



## Tahfiz (Memorization Sciences) Curriculum Practice: An Empirical Study from Private School in Johor, Malaysia

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### Abstract

As part of memorization sciences, Tahfiz on the Quran has been widely emerged in the Malay Archipelago where mostly all its institutions managed by bodies or individuals privately. This study aims to examine the assessment of implementation of the curriculum, also involves the form and method of curriculum implementation available in these institutions, especially institutions located in the state of Johor. The study data was obtained through a questionnaire instrument distributed to 25 institutions in the state of Johor. Of the total, only 19 forms were returned and that number was analyzed to obtain the percentage of implementation of the private Tahfiz curriculum in the state of Johor. The data obtained were processed using Statistical Package for Social Science (SPSS) version 16.0. The findings of the analysis show that the two items involving the form of Tahfiz curriculum and the implementation method of Tahfiz curriculum are at a less satisfactory level of interpretation that is medium low. Although there is one item related to the implementation of the curriculum in the state of Johor is at a moderately high level of interpretation, but if evaluated as a whole, the level of implementation is still at a moderately low level of interpretation. Therefore, this study found that there are some specific aspects, especially those involving the form and method of implementation need to be improved so that the curriculum offered is able to produce a generation of knowledgeable, skilled and competitive huffaz (memorizer).

**Keywords:** *Tahfiz* (memorization sciences), curriculum practice, private school, Johor Malaysia.

### Abstrak

*Sebagai bagian dari ilmu hafalan, program hafalan Al-Quran (Tahfiz) telah berkembang pesat di Kepulauan Melayu, di mana sebagian besar lembaga-lembaga tersebut dikelola oleh badan atau individu secara swasta. Penelitian ini bertujuan untuk mengkaji penilaian implementasi kurikulum, termasuk bentuk dan metode implementasi kurikulum yang tersedia di lembaga-lembaga tersebut, khususnya lembaga-lembaga yang berlokasi di negara bagian Johor. Data penelitian diperoleh melalui instrumen kuesioner yang didistribusikan ke 25 lembaga di negara bagian Johor. Dari total tersebut, hanya 19 formulir yang dikembalikan, dan angka tersebut dianalisis untuk mendapatkan persentase implementasi kurikulum Tahfiz swasta di negara bagian Johor. Data yang diperoleh diproses menggunakan Statistical Package for Social Science (SPSS) versi 16.0. Hasil analisis menunjukkan bahwa dua item yang berkaitan dengan*

*bentuk kurikulum Tahfiz dan metode implementasi kurikulum Tahfiz berada pada tingkat interpretasi yang kurang memuaskan, yaitu sedang rendah. Meskipun ada satu item terkait implementasi kurikulum di negara bagian Johor berada pada tingkat interpretasi sedang tinggi, namun jika dievaluasi secara keseluruhan, tingkat implementasi masih berada pada tingkat interpretasi sedang rendah. Oleh karena itu, penelitian ini menemukan bahwa ada beberapa aspek spesifik, terutama yang berkaitan dengan bentuk dan metode implementasi, yang perlu ditingkatkan agar kurikulum yang ditawarkan dapat menghasilkan generasi huffaz (hafiz) yang berpengetahuan, terampil, dan kompetitif.*

**Keywords:** *Tahfiz (memorization sciences), curriculum practice, private school, Johor Malaysia.*

## INTRODUCTION

Quranic education is the first Islamic education in the history of Islam. According to al-Suyuti (1987) memorizing the Quran aims to keep the number of those who memorize the Quran and avoid efforts to distort the Quran. Abu Najihat (2002) added that the importance of memorizing the Quran and to be passed to the next generation as narrated by a large number of huffaz and they have the qualities of trust so that there will not be any lying and falsification of the Quran. Therefore, al-Nawawi (1987) also stressed that the law of memorizing the Quran is fardhu kifayah because the practice has fulfilled the needs of society and abrogated the obligation to memorize the entire Muslim community.

