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(IJMOE)www.ijmoe.comEFFECTIVE STRATEGIES IN QURAN MEMORIZATION AND
REVISION (MURAJAAH) PRACTICES AMONG TAHFIZ
STUDENTS IN MALAYSIA: A SYSTEMATIC REVIEWNorafidah Md Yusup^{1*}, Mohamad Marzuqi Abdul Rahim², Abd Hadi Borham³¹ Faculty of Human Sciences, Universiti Pendidikan Sultan Idris

Email: p20241000271@siswa.upsi.edu.my

² Faculty of Human Sciences, Universiti Pendidikan Sultan Idris

Email: marzuqi@fsk.upsi.edu.my

³ Faculty of Human Sciences, Universiti Pendidikan Sultan Idris

Email: abdhadi.borham@fsk.upsi.edu.my

* Corresponding Author

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Abstract:

This systematic literature review examines effective strategies for Quran memorization and revision (murajaah) among Tahfiz students in Malaysia. The issue addressed involves inconsistent retention outcomes and limited standardized pedagogical approaches, which may hinder students' mastery of Quranic content. A rigorous search strategy was conducted using Scopus and ERIC, guided by the PRISMA framework, resulting in 26 relevant studies. Analysis of these publications was organized into three overarching themes: (1) Pedagogical Innovation, Teaching Methods, and Teacher Development in Islamic Education, (2) Curriculum Development, Policy, and Management in Islamic Education, and (3) Inclusivity, Special Needs, and Pandemic-Era Innovation in Islamic Education. Numerical findings across the included research indicate that integrated teacher training initiatives, structured curricular reforms, and adaptation to learners with diverse needs significantly enhance memorization accuracy. Risk, safety, and optimization models for decision support also emerged as possible frameworks, offering systematic methods to address resource constraints and promote secure learning environments. Results highlight that well-defined teacher development programs, supportive institutional policies, and technological innovations introduced during pandemic disruptions collectively contribute to improved murajaah practices. The review concludes with a recommendation for continued collaboration among educational authorities, school administrations, and community stakeholders to further strengthen implementation strategies. Emphasis is placed on comprehensive professional development, responsive curriculum design, and targeted inclusivity measures to ensure that Tahfiz students attain deeper

engagement and stronger memorization outcomes in Quranic learning contexts.

Keywords:

Al-Quran Education, Islamic Education, Quran Practices, Tahfiz School, Tahfiz Student

Introduction

Murajaah has long been central to Quranic education, serving as a cornerstone of Islamic pedagogy to preserve the integrity and continuity of memorized verses. However, contemporary challenges now demand renewed scholarly attention (Khusnia et al., 2023). Despite its historical role in fostering discipline, moral character, and deep spiritual attachment, current practices face hurdles such as inconsistent retention, limited adaptation to diverse learning needs, and lack of standardized instructional frameworks. In Malaysia, the proliferation of Tahfiz institutions underscores the urgency to develop research-based strategies that blend traditional values with modern tools, including technology-enhanced murajaah and peer-assisted systems, to improve accuracy, motivation, and long-term mastery (Norazura Ariffin1 & Malyanah, 2024; Yusup et al., 2025)

Existing studies reflect the integral role of consistent revision in achieving successful memorization and recall. Investigations stress the benefits of spaced repetition, teacher-student engagement, and performance feedback for sustaining long-term retention. Several researchers have also examined the psychological and social factors influencing Tahfiz students' motivation, revealing correlations between supportive learning environments and stronger memorization outcomes (Abdullah, Ibrahim, et al., 2022; Abdullah, Mohamad Kamal, et al., 2022; Nik Abdullah, Mohd Sabbri, et al., 2021). However, Buzdar & Farooq, (2020) the literature exhibits a lack of consensus on how best to balance traditional pedagogy with contemporary techniques that may include mobile applications, multimedia resources, and structured peer-learning programs. Moreover, few studies systematically evaluate testing methodologies for murajaah, leaving open questions about the most reliable, valid, and student-friendly approaches to gauge memorization progress and accuracy (Jamaludin et al., 2022; Khamaruddin & Muhamad, 2021; Zakaria et al., 2021). Furthermore, there is currently no national-level report or centralized guideline that specifically addresses murajaah practices in a structured and systematic manner. Instead, references to murajaah are often embedded within broader discussions on Quran memorization, without detailing consistent frameworks, standardized procedures, or effective evaluation mechanisms.

This gap is further highlighted by recent empirical findings. For instance, Syaifullah et al., (2022) identified time constraints, lack of structured revision schedules, and low intrinsic motivation as key barriers to consistent murajaah. Razlan et al., (2022) reported that 65.7% of students in the Plus Tahfiz UiTM program faced difficulties managing time between academic assignments and Quran memorization. Hussin et al., (2023) added that only 61% of students maintained a dedicated murajaah schedule, with most failing to revise regularly. S. Anam et al., (2025) emphasized that poor self-discipline and the lack of monitoring systems contribute significantly to irregular murajaah practices, ultimately compromising memorization quality and retention.

