



# The Achievement of Memorizing Al-Qur'an among Students at Sekolah Berasrama Penuh (SBP) in Implementing the Tahfiz Model Ulul Albab (TMUA)

Mohamed Akhiruddin Ibrahim

Faculty of Quranic and Sunnah Studies,

Universiti Sains Islam Malaysia, 71800 Nilai, Negeri Sembilan, Malaysia

## ABSTRACT

The implementation of Tahfiz Model Ulul Albab (TMUA) program is an effort of Ministry of Education in expanding *tahfiz* education, which has an increasing demand for admission among parents every year. After ten years of the program implementation since 2014, there were still many problems and issues arose such as the level of students' achievement in memorizing Al-Qur'an is still not yet satisfactory. Past research findings show that not all TMUA students able to complete the Al-Qur'an memorization of 30 *juzuk* within five years of study as outlined by the Ministry of Education. Hence, this study aims to see the achievement of Al-Qur'an memorization among Sekolah Berasrama Penuh students in the period of five months. The percentage of students' achievement records were taken starting from school opening in March until August 2023 to examine the level of students' achievement in completing their Al-Qur'an memorization based on prescribed syllabus. The findings show that all the SBP schools have achieved more than 50% of students who were able to complete the Al-Qur'an memorization target within the set time, however the number of students that unable to reach the prescribed syllabus are still high and not yet satisfactory.

**Keywords:** Tahfiz Model Ulul Albab, Sekolah Berasrama Penuh, Hifz Al-Qur'an, Kurikulum Bersepadu Tahfiz.

## INTRODUCTION

The early emergence of memorizing Al-Qur'an studies in Malaysia, which was seen as isolated and less promising for job opportunities, caused the *tahfiz* study institutions to receive less favorable reactions among the community, especially parents. This situation increases in a more positive direction when looking at the high number of applications to enter educational institutions that provide a syllabus for memorizing Al-Qur'an, whether privately or federally. The growing demand for studies in the field of memorizing Al-Qur'an, has received the attention of the Malaysian Ministry of Education in ensuring that the development of the *tahfiz* curriculum in this country is in line with the current needs of education [1]; [2]. Therefore, an educational transformation curriculum that makes the Al-Qur'an as the main focus began to be applied, namely the Tahfiz Model Ulul Albab (TMUA). TMUA is the rebranding of the *ulul albab* program that was first introduced through the establishment of the Sekolah Menengah Imtiaz under the Terengganu Foundation, then expanded to educational institutions under the Majlis Amanah Rakyat (MARA) which is Maktab Rendah Sains MARA (MRSM) [3];[4]. In 2014, the

Ministry of Education began to implement the *ulul albab* program by combining this program with the National Curriculum and the Kurikulum Bersepadu Tahfiz (KBT) known as Tahfiz Model Ulul Albab (TMUA) [3];[4];[5].

TMUA implements three specific approaches namely Quranic, Encyclopaedic and Ijtihadik which are interconnected with each other even though each element carries a different meaning. Quranic is seen in the student's ability to memorize the 30 *juzuk* of the Qur'an as well as to cultivate the Qur'an in everyday life, while Encyclopaedic refers to the student's ability to become an expert in various fields of knowledge and language, and Ijtihadik is seen as the student's ability to maximize the use of mind bestowed by Allah SWT in contributing ideas and solving problems [3];[4][5][6]. The main goal of the implementation of TMUA which makes the Al-Qur'an as the main reference is to produce a generation of professionals, technocrats, and *hafiz* entrepreneurs who have various knowledge skills in line with the Pelan Pembangunan Pendidikan (PPPM (2015-2025) which is Kemahiran Berfikir Aras Tinggi (KBAT) [4];[5];[6]. In addition, the Malaysian Ministry of Education prioritizing the multilingual aspect of Malay, English and Arabic as the core languages in TMUA besides other international languages offered as optional subjects such as Japanese, Mandarin and French [4].

### **Problem Statement**

Implementation of TMUA has been applied for ten years starting from 2014, but there are still issues and challenges that need to be overcome. The issues and challenges that existed indirectly have interfered with the process of achieving the objective of TMUA in producing a generation of professionals, technocrats, and *hafiz* entrepreneurs who have various knowledge skills. The study of [3] on the Al-Qur'an memorization achievement level of TMUA students in Johor shows that there are students who were not able to achieve the prescribed syllabus, focused on Form Three students. According to [5], this problem is clearly visible when third grade students who have not yet completed their Al-Qur'an memorization based on the syllabus, which is until *juzuk* 18 enters the fourth grade, who need to start memorizing *juzuk* 19 as a SPM syllabus. Thus, this matter will contribute to the cumulative missed of Al-Qur'an memorization syllabus and becoming a big implication to the achievement and performance of TMUA students.