In addition, *Tahfiz* Quran education is growing rapidly in Malaysia due to community demand and community awareness of the importance of memorizing Quran (Aziz et al., 2024; Azmi, 2024; Muhammad et al., 2022; Mustofa & Nurulloh, 2024). The effectiveness of the teaching and learning system of *Tahfiz* schools has been proven when it has produced many Huffaz Quran in Malaysia, who sow devotion to the nation and not least among those who hold high and important positions in the government service (Akbari et al., 2021; Falah, 2022; Suryana et al., 2024). Their success is definitely based on the education they received while in the *Tahfiz* school and it is very closely related to the curriculum they learn in the school (Rustiana & Ma'arif, 2022; Safariah & Masykur, 2022).

In further, the growing number of *Tahfiz* Quran institutions or centers from time to time has proven that the Muslim community in Malaysia today attaches great importance to this *Tahfiz* education. The government's idea of one family one hafiz Quran was welcomed by the community. In Malaysia, this *Tahfiz* institution is not only developed by the government, but it is also developed by personal and private agencies. It can be said that all state governments throughout Malaysia have their own *Tahfiz* educational institutions, while more than 1000 are developed by personal and private agencies. (Abd Rahman Abd Ghani etl, 2011).

The state of Johor is also a state that has many private *Tahfiz* institutions. According to data obtained from the Johor Islamic Religious Department (2021), there are 101 institutions registered under the Johor Islamic Religious Department (JAIJ), namely 32 in Johor Bahru, 15 in Muar, 12 in Batu Pahat, 10 in Kluang, 6 in Kota Tinggi, 4 in Kulai, 3 in Mersing, 4 in Pontian, 7 in Segamat and 8 in Tangkak. Based on the survey conducted by the author, there are still many *Tahfiz* institutions that are not registered with the Johor Islamic Religious Department. This may be because the institution is still in its early operations or in the process of JAIJ's own approval. This study would like to look at three main aspects in the study of *Tahfiz*, namely the implementation of the curriculum used, the memorization method practiced and the achievement of the curriculum of a *Tahfiz* institution.

## PROBLEM STATEMENT OBJECTIVE OF STUDY

The development of *Tahfiz* studies in Malaysia, most states are moving in their own direction based on the emergence of private *Tahfiz* schools and community's *Tahfiz* schools. As a result, each state or *Tahfiz* operator is too free to use any curriculum and teaching method from any country according to the likings and educational background of the individual teacher (Aznil Hashim 2010). This causes *Tahfiz* teachers to teach based on their experience without following a particular method. Therefore, the education system implemented is not guided by specific and organized teaching methods (Wan Muhammad, 1995). Most of the teachers who serve in *Tahfiz* schools get their education through the same system they go through and they do not get formal teaching training. This factor makes them less trained to implement the curriculum properly (Zain, 2005).

In addition, most of teachers also receive very low and inadequate salaries/allowances, especially for those who have families. This to some extent invites to the limitations of the commitment they are supposed to give, as they will no doubt from time to time look for other institutions that can offer more attractive salaries (Ghani, 2011). Although the curriculum used in *Tahfiz* schools has a relatively challenging syllabus, but its implementation is less organized and more focused on the *ukhrawi* (hereafter life) aspect of religious knowledge only, therefore *Tahfiz* students are lagging behind in the academic field because they consider it more worldly, while the academic field should also be given priority to face the increasingly challenging currents of national education (Zain, 2005).

In further, the method of lesson that are practiced in private *Tahfiz* schools is usually completely different from the method of learning practiced in government *Tahfiz* schools. In private *Tahfiz* schools, it is common for teachers to just sit in front of the text that is the syllabus, while students only listen and occasionally ask questions, while the learning methods practiced today have various methods, techniques and specific strategies to ensure the teaching and learning implemented went well and achieved the expected objectives. *Tahfiz* graduates are seen as less likely to continue their studies to a higher level due to the lack of recognition and do not meet the requirements from government institutions. The recognition of an institution depends a lot on the strengths of the curriculum it implements. The objective of this study aims at analyzing the curriculum implementation practice in terms of the method of memorization and also the achievement.