Despite growing academic attention to Quranic memorization practices, no comprehensive or systematic murajaah model has yet been developed to clearly define the essential components required for effective revision among secondary-level Tahfiz students (Nor Hafizi Yusof, 2020). In light of these debates and uncertainties, this article aims to investigate the effectiveness of various strategies employed in memorizing and testing the Al-Quran among Tahfiz students in Malaysia. Specifically, the core research question centers on identifying which practices and tools most significantly enhance students' retention of the Quranic text and contribute to ongoing proficiency. By analyzing a combination of qualitative and quantitative data, this study examines how different pedagogical, technological, and socio-psychological factors interact to produce optimal learning experiences for Tahfiz learners. The objectives of this article are threefold: first, to synthesize existing strategies for Quranic memorization and testing into a coherent framework; second, to empirically assess their relative efficacy in a Malaysian context; and third, to propose a set of evidence-based recommendations for educators and curriculum developers. Through addressing these objectives, the study not only fills key gaps in the literature but also offers new insights into how traditional religious instruction can be refined, thus contributing to a more robust understanding of effective Quranic education and ensuring that the timeless tradition of memorizing and preserving the Al-Quran remains vibrant and resilient.

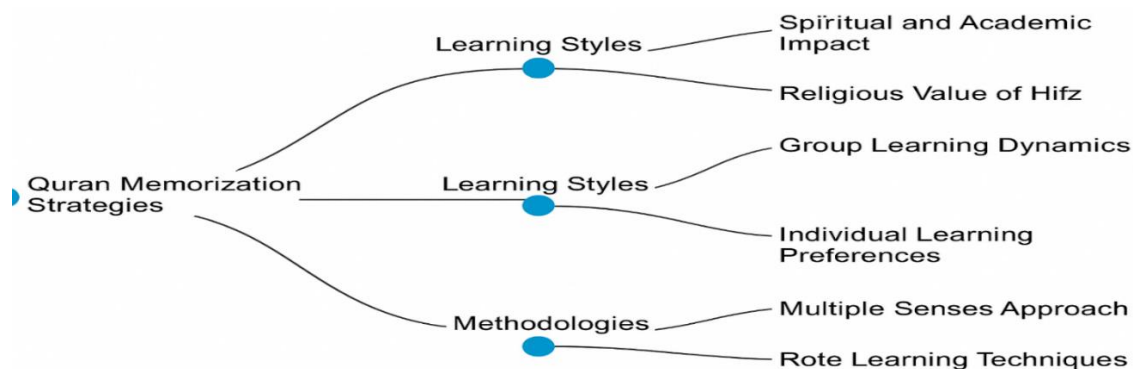


Figure 1. Mapping

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Literature Review

Quran memorization, or tahfiz, holds a highly esteemed position among Muslims worldwide, particularly in Malaysia, where the proliferation of tahfiz institutions underscores its spiritual and educational significance (Hussin et al., 2022; Siti Mastura Baharudin et al., 2021). Effective strategies for Quran memorization and revision (*murajaah*) are essential in ensuring that students not only memorize but also retain Quranic verses with precision and understanding (Ambo et al., 2020). This review delves into the various methods and practices adopted by tahfiz students in Malaysia, emphasizing the critical role of structured learning techniques, mastery of Arabic grammar, and the integration of modern technology in enhancing their memorization outcomes.

Tahfiz students in Malaysia employ a variety of structured learning methods to enhance their memorization capabilities. Among the key methods utilized are repetitive reading, mastery of *tajwid* (rules of Quranic recitation), the use of specific *mushaf* (Quranic text), understanding the verses, and transcribing them (Fakhruddin et al., 2020). These approaches are further

strengthened by disciplined time management, the selection of conducive environments and times for memorization, and counseling sessions to address challenges encountered by students (Fakhruddin et al., 2020). Additionally, established techniques such as the *Sabak*, *Para Sabak*, *Ammokhtar*, and *Halaqah Dauri* methods are widely practiced, enabling students to complete Quranic memorization and revision within a structured timeframe (Nik Abdullah, Ab Rahim, et al., 2021)

The knowledge of Arabic grammar plays a pivotal role in the memorization process. Research indicates that tahfiz students with a solid grasp of Arabic grammar and syntax consider it a key strategy and an essential motivational factor (Jamaluddin et al., 2022; Yamani & Husni, 2022). Understanding the structural and semantic aspects of Quranic verses not only facilitates memorization but also enhances long-term retention. This integrated approach ensures that students are not merely memorizing the text but are also comprehending its meanings, which is critical for effective *murajaah* (revision) (Sari et al., 2023; Jamaluddin et al., 2022; Yamani & Husni, 2022).

In today's educational landscape, technology has emerged as an invaluable tool to support Quran memorization. Assistive technologies such as mobile applications and online platforms offer students additional resources for both memorization and revision (bin Umar et al., 2023; Jamaludin et al., 2022; Khamaruddin & Muhamad, 2021; Zakaria et al., 2021). These tools provide interactive and engaging methods to practice recitation, track progress, and receive feedback, thereby enhancing efficiency and accessibility. Furthermore, the integration of Internet of Things (IoT) ecosystems has been proposed to aid tahfiz students at the tertiary level, enabling them to manage their time effectively and retain their memorization amidst academic pressures (Jamaludin et al., 2022; Khamaruddin & Muhamad, 2021; Zakaria et al., 2021).

Despite the variety of strategies and tools available, tahfiz students often face challenges in their memorization journey. These challenges include difficulties in time management, lack of conducive learning environments, and the need for sustained motivation and support (Jamaludin et al., 2022; Khamaruddin & Muhamad, 2021; Nordin et al., 2023). To overcome these obstacles, it is recommended that tahfiz institutions implement comprehensive curricula that combine traditional and modern memorization techniques, offer regular counseling and support sessions, and leverage technology to foster an engaging and supportive learning environment (Fakhruddin et al., 2020; bin Umar et al., 2023).