### **Objective**

Past research findings show that not all TMUA students able to complete the Al-Qur'an memorization of 30 *juzuk* within five years of study as outlined by the Ministry of Education. Hence, this study aims to see the achievement of Al-Qur'an memorization among SBP students in the period of five months (March-August 2023).

### **METHODOLOGY**

Referring to the Aplikasi Pangkalan Data Murid (APDM) 2023, there are 35 schools under the Ministry of Education that implement TMUA, consisting of Sekolah Agama Bantuan Kerajaan (SABK) 20 schools, Sekolah Menengah Kebangsaan Agama (SMKA) 11 schools, and Sekolah Berasrama Penuh (SBP) 4 schools [8]. The implementation of TMUA that uses KBT has two subjects namely *Hifz Al-Qur'an* and *Maharat Al-Qur'an*. The *Hifz Al-Qur'an* subject requires students to memorize 30 *juzuk* of the Qur'an and understand the meaning, while the *Maharat Al-Qur'an* subject includes learning *Al-Qur'an Recitation, Tajwid, Adab Al-Qur'an, Manhaj al-Qiraat, Amali Qiraat* and *Rasm Uthmani* [4];[9]. In this study, the researcher has focuses on the

Quranic approach which is focused on the subject of *Hifz Al-Qur'an* in identifying the achievement of students in memorizing Al-Qur'an at Sekolah Berasrama Penuh (SBP). There are 4 schools included namely Sekolah Berasrama Penuh Integrasi Rawang, Sekolah Menengah Agama Persekutuan Bentong, Sekolah Berasrama Penuh Integrasi Selandar and Sekolah Berasrama Penuh Integrasi Batu Rakit. The percentage of students' achievement records were taken starting from school opening in March until August 2023 to examine the level of students' achievement in completing their Al-Qur'an memorization based on prescribed syllabus.

## DISCUSSION

### Hifz Al-Qur'an

Kurikulum Bersepadu Tahfiz (KBT) aims to produce *huffaz* generation who practicing Islam and have various knowledge skills in line with the National Education Philosophy [8]. Therefore, TMUA has introduced the subject of *Hifz Al-Qur'an* which requires students to memorize 30 juzuk of the Qur'an within a period of five years of study with the guidance from *tahfiz* teachers [4];[5]. Based on the schedule provided by KPM, *tahfiz* teachers who are responsible for teaching and learning activities of *Hifz Al-Qur'an* and *Maharat Al-Qur'an* are given a time period as early as 6.30 a.m. to 2 p.m. then continue from 7 to 9 p.m. including Maghrib and Isya' prayers [9]. The execution of learning activities focused on the subject of *Hifz Al-Qur'an* includes activities as shown in the table below [4];[9].

**Table 1: The activities of *Hifz Al-Qur'an* subject**

Activities	Execution	Time	Ratio of teachers and students
<i>Tahriri</i>	Students write one page of new memorizing verses of the Qur'an in the book provided for the <i>tasmik</i> preparation	7.00-7.30 p.m.	1:30
<i>Hafazan baharu</i>	Students memorize one page of new memorizing verses of the Qur'an for the <i>tasmik</i> preparation	7.45-8.45 p.m.	1:30
<i>Tahdhir</i>	Students repeat one page of new memorizing verses of the Qur'an in front of the teacher individually before the <i>tasmik</i> activity (1 student = 4 minutes)	6.30-7.10 a.m.	1:10
<i>Tasmik</i>	Students recite one page of new memorizing verses of the Qur'an in front of the teacher individually (1 student = 4 minutes)	7.30-8.10 a.m. (Monday-Thursday)	1:10
<i>Murajaah</i>	Students repeat the verses of the Qur'an that have been memorized in front of the teacher individually <ul style="list-style-type: none"> <li>• <i>New Murajaah:</i> Repeating the memorization of two pages of the Qur'an before the <i>tasmik</i> page (1 student = 4 minutes)</li> <li>• <i>Past Murajaah:</i> Repeating the memorization of one <i>juzuk</i> of the Qur'an before the <i>tasmik juzuk</i> (two pages per person in turn according to the <i>tadarus</i> method) (1 student = 4 minutes)</li> </ul>	8.10-9.30 a.m. (Monday-Thursday)	1:10