## LITERATURE AND RELATED STUDY

There have been many studies done related to the *Tahfiz* curriculum. Most of it focuses on the implementation of the *Tahfiz* Quran's curriculum. Among the studies related to the research that the author did is an article entitled "The Needs to Evaluate the Implementation of the Curriculum *Tahfiz* Model Ulul Albab (TMUA) Secondary School Ministry of Education Malaysia". It was written by Muhd Zulhilmi etc (2019). This study evaluates the form of implementation process of teaching and learning *Tahfiz* Quran curriculum using Ulul Albab's module which includes the subjects of Maharat Quran and Hifz Quran for Secondary School students of the Ministry of Education Malaysia. The findings of the study show that there are improvements that need to be made to the curriculum of *Tahfiz* Ulul Albab's module towards upholding the national *Tahfiz* education.

Nik Abdullah (2016) in his article entitled Implementation of Hifz Quran Subject Based on *Tahfiz* Ulul Albab's Curriculum: A Study In The Kuala Lumpur National Religious Secondary School. This study tries to identify the implementation of the subject of Hifz Quran based on the curriculum of *Tahfiz* Ulul Albab, for students at the Kuala Lumpur National Religious Secondary School. The findings of the study show that the objective of offering this subject, its needs and suitability based on the Ulul Albab model curriculum are at a high level. It means, its implementation is very suitable and in line with today's needs.

A study conducted by Siti Rashidah Abd Razak (2020) entitled “*Tahfiz* Teacher Education Issues; Pedagogy Knowledge And Practice In The Teaching And Learning Process At The Private *Tahfiz* Center In Selangor. This study discusses the issues of pedagogy and practice of teachers of *Tahfiz* Quran when the teaching and learning process is conducted. The findings of the study showed that *Tahfiz* teachers are less skilled on pedagogical aspects when they conduct the teaching and learning process. This is due to the lack of training received, instead they only focus on the content of the subjects they teach.

A study conducted by Abd Rahman Abd Ghani (2013) entitled "The practice of memorizing the Quran in Darul Quran JAKIM" has discussed about some suitable methods used in memorizing the Quran. The findings of the study found that the students of Darul Quran have practiced various methods in memorizing the Quran such as the practice of talaqqi and musyafah, takrir, tahsin, interpretation and writing, chunking, mind photography, multimedia and memorizing manners. The findings of the study also found that the main problems and challenges in memorization are internal aspects, parents, teachers and friends, time, activities and academics as well as the environment and nutrition.

This research will provide excellent findings on the development of private *Tahfiz* schools, especially in the state of Selangor because the management of *Tahfiz* schools will get an overview of the curriculum implemented in their schools, whether related to the way they manage the curriculum, effectiveness and problems they may face. Some of the suggestions that will be submitted will also be able to be used as a guide to the management of *Tahfiz* institutions to make improvements, so that the implementation of the curriculum that they conducted is really robust and in line with current national education.

## METHODS

To produce a perfect study, the use of appropriate methodology is essential in a scientific study. The selection of research methodology was made based on the title, background of the problem, purpose and objectives of the study. In this study, researchers use exploratory methods involving library research and field research methods. The library research method is used as the theoretical basis for the initial discussion related to the history of the existence of *Tahfiz* schools and its development in the state of Selangor in particular and in Malaysia in general. The findings of the study will be included in chapter two. The use of questionnaires, interview and observation methods are important instruments to obtain data in this study. Thus, most of the data and information obtained through the sources of this field study include questionnaire, interview in addition to observation methods.