Effective Quran memorization and revision practices among tahfiz students in Malaysia require a blend of structured learning methods, a strong foundation in Arabic grammar, and the integration of modern technology. By addressing the challenges faced by students and continually refining these strategies, tahfiz institutions can ensure that students not only memorize the Quran but also retain and internalize its teachings. This holistic approach will contribute to the development of well-rounded individuals who are deeply connected to their faith and dedicated to preserving Quranic knowledge for future generations.

Table 1: Summary of Key Strategic Themes in Quran Memorization Among Tahfiz Students

Tema Strategi	Sumber	Elemen Utama	Relevansi terhadap Murajaah
Pengulangan dan Tajwid	Fakhruddin et al. (2020)	Sabak, Para Sabak, Halaqah	Menyusun kaedah murajaah harian
Tatabahasa Arab	Jamaluddin et al. (2022); Yamani & Husni (2022)	Nahwu, Sarf, sintaksis	Memahami ayat bagi kekalkan hafazan
Teknologi Interaktif	Jamaludin et al. (2022); bin Umar et al. (2023)	Aplikasi mudah alih, IoT	Membantu murajaah sendiri & pantauan prestasi
Persekitaran & Sokongan	Nordin et al. (2023); Fakhruddin et al. (2020)	Bimbingan, suasana pembelajaran	Menangani tekanan & cabaran motivasi

Source Compiled By Author (2025)

In summary, the reviewed literature aligns with the study's objective by highlighting key strategies that support effective murajaah practices. These include structured repetition, Arabic grammar proficiency, and the use of digital tools. The insights offer a foundation for developing a comprehensive framework that supports national efforts to strengthen Tahfiz education.

Research Question

Research questions are crucial in a systematic literature review (SLR) because they provide the foundation and direction for the entire review process. They guide the scope and focus of the SLR, helping to determine which studies to include or exclude, ensuring that the review remains relevant and specific to the topic of interest. A well-defined research question ensures that the literature search is exhaustive and systematic, covering all relevant studies that address key aspects of the topic. This minimizes the risk of bias and ensures a complete overview of the existing evidence. Additionally, research questions facilitate the categorization and organization of data from included studies, providing a framework for analyzing findings and synthesizing results to draw meaningful conclusions. They also enhance clarity and focus, avoiding ambiguity and keeping the review concentrated on specific issues, making the findings more actionable and relevant. Furthermore, well-formulated research questions contribute to the transparency and reproducibility of the review, allowing other researchers to follow the same process to verify findings or extend the review to related areas. Ultimately, research questions ensure that the review aligns with the overall objectives of the study, whether it is to identify gaps in the literature, evaluate the effectiveness of interventions, or explore trends in a specific field, making them the backbone of a rigorous, focused, and relevant systematic literature review.

Specifying the Research Questions (RQs) is the most important activity at the planning stage but also the most important part of any SLR, because it drives the entire review methodology (Kitchenham, 2007). Considering that the goal of our SLR is to identify and analyze the state of the art in. The PICO framework is a mnemonic style used to formulate research questions, particularly in qualitative research proposed by (Lockwood et al., 2015) was applied in this study. PICO stands for Population, Interest, and Context. Here's what each component means:

- i. Population (P): This refers to the group or participants of interest in the study. It specifies who the research is focused on, such as a specific demographic, patient group, or community.
- ii. Interest (I): This represents the main focus or phenomenon of interest in the study. It could be a particular experience, behavior, intervention, or issue that the research aims to explore or understand.
- iii. Context (Co): This defines the setting, environment, or specific context in which the population and interest are situated. It might refer to geographical location, cultural or social settings, or any other relevant backdrop for the research.

Using the PICO framework helps in structuring research questions clearly and systematically by breaking down the key elements of the study into these three components. This approach ensures that the research is focused and the questions are well-defined, making it easier to search for relevant literature or design a study. This study achieved two research questions as below;

- i. Among teachers in Islamic educational settings (Population), which pedagogical innovations and teaching methods (Interest) foster enhanced professional growth and instructional efficacy (Context)?
- ii. In Islamic educational governance (Population), how do newly implemented curriculum policies and management strategies (Interest) influence overall institutional effectiveness and student achievement (Context)?
- iii. Within Islamic educational institutions serving learners with special needs (Population), which pandemic-era inclusive approaches (Interest) most effectively support equitable access and improved learning outcomes (Context)?

Methodology

The PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework, as outlined by (Page et al., 2021), is a widely recognized standard for conducting systematic literature reviews. It ensures transparency, comprehensiveness, and consistency throughout the review process. By following PRISMA guidelines, researchers can enhance the precision and rigor of their analysis through systematic identification, screening, and inclusion of studies. The framework also emphasizes the importance of randomized studies due to their ability to reduce bias and provide robust evidence for the review. For this analysis, two key databases, ERIC and Scopus, were utilized for their extensive coverage and reliability.

The review was conducted between January and March 2025. The search and selection process was carried out online using digital access from Malaysia. All sources of data were retrieved from peer-reviewed journal articles indexed in the ERIC and Scopus databases, focusing on studies published between 2020 and 2024. Inclusion criteria included empirical studies related to Quran memorization and murajaah practices among Tahfiz students, written in English or Malay, with full-text availability.

The PRISMA approach is organized into four key stages: identification, screening, eligibility, and data abstraction. In the identification phase, databases are searched to locate all relevant studies. The screening phase then involves evaluating these studies against predefined criteria to eliminate irrelevant or low-quality research. During the eligibility phase, the remaining studies are thoroughly assessed to confirm they meet the inclusion criteria. Finally, data

abstraction focuses on extracting and synthesizing data from the included studies, which is essential for deriving meaningful and reliable conclusions. This structured method ensures that the systematic review is conducted with rigor, leading to trustworthy results that can guide future research and practice.

