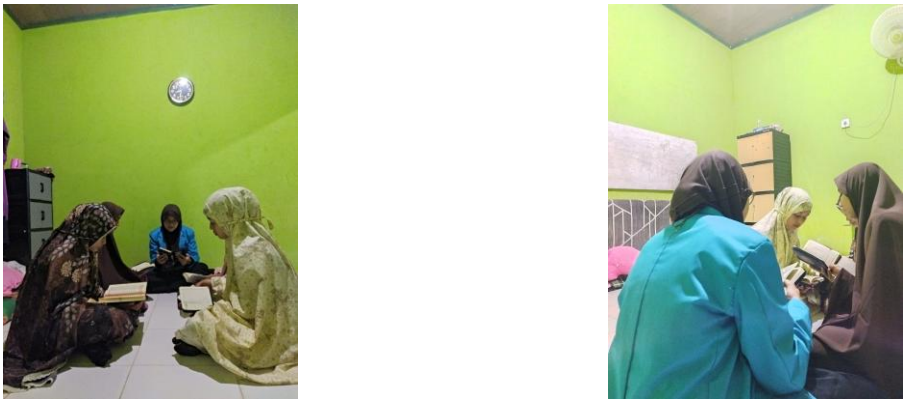


Figure 4. Evening *Murojaah* Monitoring Involving Four Female Students

As a complementary activity, nine *Wustho* students attended eight *mufradat* sessions covering vocabulary closely related to boarding-school life, including body parts, objects in dormitories and classrooms, daily activities, and religious practices. Instruction included pronunciation modelling, group and individual repetition, vocabulary cards, and brief question-and-answer activities. Approximately five to seven new words were introduced per session alongside revision of earlier material. Observations indicated active student engagement but also difficulties recalling vocabulary from previous sessions. Some students used words in simple expressions when assisted by facilitators. Such performance cannot be equated with independent vocabulary mastery or comprehensive proficiency in Arabic.

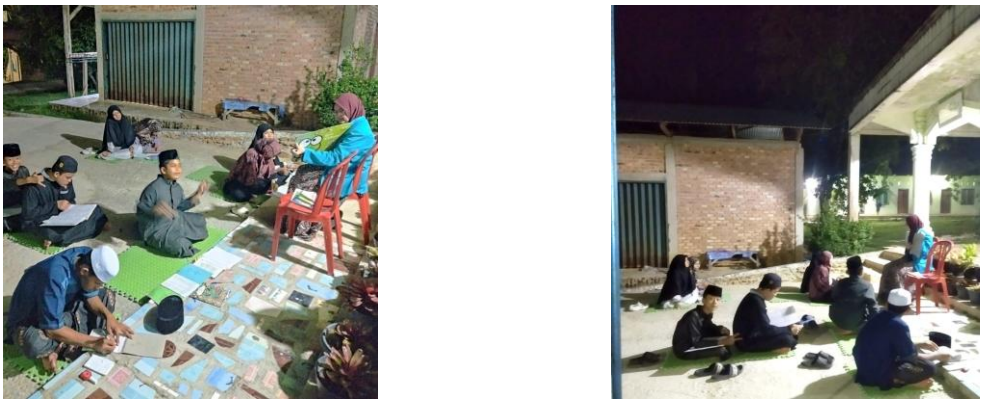


Figure 5. *Mufradat* Instruction for *Wustho* Students

In this programme, *mufradat* instruction contributed to Arabic-language literacy within the school's learning environment. Its potential contribution to Qur'anic comprehension remains to be tested through tasks linking vocabulary to the interpretation of verses, rather than through word-list recall alone. Future programmes might consider adaptive revision that focuses on frequently forgotten words. Although consistent with general research on retention, this approach was not formally evaluated in the intervention reported here (Carpenter et al., 2022).

The effectiveness of *mufradat* instruction cannot be judged solely by the number of words introduced. Kharisma and Hasan examine vocabulary memorisation programmes and their

relationship to habitual Arabic-language use (Kharisma & Hasan, 2025). At Mahligai Qur'an, difficulties recalling words in subsequent sessions point to the need to record retention across lessons. The partner institution could consider brief retrieval exercises at the beginning of each meeting and short sentence-construction tasks. These are recommendations for future instruction; neither activity was documented as a formal component of the August 2026 programme.

Although *tahfiz* and *mufradat* both involve memory, their learning targets and success criteria differ. Qur'anic memorisation requires accuracy in verse order and recitation, whereas vocabulary learning entails recognition of word forms, meanings, and contextually appropriate uses. Imitating a facilitator's pronunciation, for example, does not necessarily demonstrate retention or independent use in conversation. Evaluation procedures should therefore be tailored to the aims of each activity. Without explicit indicators, observed changes cannot readily be distinguished as gains in knowledge, assisted performance, or independent competence.