### Data Collection Procedures

This stage consists of two parts which are questionnaire and sampling methods. Questionnaire method is one way to obtain important information related to a study. A questionnaire is a set of forms or tables that contain questions about the problem to be studied. This study uses only one type of questionnaire, namely management, called as *mudir* (administrator). Researchers distributed a set of questionnaires to 25 mudirs or administrators in 25 institutions. The respondents or institutions involved were randomly selected during this data collection process. Of the 25 institutions, only 19 returned the set of questionnaires.

### Data Analysis Procedures

Once all the data has been collected, the researcher will conduct data processing and analyze it. In analyzing the data, investigators use inductive methods and deductive methods. Inductive method is a method of data analysis through the process of drawing conclusions from a specific

nature to a statement of a general nature. Here the researcher obtains data of a specific nature and then draws conclusions of a general nature. The data obtained were processed using Statistical Package for Social Science (SPSS) version 16.0. The use of the current SPSS version 16.0 system aims to speed up the calculation process compared to the manual method.

## RESULTS AND ANALYSIS

### Sample profile

Researchers have used quantitative data collection methods, namely questionnaires to obtain information about this study. A total of 25 questionnaires covering 25% of the total registered *Tahfiz* institutions in the state of Johor were distributed to 25 *Tahfiz* institutions, and only 19 forms were filled and returned. The sample profile for this study refers to six main items for each respondent involved, namely in the demographics of the respondents, namely the number of teachers, age, academic qualifications, teacher positions and teacher salaries/allowances.

### Respondent demographics

Distribution of the sample according to the number of teachers, age, academic qualifications, teacher positions and teacher salaries/allowances as shown in the table below.

Table 1: *Respondents' demographic information*

|                            | VARIABLES            | N         | %            |
|----------------------------|----------------------|-----------|--------------|
| Number of Teachers         | Local graduates      | 18        | 94.7         |
|                            | Foreign graduates    | 1         | 5.3          |
|                            | <b>Total</b>         | <b>19</b> | <b>100.0</b> |
| Age                        | Below 20 Years Old   | 3         | 15.8         |
|                            | 20 - 30 Years Old    | 8         | 42.1         |
|                            | 31 - 40 Years Old    | 8         | 42.1         |
|                            | <b>Total</b>         | <b>19</b> | <b>100.0</b> |
| Academic Qualification     | Bachelor's Degree    | 3         | 15.8         |
|                            | DIPLOMA              | 4         | 21.1         |
|                            | Certificate          | 10        | 52.6         |
|                            | Other qualifications | 2         | 10.5         |
|                            | <b>Total</b>         | <b>19</b> | <b>100.0</b> |
| Teacher's Position         | Permanent position   | 14        | 73.7         |
|                            | Contract position    | 4         | 21.1         |
|                            | Temporary position   | 1         | 5.3          |
|                            | <b>Total</b>         | <b>19</b> | <b>100.0</b> |
| Teacher's Salary/Allowance | Below 1000           | 4         | 21.1         |
|                            | 1001 - 2000          | 15        | 78.9         |
|                            | <b>Total</b>         | <b>19</b> | <b>100.0</b> |

Table 2 : *Sample Profile by Number of Teachers*

| Number of Teachers | N         | %            |
|--------------------|-----------|--------------|
| Local graduates    | 18        | 94.7         |
| Foreign graduates  | 1         | 5.3          |
| <b>TOTAL</b>       | <b>19</b> | <b>100.0</b> |

Based on Table 2 above, a total of 19 respondents were involved in this study. Of this total distribution, 18 people (94.7%) are graduates in the country while one (5.3%) is a graduate abroad. This shows that the number of respondents who graduated in the country is more than those who graduated abroad.