To ensure the quality of the studies included, each selected article was assessed using the Quality Assessment (QA) criteria adapted from Abouzahra et al. (2020), which consists of six dimensions: clarity of study purpose, usefulness, methodological soundness, conceptual clarity, benchmarking, and discussion of limitations. A scoring rubric (Yes = 1, Partly = 0.5, No = 0) was applied across all articles. Only studies scoring above 3.0 were included. A narrative thematic analysis was used to identify common patterns, strategies, and challenges across the selected studies.

Identification

In this study, key steps of the systematic review process were implemented to gather a substantial body of relevant literature. The process began with the selection of keywords, which was followed by identifying related terms through the use of dictionaries, thesauri, encyclopedias, and previous studies. All pertinent terms were compiled, and search strings were developed specifically for the ERIC and Scopus databases (as detailed in Table 1). This initial phase of the review yielded a total of 306 publications relevant to the study topic from the two databases.

Table 2: The Search String

Database	Search String
Scopus	TITLE-ABS-KEY (("Islamic education" OR "Tahfiz schools" OR "Tahfiz schools") AND ("Quran memorization" OR "challenges" OR "pedagogy") AND (" Strategies" OR "Learning") AND ("Islamic education" OR "Quranic pedagogy")) AND LIMIT-TO (PUBYEAR , 2020) OR LIMIT-TO (PUBYEAR , 2021) OR LIMIT-TO (PUBYEAR , 2022) OR LIMIT-TO (PUBYEAR , 2023) OR LIMIT-TO (PUBYEAR , 2024) OR LIMIT-TO (PUBYEAR , 2025)) AND (LIMIT-TO (DOCTYPE , "ar")) AND (LIMIT-TO (PUBSTAGE , "final")) AND (LIMIT-TO (LANGUAGE "English")) Date of Access: Mei 2025
Eric	("Islamic education" OR "Tahfiz schools" OR "Tahfiz schools") AND ("Quran memorization" OR "challenges" OR "pedagogy") AND (" Strategies" OR "Learning") AND ("Islamic education" OR "Quranic pedagogy") Date of Access: Mei 2025

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Screening

In the screening process, potentially relevant research items are evaluated to ensure they align with the predetermined research questions. At this stage, research topics related to Malaysian e-learning are often selected. Duplicate documents are also removed. Initially, 83 publications were discarded, leaving 67 papers for further analysis based on specific inclusion and exclusion criteria (see Table 2). The literature was the first criterion, as it serves as the primary source of valuable insights. This includes book series, book reviews, meta-syntheses, meta-analyses, conference proceedings, and chapters not included in the most recent study. Only

publications in English from 2020 to 2024 were considered for the review. A total of four publications were excluded due to duplication.

Table 3: The Selection Criterion is Searching

Criterion	Inclusion	Exclusion
Language	English	Non-English
Time line	2020 – 2024	< 2020
Literature type	Journal (Article)	Conference, Book, Review
Publication Stage	Final	In Press

Source Compiled By Author (2025)

Eligibility

In the third step, a total of 63 articles were carefully examined for eligibility. During this stage, various exclusion criteria were applied to ensure the selection of only the most relevant studies. Articles were excluded if they lacked full text, had titles that were outside the scope of the research field, or contained abstracts that were not significant or did not align with the study's objectives. These exclusions led to a total of 37 articles being discarded, reducing the pool of articles for further consideration. This rigorous filtering process was essential to focus on studies that directly addressed the research topic.

After applying these exclusion criteria, 26 articles remained and were included in the qualitative analysis. These articles met the necessary standards for relevance and quality, contributing valuable information to the research. The remaining studies were thoroughly reviewed for their insights into the research questions, and their inclusion enabled a more focused and meaningful analysis. This step was crucial in ensuring that the final analysis was based on studies that provided the most pertinent and reliable data to support the study's objectives.

Data Abstraction and Analysis

An integrative analysis served as one of the assessment strategies in this study, allowing the researchers to examine and synthesize diverse research designs, primarily quantitative approaches. The primary objective was to identify relevant topics and subtopics, beginning with a data collection phase that laid the groundwork for theme development. As illustrated in Figure 2, the authors rigorously reviewed 26 publications to extract statements and content pertinent to the research focus, namely Effective Strategies in Quran Memorization and Revision (Murajaah) Practices Among Tahfiz Students in Malaysia. This review extended to both the methodologies employed in these studies and their reported findings. Subsequently, the authors collaborated to formulate themes based on the evidence within the study's context, maintaining a log throughout the analysis to capture observations, perspectives, and any puzzles arising during interpretation. Lastly, the authors compared the results to detect possible inconsistencies in the thematic design. Any conceptual disagreements were resolved through discussion among the research team.