Initial Records and Inventory Organisation: Outputs and Limitations

The administrative component produced tangible, observable outputs. Working with office staff, the team recorded basic inventory items, including desks, chairs, cupboards, a printer, and a whiteboard. Nine archive folders were also labelled according to document categories, including *Wustho* student records, TTD student records, finances, correspondence, and school activities. In addition, the team prepared and displayed an office-hours notice. Laminated paper labels were used on the folders. The figure of nine denotes the number of folders labelled, not the number of distinct document categories.

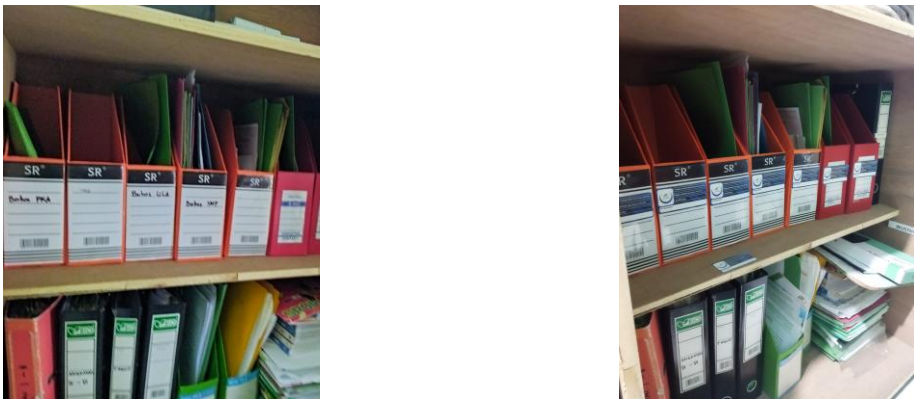


Figure 6. Records Storage Before and After Labelling

According to administrators, the labels made documents easier to locate and the office appeared more orderly. These statements reflect users' perceptions of immediate benefits, rather than measurements of retrieval time, search accuracy, or cost efficiency. Nevertheless, such perceptions are relevant because office staff rely on records in their daily work. Consistent classification may reduce operational confusion, but longer-term benefits require assessment through routine use, label maintenance, and checks of file completeness.

Amanda and Silahudin discuss document classification, records retrieval, and the challenges of gradually moving from manual records to digital management in Islamic boarding schools (Amanda & Silahudin, 2026). Ishari et al., similarly illustrate the need to strengthen administration in religious education (Ishari et al., 2024). Relative to these wider concerns, the outputs at Mahligai Qur'an remained at the stage of basic recording and labelling, rather than the introduction of an integrated information system or administrative framework. Yuniarti et al., Asrori et al., and Rohman et al., provide further points of comparison concerning data management and institutional accountability on a broader scale (Asrori et al., 2023; Rohman et al., 2025; Yuniarti et al., 2024).

Interviews with administrators identified two subsequent priorities: improving SOPs and maintaining records of SPP tuition payments. These constitute prospective development needs, not completed intervention outputs. Limited time and restricted access to financial information meant that the programme neither designed a new payment system nor implemented formally approved procedures. Possible next steps include developing a simple payment form containing the date, payment period, amount, proof of receipt, and responsible officer; defining a records storage workflow; and reviewing the inventory register periodically. The value of these measures can be assessed only after implementation in routine school operations.

In this programme, the relationship between administrative organisation and Qur'anic education is understood as operational support, not an empirically established causal association. Retrievable student records may improve access to information needed for learning assessments; published office hours clarify the availability of administrative services; and inventory records help administrators identify available facilities. However, no data show that labelling folders improved memorisation or students' moral conduct. Administrative benefits are therefore interpreted in accordance with the outputs actually documented.

Inventory control and records management are distinct administrative functions. An inventory register describes the existence, quantity, location, and condition of physical items, whereas records management encompasses the classification, access, storage, and retention of documents. Aziz et al., treat inventory recording as one stage of facilities management in Islamic boarding schools, rather than as a complete asset-control system (Aziz et al., 2024). Recording furniture and labelling nine archive folders are therefore separate operational outputs requiring different maintenance procedures. Subsequent improvements could specify responsible staff members, review schedules, and updating procedures when items or documents change.

The sustainability of these administrative improvements depends on the partner institution's capacity to maintain them. Labels lose value if new documents are not placed in the appropriate categories; likewise, an inventory register becomes unreliable without records of changes in physical assets. Subsequent evaluation should therefore extend beyond photographs of the labelled folders. Relevant indicators include the ease with which staff retrieve documents, shared understanding of

categories, restricted access to sensitive materials, and regular updating of inventory data. None of these indicators was measured during the present programme; they are proposed as a basis for assessing sustainability.