**Table 3 : Sample Profile by Age**

| <b>Age</b>         | <b>N</b>  | <b>%</b>     |
|--------------------|-----------|--------------|
| Below 20 Years Old | 3         | 15.8         |
| 21 - 30 Years Old  | 8         | 42.1         |
| 31 - 40 Years Old  | 8         | 42.1         |
| <b>TOTAL</b>       | <b>19</b> | <b>100.0</b> |

Based on Table 3 above shows the distribution of respondents based on age. A total of 3 people (15.8%) were under 20 years old and 8 people (42.1%) were between 21 to 30 years old. While a total of 8 people (42.1%) aged between 31 to 40 years.

**Table 4 : Sample Profile According to Academic Qualifications**

| <b>Academic Qualification</b> | <b>N</b>  | <b>%</b>     |
|-------------------------------|-----------|--------------|
| Bachelor's Degree             | 3         | 15.8         |
| DIPLOMA                       | 4         | 21.1         |
| Certificate                   | 10        | 52.6         |
| Other qualifications          | 2         | 10.5         |
| <b>TOTAL</b>                  | <b>19</b> | <b>100.0</b> |

Based on Table 4 above shows the distribution of respondents based on academic qualifications. Of this number, 3 people (15.8%) are Bachelor's Degree graduates. Meanwhile, a total of 4 people (21.1%) from DIPLOMA graduates and 10 people (52.6%) graduated with certificate. While a total of 2 people (10.5%) from other graduates.

**Table 5 : Sample Profile by Teachers' Position**

| <b>Teacher's Position</b> | <b>N</b>  | <b>%</b>     |
|---------------------------|-----------|--------------|
| Permanent position        | 14        | 73.7         |
| Contract position         | 4         | 21.1         |
| Temporary position        | 1         | 5.3          |
| <b>TOTAL</b>              | <b>19</b> | <b>100.0</b> |

Based on Table 5 above shows the distribution of respondents based on teacher positions. Of this total, there were 14 (73.7%) permanent teachers, 4 (21.1%) contract teachers and 1 (5.3%) temporary teachers.

**Table 6 : Sample Profile by Teachers' Salary/ Allowance**

| <b>Teacher's Salary/Allowance</b> | <b>N</b>  | <b>%</b>     |
|-----------------------------------|-----------|--------------|
| Below RM1000                      | 4         | 21.1         |
| RM1001 - RM2000                   | 15        | 78.9         |
| <b>TOTAL</b>                      | <b>19</b> | <b>100.0</b> |

Based on Table 6 above shows the distribution of respondents based on teacher salary/allowance. A total of 4 people (21.1%) teachers whose salary/allowance is below RM2000 and 15 people (78.9%) teachers whose salary/allowance is between RM1001 to RM2000.

### Identifying the Form of *Tahfiz* Curriculum

Table 7 below shows the findings to identify the form of *Tahfiz* curriculum available in the state of Johor. There are seven items studied, namely the form of study implemented, the form of memorization curriculum implemented, memorization graduation period, medium of instruction used, *Tahfiz* curriculum drafter, *Tahfiz* curriculum review period and student recruitment requirements. Findings show that there is only one item that has a high mean value that is on item B3 "Memorization graduation period" with a mean value = 3.16 (sp. = 0.60)

There are four items that are at a medium low level, namely on item B1 form of study implemented with a mean value = 2.37 (sp. = 1.12), then on item B2 form of memorization curriculum implemented with a mean value = 2.21 (sp. = 1.32). In addition, on item B5 *Tahfiz* curriculum drafter with a mean value = 2.68 (sp. = 1.16) and on item B7 Student recruitment requirements with a mean value = 2.37 (sp. = 1.16).

Next, there are two items that have a low level of interpretation, namely on item B4 "Language of instruction used" with a mean value = 1.47 (sp. = 0.70) and on item B6 "*Tahfiz* curriculum review period" with a mean value = 1.53 (sp. = 0.96)., while the item that obtained the lowest mean value was on item B4 "Language of instruction used" with a mean value = 1.47 (sp. = 0.70). The overall mean value to identify the form of *Tahfiz* curriculum is at a moderately low level of 2.27 (sp. = 0.50).