Result And Finding

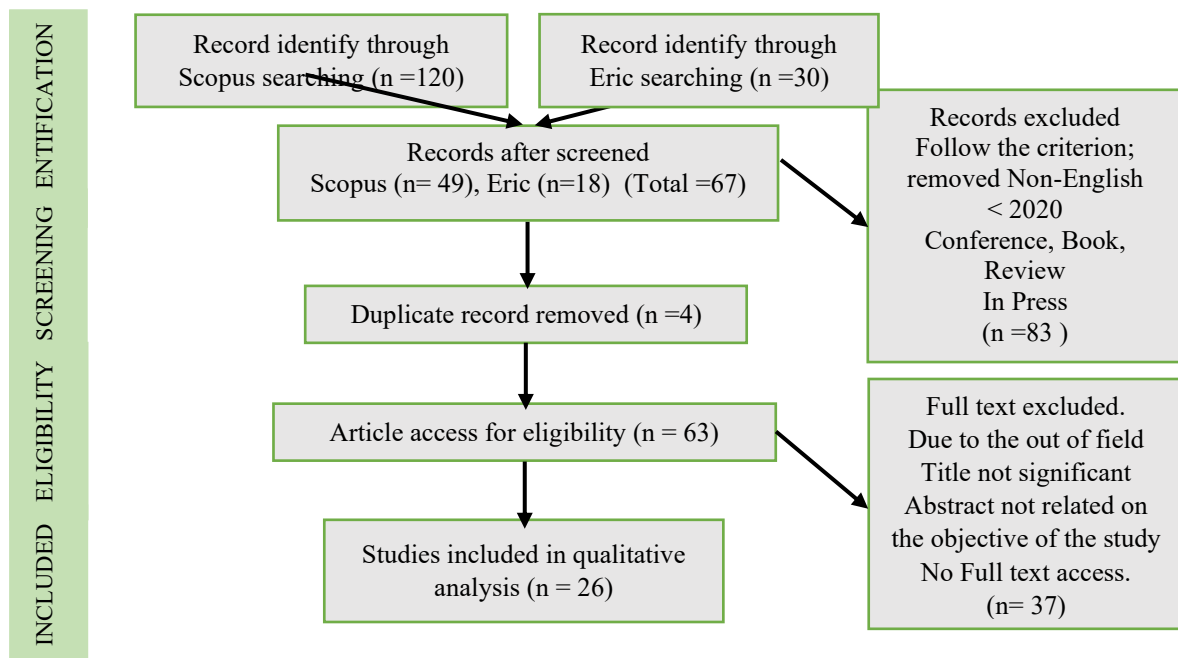


Figure 2. Flow Diagram of The Proposed Searching Study Quality of Appraisal

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Quality of Appraisal

According to the guidelines proposed by Kitchenham and Charters (Kitchenham & Charters , 2007), once we had selected primary studied (*Primary studies refer to the original research articles, papers, or documents that are directly included in the systematic review after the initial selection process. These studies are considered the primary sources of evidence that are analyzed, assessed for quality, and compared quantitatively or qualitatively to answer the research questions defined for the review.*), we have to assess the quality of the researches they present and quantitatively compare them. In this study we apply quality assessment from Anas Abouzahra et al. (Abouzahra et al., 2020) which consist of six Qas for our SLR. The scoring procedure for evaluating each criterion involves three possible ratings: “Yes” (Y) with a score of 1 if the criterion is fully met, “Partly” (P) with a score of 0.5 if the criterion is somewhat met but contains some gaps or shortcomings, and “No” (N) with a score of 0 if the criterion is not met at all.

- QA1. Is the purpose of the study clearly stated?
- QA2. Is the interest and the usefulness of the work clearly presented?
- QA3. Is the study methodology clearly established?
- QA4. Are the concepts of the approach clearly defined?
- QA5. Is the work compared and measured with other similar work?
- QA6. Are the limitations of the work clearly mentioned?

The table outlines a quality assessment (QA) process used to evaluate a study based on specific criteria. Three experts assess the study using the criteria listed, and each criterion is scored as “Yes” (Y), “Partly” (P), or “No” (N). Here’s a detailed explanation:

1. **Is the purpose of the study clearly stated?**
 - This criterion checks whether the study's objectives are clearly defined and articulated. A clear purpose helps set the direction and scope of the research.
2. **Is the interest and usefulness of the work clearly presented?**
 - This criterion evaluates whether the study's significance and potential contributions are well-explained. It measures the relevance and impact of the research.
3. **Is the study methodology clearly established?**
 - This assesses whether the research methodology is well-defined and appropriate for achieving the study's objectives. Clarity in methodology is crucial for the study's validity and reproducibility.
4. **Are the concepts of the approach clearly defined?**
 - This criterion looks at whether the theoretical framework and key concepts are clearly articulated. Clear definitions are essential for understanding the study's approach.
5. **Is the work compared and measured with other similar work?**
 - This evaluates whether the study has been benchmarked against existing research. Comparing with other studies helps position the work within the broader academic context and highlights its contributions.
6. **Are the limitations of the work clearly mentioned?**
 - This evaluates whether the study acknowledges its limitations, providing a transparent view of its scope and potential areas for improvement.

Each expert independently assesses the study according to these criteria, and the scores are then totaled across all experts to determine the overall mark. For a study to be accepted for the next process, the total mark, derived from summing the scores from all three experts, must exceed 3.0. This threshold ensures that only studies meeting a certain quality standard proceed further.

Table 4: Description of Code for The Articles That Undertook Quality of Assessment:

Code	Authors	Year	Scopus	Eric
PS1	Zainuri A.; Sukarno; Huda M.	2022	/	
PS2	Alsharaf A.A.; Alwattar N.Y.	2024	/	
PS3	Usman A.Hi.; Mahmud A.F.	2024	/	
PS4	Sözeri S.; Altinyelken H.K.; Volman M.L.L.	2021	/	
PS5	Achruh; Rapi M.; Rusdi M.; Idris R.	2024	/	
PS6	Succarie A.	2024	/	
PS7	Kadis K.; Imron A.; Mustiningsih M.; Sumarsono R.B.	2024	/	
PS8	Kosasih A.; Supriyadi T.; Firmansyah M.I.; Rahminawati N.	2022	/	
Code	Authors	Year	Scopus	Eric
PS9	Wigati I.; Mardeli; Astuti M.; Yuniar; Ramdani Z.	2023	/	
PS10	Hussien S.; Wahab M.K.A.; Hashim R.	2021	/	
PS11	Alotaibi S.K.G.	2024	/	
PS12	Haddade H.; Nur A.; Rasyid M.N.A.; Abd Raviq R.	2024	/	
PS13	Rusmana D.; Rosyidin D.N.; Saefullah A.; Burhanuddin D.; Zainuddin G.B.	2024	/	