Integrating PAR and ABCD: Contributions and Limits to Sustainability

Taken together, the programme's contribution followed a sequence of asset identification, priority setting, joint action, and reflection on outstanding needs. Pedagogical assets supported targeted instruction and *murojaah* monitoring, while office facilities and personnel enabled records organisation and the display of office hours. Reflection with administrators identified SOP development and SPP recording as subsequent priorities. This sequence is an analytical synthesis of programme documentation, rather than evidence of large-scale institutional change or demonstrated sustainability.

Table 4. PAR Stages, ABCD Asset Mobilisation, and Limits of Outcome Evidence

Stage	Reported Community Role	Assets Used	Evidence of Outputs	Permissible Interpretation	Stage
Mapping	School leaders and administrators described needs	Qur'anic activities, teachers, office facilities	Observation and interview notes	Initial mapping, not a comprehensive institutional assessment	Mapping
Priority setting	Joint coordination of model groups and target records	Teachers, students, office staff	Activity plan with limited scope	Shared priorities as documented by the partner	Priority setting
Action	Facilitators and staff implemented activities jointly	*Halaqah* settings, dormitories, records	Sessions, labelled folders, office-hours notice	Initial process and administrative outputs	Action
Reflection	School leaders and treasurer provided feedback	Existing management structure	Feedback and identified SOP/SPP needs	Proposed follow-up, not adopted policy	Reflection

PAR and ABCD scholarship indicates that successful participation cannot be inferred from the number of meetings or activities alone. Community involvement in implementation should be distinguished from authority over decision-making, just as immediate outputs should be distinguished from changes that can only be assessed after an intervention (Cornish et al., 2023; South et al., 2024; Ward, 2023). At Mahligai Qur'an, programme documentation records coordination, joint implementation, and reflective feedback. However, increases in administrators' decision-making authority, students' independent learning, or institutional governance quality were not supported by verifiable indicators.

Programme sustainability requires the partner institution to assume ownership of the activities and tools introduced. Teachers would need to use memorisation records and monitoring notes to guide further instruction without relying on external facilitators. Office staff would need to maintain consistent labels, update inventory records, and develop simple SOPs suited to institutional

needs. No post-programme documentation was available to establish whether *murojaah* monitoring continued at the same standard, archive labels remained in use, or administrative procedures were updated. Sustainability is therefore an objective for follow-up, not a verified programme outcome.

The main limitations include activity frequencies that still require reconciliation with original attendance records; the absence of standardised rubrics and comparable pre- and post-intervention scores for *tahfiz* and *tahsin*; and the restriction of *murojaah* monitoring to four female students. Evaluation relied predominantly on descriptive field notes and partner perceptions. Moreover, the programme was conducted in one institution over a single month, without long-term follow-up. These limitations constrain generalisability and causal inference. The findings document implementation and preliminary administrative outputs, but do not demonstrate instructional effectiveness or the establishment of a comprehensive governance system.

CONCLUSION

The community engagement programme at Mahligai Qur'an Islamic Boarding School illustrates how established Qur'anic educational practices can inform participatory decisions about targeted support. During August 2026, the programme documented four principal *tahfiz-tahsin* sessions involving nine *Wustho* students and eleven TTD students in their respective groups, eight *mufradat* sessions for nine *Wustho* students, and twenty evenings of *murojaah* monitoring involving four female students. Observed difficulties concerned transitions between previously memorised verses, articulation of particular Arabic sounds, consistent application of *ghunnah*, and vocabulary recall. Administrative outputs comprised a basic inventory record, labels for nine archive folders, and a posted office-hours notice. These outputs addressed priorities identified with the partner but do not establish measurable learning gains or comprehensive administrative reform.

The article contributes an account of how PAR and ABCD can be brought together to select feasible actions grounded in existing practices, personnel, and facilities. Recommended follow-up measures include consistent rubrics for memorisation and recitation assessment, records of retention in memorisation and vocabulary learning, ongoing maintenance of records and inventories, and joint development of SOPs and an SPP payment register with school administrators. Claims concerning impact and sustainability will require documented evaluation and post-programme monitoring.

DECLARATIONS

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Author Contributions (CRediT)

Nafila Hasyanah Hardra contributed to conceptualization, methodology, investigation, data curation, and writing the original draft. Azibur Rahman contributed to supervision, validation, and writing through review and editing. Both authors reviewed and approved the final version of the manuscript and agreed to take responsibility for their respective contributions.

Conflict of Interest

The authors declare that they have no financial or non-financial conflicts of interest that could have influenced the research, findings, or interpretation presented in this article.

Data Availability and AI Use

Data Availability: The data supporting the findings of this study consist of field observations, activity records, interviews, and institutional documentation. These materials are not publicly available due to participant privacy and institutional confidentiality considerations. Requests for access may be directed to the corresponding author and will be considered subject to institutional approval, applicable consent requirements, and data protection safeguards.

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