**Table 7.**

| Item Code | Item   | Frequency & Percentage |              |             |             |             | Mean | Sp.  | Interpretation |
|-----------|--|------------------------|--------------|-------------|-------------|-------------|------|------|----------------|
| B1        | Forms of studies conducted                   | 6<br>(31.6)            | 3<br>(15.8)  | 7<br>(36.8) | 3<br>(15.8) | 0<br>(0.0)  | 2.37 | 1.12 | Medium Low     |
| B2        | Forms of memorization curriculum implemented | 7<br>(36.8)            | 6<br>(31.6)  | 3<br>(15.8) | 1<br>(5.3)  | 2<br>(10.5) | 2.21 | 1.32 | Medium Low     |
| B3        | Memorization graduation period               | 2<br>(10.5)            | 12<br>(63.2) | 5<br>(26.3) | 0<br>(0.0)  | 0<br>(0.0)  | 3.16 | 0.60 | High           |
| B4        | Language used                                | 12<br>(63.2)           | 5<br>(26.3)  | 2<br>(10.5) | 0<br>(0.0)  | 0<br>(0.0)  | 1.47 | 0.70 | Low            |
| B5        | <i>Tahfiz</i> Curriculum drafter             | 4<br>(21.1)            | 4<br>(21.1)  | 5<br>(26.3) | 6<br>(31.6) | 0<br>(0.0)  | 2.68 | 1.16 | Medium Low     |
| B6        | <i>Tahfiz</i> curriculum review period       | 13<br>(68.4)           | 4<br>(21.1)  | 2<br>(10.5) | 0<br>(0.0)  | 0<br>(0.0)  | 1.53 | 0.96 | Low            |
| B7        | Student recruitment requirements             | 6<br>(31.6)            | 4<br>(21.1)  | 5<br>(10.5) | 4<br>(21.1) | 0<br>(0.0)  | 2.37 | 1.16 | Medium Low     |

**Overall** **2.27** **0.50** **Medium Low**

### Identifying *Tahfiz* Curriculum Implementation Methods

Table 8 below shows the findings to identify the implementation method of *Tahfiz* curriculum. There are five items that are studied, namely the method of memorization practiced by students, the method of murajaah practiced by students, the method of assessment of students, the time of assessment of students and the method of teacher delivery. The findings of the study showed that none of the items got a mean score value at a high level,

There are four items that get a moderately low mean score value, namely on item C1 "Memorization method practiced by students" with a mean value = 2.58 (sp. = 1.61), then on item C2 "Murajaah method practiced by students" with a mean value = 3.00 (sp.=1.25). Next, on item C3 "Assessment methods for students" with a mean value = 2.21 (sp. = 0.92) and on item C4 "Assessment time for students" with a mean value = 2.21 (sp. = 1.13).

Next, there is an item that has the lowest mean value, namely item C5 "Teacher delivery method" with a mean value = 1.95 (sp. = 0.85). The overall mean value to identify the implementation method of *Tahfiz* curriculum is moderately low with a mean value = 2.39 (sp. = 0.64).