PS14	Sumanti S.T.; Nunzairina; Salminawati	2024	/
PS15	Astuti M.; Ismail F.; Fatimah S.; Puspita W.; Herlina	2024	/
PS16	Akrim A.; Setiawan H.R.; Selamat S.; Ginting N.	2022	/
PS17	Syarifuddin S.; Tahir A.; Fatimah; Abidin K.; Syarifuddin F.	2024	/
PS18	Basori R.; Raharjo T.J.; Prihatin T.; Yulianto A.	2023	/
PS19	Bin Muhammad Yusoff M.F.	2023	/
PS20	Zakariyah	2024	/
PS21	Anam W.; Sulaeman M.; Mustakim A.A.; Putra A.; Hakim L.	2024	/
PS22	Samsudin, Abu	2021	/
PS23	Desmaniar; Rusli; Fathani A.T.; Azmi N.A.; Mughni M.; Islami I.R.; Syukri A.	2022	/
PS24	Wahab R.A.; Ismail S.; Cusairi R.M.	2023	/
PS25	Dzulkifli I.	2021	/
PS26	Nursyahidin R.; Rohman A.; Febriyanti N.	2021	/

Source Compiled By Author (2025)

Table 5: Summary Results of Quality of Assessment Performance for Selected Primary Studies

Code	QA1	QA2	QA3	QA4	QA5	QA6	Total Mark	Percentage (%)
PS1	Y	Y	Y	Y	P	P	5.5	91.67%
PS2	Y	P	P	Y	Y	P	5	83.33%
PS3	Y	Y	Y	Y	P	P	5.5	91.67%
PS4	Y	Y	P	Y	Y	P	5.5	91.67%
PS5	Y	Y	P	Y	Y	P	5.5	91.67%
PS6	Y	Y	Y	Y	Y	P	5.5	91.67%
PS7	Y	Y	Y	Y	P	Y	5.5	91.67%
PS8	Y	Y	Y	Y	P	P	5.5	91.67%
PS9	Y	Y	Y	Y	Y	P	6	100%
PS10	Y	Y	Y	Y	P	P	5.5	91.67%
PS11	Y	Y	Y	Y	Y	P	5.5	91.67%
PS12	Y	Y	Y	Y	Y	Y	6	100%
PS13	Y	Y	Y	Y	Y	Y	6	100%
PS14	Y	Y	P	Y	Y	Y	5.5	91.67%
PS15	Y	Y	P	Y	Y	Y	5.5	91.67%
PS16	Y	Y	P	Y	Y	P	5.5	91.67%
PS17	Y	Y	Y	Y	P	Y	5.5	91.67%
PS18	Y	Y	Y	Y	Y	P	5.5	91.67%
PS19	Y	Y	Y	Y	P	P	5.5	91.67%
PS20	Y	Y	Y	Y	Y	P	6	100%
PS21	Y	Y	Y	Y	P	Y	5.5	91.67%
PS22	Y	Y	Y	Y	N	N	4	66.70%
PS23	Y	Y	P	Y	Y	Y	5.5	91.67%
PS24	Y	Y	P	Y	P	P	5	83.33%
PS25	Y	Y	Y	Y	Y	P	5.5	91.67%

PS26	Y	Y	Y	Y	Y	P	5.5	91.67%
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Source Compiled By Author (2025)

Table 6: Final Corrected Summary of Findings

Code	Total Mark	Percentage (%)	Key Findings	Main Limitation
PS1	5.5	91.67%	Clear objectives; Purpose clearly stated	Lack of discussion on limitations
PS2	5	83.33%	Useful study; Moderate clarity in method	Limited explanation on methodology
PS3	5.5	91.67%	Well-structured study; Clear concepts	Insufficient limitations discussion
PS4	5.5	91.67%	Reliable approach; Valid comparisons	Inadequate discussion on methodology
PS5	5.5	91.67%	Sound method; Relevant insights	Did not elaborate limitations
PS6	5.5	91.67%	Comprehensive study; Good structure	Minor methodological gaps
PS7	5.5	91.67%	Well-defined purpose; Good analysis	Incomplete data context
PS8	5.5	91.67%	Clear conceptual design	Some inconsistencies in reporting
PS9	6	100%	Excellent structure and clarity	No significant limitations stated
PS10	5.5	91.67%	Clear objectives; Valid outcomes	Limited comparative discussion
PS11	5.5	91.67%	Relevant and focused discussion	Brief on limitations
PS12	6	100%	High-quality insights; Clear method	None stated
PS13	6	100%	Strong analysis; Clear comparisons	None stated
PS14	5.5	91.67%	Methodologically sound	Needs stronger explanation of scope
PS15	5.5	91.67%	Clear focus and methodology	General discussion on limitations
PS16	5.5	91.67%	Reliable outcomes; Well-structured	Limited discussion of gaps
PS17	5.5	91.67%	Defined approach; Good analysis	Partial description of limitations
PS18	5.5	91.67%	Clear framework and comparisons	Missing detailed limitations
PS19	5.5	91.67%	High-quality approach	Vague explanation of some aspects
PS20	6	100%	Robust design and methods	Not clearly stated limitations
PS21	5.5	91.67%	Strong methodology; Good structure	Limited benchmarking