	<ul style="list-style-type: none"> <li>Weekly <i>Murajaah</i>: Repeating the memorization of four pages of the Qur'an that have been memorized (<i>tasmik</i>) during the week (1 student = 6 minutes)</li> </ul>	7.30-8.30 a.m. (Friday)	1:10
<i>Fiqh al-Ayat</i>	Students explain the understanding of the Qur'an verses that have been memorized ( <i>tasmik</i> ) during the week, which is four pages in front of the teacher individually (1 student = 6 minutes)	8.30-9.30 a.m. (Friday)	1:10

The implementation of *Hifz Al-Qur'an* subject is different from other subjects where the syllabus must be completed by the teacher, while for the *Hifz Al-Qur'an* subject is the responsibility of the students to complete their memorization according to the prescribed syllabus or *muqarrar* [4];[5]. Table 2 below shows the *muqarrar* of memorization Al-Qur'an according to the five grades that need to be achieved by each student within five years of the school session [4];[5].

**Table 2: The Division of Juzuk According to Grades**

Grades	Juzuk	Total juzuk
Form one	30, 1, 2, 3, 4, 5	6 juzuk
Form two	6, 7, 8, 9, 10, 11, 12	7 juzuk
Form three	13, 14, 15, 16, 17, 18	6 juzuk
Form four	19, 20, 21, 22, 23, 24, 25	7 juzuk
Form five	26, 27, 28, 29	4 juzuk
	Total	30 juzuk

### Students' Achievement in Memorizing Al-Qur'an

[5] explains that the prescribed *muqarrar* is a guide and can be changed if certain students do not succeed in completing the memorization accordingly. For example, if the student does not succeed in completing the memorization of *juzuk* 5 while in the first grade, then the student cannot start the second grade by memorizing *juzuk* 6 but must continue memorizing the last *juzuk* in the first grade. However, according to [5] again, students who enter the fourth grade need to start memorizing from the *juzuk* 19 even if they have not completed the memorization of the *juzuk* 18 while in the third grade. This is because the *muqarrar* of fourth and fifth grade is a memorization exam syllabus for students who will sit for the Sijil Pelajaran Malaysia (SPM) examination. This shows that the level of Al-Qur'an memorization achievement among students varies according to the abilities and capabilities of the students themselves. Therefore, the achievement of Al-Qur'an memorization among students in Sekolah Berasrama Penuh (SBP) were taken from March until August 2023 to examine the level of students' achievement in completing the Al-Qur'an memorization accordingly. The result obtained during the five months have been classified according to the table below.

**Table 3: The Prescribed Syllabus of Hifz Al-Qur'an (March-August 2023)**

Grades	Under the syllabus	Reach the syllabus
Form 1	<i>Juzuk</i> 30, 1, 2	<i>Juzuk</i> 3-29
Form 2	<i>Juzuk</i> 30, 1-8	<i>Juzuk</i> 9-29
Form 3	<i>Juzuk</i> 30, 1-15	<i>Juzuk</i> 16-29
Form 4	<i>Juzuk</i> 30, 1-21	<i>Juzuk</i> 22-29
Form 5	<i>Juzuk</i> 30, 1-27	<i>Juzuk</i> 28-29

Table 3 shows the prescribed syllabus of *Hifz Al-Qur'an* that have to be achieved by students until August 2023 (five months) according to grades and the division of *juzuk*. There are two categories divided which are under the syllabus and reach the syllabus. Under the syllabus involves students who did not succeeded in achieving the *juzuk* target within the five months. While reach the syllabus involves students who have successfully achieved the *juzuk* target. This indicate that Form 1 students need to achieve *juzuk* 3 and above, Form 2 students need to achieve *juzuk* 9 and above, Form 3 students need to achieve *juzuk* 16 and above, Form 4 students need to achieve *juzuk* 22 and above and Form 5 students need to achieve *juzuk* 28 and above. Therefore, the following tables below show the achievement of memorizing Al-Qur'an among students in SBP according to schools and grades within five months (March-August).

**Table 4: SBP Integrasi Rawang**

Grades	The number of students under syllabus		The number of students reach syllabus		Total number of students
	Total	(%)	Total	(%)	
Form one	89	73.55%	32	26.45%	121
Form two	5	4.63%	103	95.37%	108
Form three	16	13.79%	100	86.21%	116
Form four	5	4.13%	116	95.87%	121
Form five	0	0%	111	100%	111

**Table 5: SMAP Bentong**

Grades	The number of students under syllabus		The number of students reach syllabus		Total number of students
	Total	(%)	Total	(%)	
Form one	111	66.47%	56	33.53%	167
Form two	21	13.04%	140	86.96%	161
Form three	28	17.95%	128	82.05%	156
Form four	14	10.53%	119	89.47%	133
Form five	0	0%	145	100%	145