**Table 8**

| Item Code      | Item                                       | Frequency & Percentage |              |             |             |             | Mean        | Sp.         | Interpretation |
|----------------|--|------------------------|--------------|-------------|-------------|-------------|-------------|-------------|----------------|
| C1             | Memorization methods practiced by students | 6<br>(31.6)            | 6<br>(31.6)  | 1<br>(5.3)  | 3<br>(15.8) | 3<br>(15.8) | 2.58        | 1.61        | Medium Low     |
| C2             | Murajaah methods practiced by students.    | 2<br>(10.5)            | 6<br>(31.6)  | 8<br>(42.1) | 1<br>(5.3)  | 2<br>(10.5) | 3.00        | 1.25        | Medium Low     |
| C3             | Methods of assessment to the students      | 3<br>(15.8)            | 12<br>(63.2) | 1<br>(5.3)  | 3<br>(15.8) | 0<br>(0.0)  | 2.21        | 0.92        | Medium Low     |
| C4             | Lengths of assessment to the students      | 7<br>(36.8)            | 4<br>(21.1)  | 5<br>(26.3) | 3<br>(15.8) | 0<br>(0.0)  | 2.21        | 1.13        | Medium Low     |
| C5             | Teacher's delivery methods                 | 7<br>(36.8)            | 6<br>(31.6)  | 6<br>(31.6) | 0<br>(0.0)  | 0<br>(0.0)  | 1.95        | 0.85        | Low            |
| <b>Overall</b> |  |                        |              |             |             |             | <b>2.39</b> | <b>0.64</b> | Medium Low     |

### Analyzing *Tahfiz* Curriculum Achievement

Table 9 below shows the findings for analyzing the achievement of *Tahfiz* curriculum. There are six items studied, namely the percentage of students who complete the muqarrar each year, the quality of reading and memorization of students, the success factors of students completing the prescribed muqarrar, the failure factors of students to complete the prescribed muqarrar, community praise for students and student achievement in memorization.

The findings show that there are three items that are at a moderately high level of interpretation that is on item D1 "Percentage of students who complete muqarrar each year" with a mean score = 3.74 (sp. = 1.45) then on item D4 set "with a mean value = 4.00 (sp. = 2.21) and on item D3 "Success factors of students completing the set muqarrar "with a mean value = 3.05 (sp. = 1.18).

Then, there are two items that got a moderately low mean score, namely on item D2 "Reading quality and student memorization" with a mean value = 2.84 (sp. = 0.60) and on item D6 "Student achievement in memorization" with a mean value = 2.58 (sp. = 1.68).

Meanwhile, there is one item that got a mean score that is at a low level that is on item D5 "Community praise for students" with a mean value = 1.95 (sp. = 0.62). The overall mean value for analyzing the achievement of *Tahfiz* curriculum is at a medium to high level of interpretation with a mean score = 3.03 (sp. = 0.56).

**Table 9**

| Item Code | Item  | Frequency & Percentage |             |              |             |             | Mean | Sp.  | Interpretation |
|-----------|---|------------------------|-------------|--------------|-------------|-------------|------|------|----------------|
| D1        | Percentage of students who complete muqarrar each year                | 4<br>(21.1)            | 7<br>(36.8) | 1<br>(5.3)   | 4<br>(21.1) | 3<br>(15.8) | 3.74 | 1.45 | Medium High    |
| D2        | The quality of students' reading and memorization                     | 0<br>(0.0)             | 5<br>(26.3) | 12<br>(63.2) | 2<br>(10.5) | 0<br>(0.0)  | 2.84 | 0.60 | Medium Low     |
| D3        | Success factors of students completing the prescribed muqarrar        | 3<br>(15.8)            | 2<br>(10.5) | 6<br>(31.6)  | 7<br>(36.8) | 1<br>(5.3)  | 3.05 | 1.18 | Medium High    |
| D4        | The failure factor of the student to complete the prescribed muqarrar | 2<br>(5.3)             | 8<br>(42.1) | 5<br>(26.3)  | 2<br>(10.5) | 2<br>(10.5) | 4.00 | 2.21 | Medium High    |

|                |  |             |              |             |            |             |             |             |                    |
|----------------|--|-------------|--------------|-------------|------------|-------------|-------------|-------------|--------------------|
| D5             | Community admiration for students                | 4<br>(21.1) | 12<br>(63.2) | 3<br>(15.8) | 0<br>(0.0) | 0<br>(0.0)  | 1.95        | 0.62        | Low                |
| D6             | Student achievement in the field of memorization | 8<br>(42.1) | 2<br>(10.5)  | 4<br>(21.1) | 0<br>(0.0) | 5<br>(26.3) | 2.58        | 1.68        | Medium Low         |
| <b>Overall</b> |  |             |              |             |            |             | <b>3.03</b> | <b>0.56</b> | <b>Medium High</b> |