PS22	4	66.70%	Basic structure met	Multiple criteria not addressed
PS23	5.5	91.67%	Clear framework; Methodologically sound	Incomplete discussion of findings
PS24	5	83.33%	Defined focus; Reasonable methodology	Weaker data synthesis
PS25	5.5	91.67%	Consistent structure; Well-defined	Missing detailed limitations
PS26	5.5	91.67%	Good methodology; Strong purpose	Unclear scope of comparison

Source Compiled By Author (2025)

Among the 26 publications, four reached the highest score of 4, equating to a full 100%. Another 19 articles recorded 5.5 (91.67%), representing the largest group. Two works attained 5 (83.33%), while one received a 4 (66.70%). This distribution indicates that the majority of the papers demonstrated considerable strength across the assessed categories, reflected by scores either at or near the upper range. The few items below 91.67% suggest minor gaps in certain criteria. Overall, the data imply consistent quality in research focus, methodology, and relevance within these studies, with only a limited number of outliers requiring enhanced alignment to reach the highest level of performance.

The initially generated themes were refined to maintain consistency. Three domain experts participated in evaluating the selected analyses: Dr. Khairul Shakir Ab Rahman, a medical doctor specializing in pathology and public health, and Dr. Wan Azani Mustafa, an expert in biomedical computing. These experts assessed the clarity, significance, and relevance of each subtheme to establish domain validity. The authors also conducted cross-checks to resolve discrepancies and ensure thematic coherence through collaborative discussion. Subsequently, two additional reviewers one in oncology and another in biomedical science validated the results to ensure that each subtheme remained clear, relevant, and well-substantiated. Revisions were made based on the feedback and comments provided by these experts.

Pedagogical Innovation, Teaching Methods, and Teacher Development in Islamic Education

Effective memorization and systematic revision (murajaah) in Tahfiz education benefit substantially from diversified instructional approaches and well-structured pedagogical frameworks. One recent publication documented a quantitative analysis indicating that thorough comprehension of scientific literacy is closely intertwined with pedagogical competence, which can positively influence teaching strategies for memorizing sacred texts (Zainuri & Huda, 2022). Another study that evaluated practical education in Arabic and Islamic courses revealed that interactive learning tools and cooperative engagements in classrooms effectively support robust memorization processes (Alsharaf & Alwattar, 2024). A further investigation highlighted how integrated teaching methods significantly improved language proficiency among second-year students within an Islamic university environment, suggesting that when language skills are holistically addressed, the memorization and revision of Quranic passages become more meaningful for learners (Usman & Mahmud, 2024).

Fostering moderation values, critical thinking, and multiple intelligences in Islamic education also adds to the framework for effective memorization in Tahfiz programs. An investigative study in Kuwait explored how Islamic education teachers promote moderation and discovered that balanced approaches reduce extremism tendencies while engaging students in rigorous revision sessions (Alabdulhadi & Alkandari, 2024). In a separate bibliometric analysis examining Islamic schools, multiple intelligences were found to intersect with religious pedagogy, thereby enhancing differentiation strategies (Kadis et al., 2024) that could be applied to murajaah classes. Further perspectives demonstrated that higher-order thinking skills facilitate deeper content comprehension (Kosasih et al., 2022), which may support more consistent and long-term memorization of Quranic verses.

Linguistic competencies and digital learning platforms have also been featured as mechanisms to advance memorization initiatives. Investigations into language barriers in Islamic curricula illustrated the importance of coherent instructional language to support student understanding and recall of sacred texts (Faisal et al., 2022). Another descriptive study focusing on lecturers' perceptions of higher-order thinking skills in online religious education concluded that the misalignment between theoretical ideals and actual practice can hamper advanced comprehension, underscoring the need for systematic revision practices that align with digital platforms (Wigati et al., 2023). In a similar vein, research on the Hikmah pedagogy and community of inquiry framework advocated for philosophical questioning techniques to deepen understanding and thereby strengthen memorization (Hussien et al., 2021).

Further evidence suggests that structured questioning methods and critical thinking approaches can enhance murajaah effectiveness. A systematic review on higher-order thinking strategies in Islamic education contexts highlighted the necessity for professional development initiatives that equip teachers to encourage reflection, discussion, and deeper analysis of religious texts (Alotaibi, 2024). Observations from non-formal Islamic education settings in Europe proposed that if critical thinking is not fostered, students often struggle with internalizing and retaining religious concepts, indicating that consistent, reflective discussions are valuable for reinforcing memorized materials (Altinyelken, 2021). Notably, any approach to Quranic memorization and revision must build upon suitable instructional scaffolds that incorporate modern strategies, cultural sensitivity, and principled use of technology, thereby enabling Tahfiz students to retain the sacred content effectively.

Curriculum Development, Policy, and Management in Islamic Education

Effective strategies in Quran memorization and revision (murajaah) programs are closely related to institutional quality, evolving pedagogical practices, and adaptive curriculum innovation. Research focusing on the quality assurance of higher education in the digital era has emphasized the importance of updating curriculum content to align with contemporary demands (Haddade et al., 2024). Other investigations have identified how moral and cultural values, conveyed through traditional gatherings and communal events, foster a stable learning atmosphere that is conducive (Rusmana et al., 2024), it can also remember the Al-Quran consistently. Additional findings on institutional transformation have revealed that modernizing educational practices while maintaining the fundamental principles of religion lays a constructive foundation for improving learning sessions among students (Sumanti, 2024).

Further examination of the Merdeka Curriculum in Indonesia has highlighted the relationship of organized support and administrative readiness as the main drivers of successful content mastery in Islamic subjects (Astuti et al., 2024), including memorizing the Quran. The parallel vision of Islamic education policy transformation has emphasized the importance of designing congruent pedagogical strategies that combine religious traditions with student-centered methods, further enriching the results of the review (Akrim et al., 2022). A study related to multicultural classroom management found that an inclusive teaching approach can reduce obstacles to spiritual development (Siahaan et al., 2023), indirectly facilitating a more systematic memorization routine among students.

Collaborative efforts involving the school and family environment stand out as a critical factor in strengthening students' commitment to consistent al-Quran practice. Observations on the transformation of teachers in the autonomous learning curriculum have emphasized that guidance from transformative educators can motivate students to diligently read the verses of the Quran (Syarifuddin et al., 2024). Research on Salafi-based values in boarding schools also shows balanced and innovative management, combining religious needs and modern demands, strengthening student discipline in memorization (Basori et al., 2023). Meanwhile, investigations into ritual-based learning methods have confirmed that spiritual training, when carefully integrated with a broader teaching framework, can sharpen students' focus on retention and revision (Ayubi & Masruri, 2025).

A broader analysis of narrative pedagogy and reflective practice shows that the elements of storytelling and interactive teacher-student involvement deepen the understanding of the sacred text, further making repeated revisions more meaningful (Bin Muhammad Yusoff, 2023). Scholarly efforts to improve the competitiveness of madrasahs show that structured strategies, institutional leadership, and visionary planning can be important contributors to more effective review practices. A separate study on hadith education shows that a clear educational paradigm, taking into account spiritual and formal academic standards, offers a template for maintaining students' commitment to continuous memorization (W. Anam et al., 2024).

An investigation into the framework of Islamic education based on holistic spirituality in a university environment reinforces the importance of integrating students' spiritual growth with course-specific activities, which can indirectly strengthen the systematic memorization of the Qur'an (Rasyid et al., 2022).

Inclusivity, Special Needs, and Pandemic-Era Innovation in Islamic Education

Several investigations highlight the importance of inclusive measures and diverse teaching approaches to improve Qur'anic memorization and revision initiatives among students from diverse backgrounds. Studies describe the challenges faced by children with learning disabilities in al-Quran sessions, showing obstacles such as insufficient materials and limited time often hindering progress (Zulkifli et al., 2022). Other research underlines that deaf students benefit from specific teaching aids in Islamic Education, especially when these aids use user-friendly digital materials and strategies adapted to different sensory needs (Dzulkifli, 2021). A further contribution focuses on how home-based learning strategies offer certain advantages for distance teaching of the Qur'an, although limited student engagement and internet constraints remain critical barriers that can affect consistent revision (Wahab et al., 2023).

The investigation also suggests that innovative learning frameworks can strengthen Quranic study programs, especially when educational technology is effectively integrated. An analysis of pandemic-related teaching adaptations suggests that the implementation of project-based activities, blended instruction, and digital tools can foster better retention of Islamic content, although the alignment of these resources with primary religious teachings requires careful consideration (Nursyahidin et al., 2021). Another perspective emphasizes that practical facilities for both educators and students are important in ensuring that students with disabilities, as well as remote students, have adequate support for consistent learning sessions (Zulkifli et al., 2022), as well as murajaah hafazan. Overall, these findings show that progressive pedagogy, technology readiness, and strong institutional collaboration improve Quranic learning outcomes in diverse educational contexts.

Discussion and Conclusion

Effective Quranic memorization and revision (murajaah) practices are essential to ensure the success of Tahfiz students, with a structured approach forming the foundation of their achievement. Traditional methods such as repeated reading, tajwid mastery, and established techniques such as Sabak and Halaqah Dauri have been proven effective in facilitating accurate and consistent memorization. In addition, a solid understanding of Arabic grammar increases the student's ability to retain and understand the verses of the Qur'an, contributing to long-term memory retention and motivation. In the context of modern education, technological advances, including mobile applications and online platforms, offer interactive and accessible tools for memorization and revision, significantly increasing the efficiency and effectiveness of this practice.

Despite this progress, challenges such as time management, sustained motivation, and lack of a conducive learning environment remain prominent. Addressing these issues requires the implementation of a comprehensive curriculum that integrates traditional and modern methods while offering counseling and psychological support to students. Inclusivity is equally important, as research shows that meeting the needs of students with disabilities or those in remote settings improves overall learning outcomes. Home-based and blended learning approaches, combined with user-friendly digital tools, have shown potential in addressing these challenges, although alignment with core religious principles is important.

Institutional transformation and curriculum innovation also play an important role in advancing the Qur'an memorization and review program. Modernizing educational practices while maintaining religious traditions has been identified as an effective strategy to improve learning outcomes. Collaborative efforts involving family and community support, coupled with visionary leadership and structured management, reinforce students' commitment to consistent memorization. In addition, the integration of spiritual values into the pedagogical framework ensures that students not only memorize but also appreciate the teachings of the Quran.

The combination of progressive pedagogy, technological readiness, and strong institutional cooperation provides a solid foundation for improving the practice of memorizing and revising the Qur'an. By addressing the diverse needs of students and leveraging innovative strategies, Tahfiz institutions can ensure the preservation of the Quranic tradition while meeting the demands of contemporary education. This holistic approach supports students in achieving spiritual and academic excellence, ensuring that the timeless tradition of Quranic memorization remains vibrant and impactful in the modern era.

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