## DISCUSSION

### Analysis of Tahfiz Curriculum Implementation

The demographic composition of respondents involved in educational research provides a foundational understanding of the perspectives and experiences influencing the study's outcomes. In this study focusing on Tahfiz institutions, a total of 19 respondents from 25 institutions participated, representing various demographics such as the number of teachers, age, academic qualifications, teacher positions, and teacher salaries or allowances (Jayanti et al., 2022). The data collected through questionnaires offer insights into the characteristics of educators within these institutions, shedding light on potential factors affecting the implementation and effectiveness of Tahfiz programs (Najiburrahman et al., 2022). Specifically, the distribution of teachers based on their place of graduation reveals that the majority, approximately 94.7%, are local graduates, while a smaller percentage, around 5.3%, obtained their degrees from abroad (Oubibi et al., 2022). This suggests a predominantly localized expertise within the Tahfiz institutions under study, potentially influencing the curriculum and pedagogical approaches employed (Tiana, 2022).

The age distribution among respondents further enriches the demographic profile, indicating the presence of both younger and more experienced educators within the Tahfiz system. Approximately 15.8% of the respondents are below 20 years old, while a significant portion, 42.1%, falls within the 21-30 age range, and another 42.1% comprises individuals aged 31-40. This age diversity may contribute to a mix of traditional and contemporary teaching methodologies, potentially impacting student engagement and learning outcomes. Academic qualifications also play a crucial role in shaping the quality of education provided in Tahfiz institutions.

### Evaluating Program Effectiveness and Institutional Factors

Data from the study indicate that the majority of respondents, approximately 52.6%, hold a certificate, while 21.1% possess a diploma, and 15.8% have attained a bachelor's degree. This distribution highlights the varying levels of formal education among Tahfiz teachers, potentially influencing their pedagogical skills and curriculum delivery. Furthermore, the positions held by teachers within the institutions offer insights into the organizational structure and career pathways available in Tahfiz education. The research shows that a substantial proportion, 73.7%, of the respondents hold permanent positions, while 21.1% are on contract, and 5.3% are in temporary roles. Teacher's compensation, reflected in their salaries and allowances, is another important factor influencing job satisfaction and motivation, ultimately affecting the quality of teaching (Ambo, 2024).

In this study, a significant majority, 78.9%, of respondents reported earning between 1001 and 2000, while 21.1% earn below 1000. This financial aspect sheds light on the economic realities faced by Tahfiz teachers, potentially impacting their commitment and ability to invest in professional

development. Organizational support from the school and the ministry of education is crucial (Oubibi et al., 2022). Through understanding the demographics of teachers, this provides the necessary context to evaluate factors influencing the successful implementation of the Tahfiz curriculum, pedagogical approaches, and the overall effectiveness of these educational institutions (Ruhendi & Kosim, 2022) (Siregar et al., 2022).

## CONCLUSION

In conclusion there are three main objectives to be achieved in this study. The findings of the study show that out of the three objectives, there are two of them are at a less satisfactory level of interpretation that is moderately low. The two objectives are to identify the form of *Tahfiz* curriculum and to identify the method of implementation of *Tahfiz* curriculum. While another objective is at a moderately high level of interpretation. The overall analysis found that the implementation of the *Tahfiz* Quran curriculum in private *Tahfiz* institutions in the state of Johor is at an unsatisfactory level. Of the seven items studied related to the form of *Tahfiz* curriculum, only one item was at a satisfactory level, out of five items studied related to the implementation method of *Tahfiz* curriculum, none were at a satisfactory level, and out of six items studied related to *Tahfiz* curriculum achievement, only three items were at the moderate level.

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