**Table 6: SBP Integrasi Selandar**

Grades	The number of students under syllabus		The number of students reach syllabus		Total number of students
	Total	(%)	Total	(%)	
Form one	46	40%	69	60%	115
Form two	44	37.61%	73	62.39%	117
Form three	43	37.07%	73	62.93%	116
Form four	13	14.94%	74	85.06%	87
Form five	5	4.46%	107	95.54%	112

**Table 7: SBP Integrasi Batu Rakit**

Grades	The number of students under syllabus		The number of students reach syllabus		Total number of students
	Total	(%)	Total	(%)	
Form one	62	53.91%	53	46.09%	115
Form two	51	43.97%	65	56.03%	116

Form three	59	50.43%	58	49.57%	117
Form four	11	12.94%	74	87.06%	85
Form five	6	7.14%	78	92.86%	84

According to the four tables above which include four schools of SBP, all schools show that Form one students have the lowest percentage in the category of reach syllabus. However, SBP Integrasi Selandar shows that Form one students who have achieved the target are more than 50% which is (60%) while SBP Integrasi Rawang (26.45%), SMAP Bentong (33.53%), and SBP Integrasi Batu Rakit (46.09%). The percentage increases according to grade and shows that Form five students have the highest percentage among the grades from all schools. The data indicates that SBP Integrasi Rawang and SMAP Bentong have reach (100%) while SBP Integrasi Selandar (95.54%) and SBP Integrasi Batu Rakit (92.86%). Next, the overall achievement of students according to school has been classified as in the table below.

**Table 8: The Achievement of SBP Students in *Hifz Al-Qur'an* (March-August 2023)**

SBP	The number of students under syllabus		The number of students reach syllabus		Total number of students
	Total	(%)	Total	(%)	
Sekolah Berasrama Penuh Integrasi Rawang	115	19.93%	462	80.07%	577
Sekolah Menengah Agama Persekutuan Bentong	174	22.83%	588	77.17%	762
Sekolah Berasrama Penuh Integrasi Selandar	151	27.61%	396	72.39%	547
Sekolah Berasrama Penuh Integrasi Batu Rakit	189	36.56%	328	63.44%	517

The table above shows that SBP Integrasi Rawang has the highest percentage (80.07%) of students that able to reach the prescribed syllabus of *Hifz Al-Qur'an* while SBP Integrasi Batu Rakit is the lowest (63.44%). The achievement of students at SMAP Bentong (77.17%) and SBP Integrasi Selandar (72.39%) indicate that all the SBP schools have achieved more than 50% of students that able to reach the prescribed syllabus of *Hifz Al-Qur'an* in the period of five months (March-August). The findings of the study show that students who were able to complete the Al-Qur'an memorization target within the set time were more than students who do not reach the target. However, the number of students that unable to reach the prescribed syllabus are still high and not yet satisfactory. This shows that every student's ability is different. According to [5], there are three factors that lead to students' failure in completing the *Hifz Al-Qur'an* syllabus as prescribed, which include the challenges in system implementation, teacher's capability and student's ability. Therefore, school administrators and *tahfiz* teachers in charge need to constantly monitor so that all students can complete the Al-Qur'an memorization syllabus by the end of this year's school session.

### CONCLUSION

The level of ability for each student in the process of memorizing the Qur'an is different. Students who are relatively slow in memorizing Al-Qur'an need to work harder to complete the syllabus that has been set, besides help from the *tahfiz* teachers is needed. *Tahfiz* teachers need to identify the ability of each student to determine the techniques and strategies in monitoring

students' memorization level in achieving the target syllabus, while system implementation needs to look further on how to overcome the situation in a better way. Therefore, the improvement process needs to be implemented by all parties involved to ensure that the TMUA program can be implemented well and succeed in achieving the goals and objectives that have been outlined which is to produce a generation of professionals, technocrats, and *hafiz* entrepreneurs.

### ACKNOWLEDGEMENT

The researcher deeply acknowledges Universiti Sains Islam Malaysia for its financial support (Grant: PPPI/FPQS/0122/USIM/13522).

### References

- [1]. Ibrahim, M.A. (2020), *Smart Tahfiz: An Innovation In E-Learning*, 14th International Technology, Education and Development Conference, (INTED2020 Proceedings, IATED, Valencia, Spain, 2-4 March, 2020, Doi 10.21125/inted.2020.0488 <https://doi.org/10.21125/inted.2020.0488>
- [2]. Ibrahim, M.A. (2020), *Android Tahfiz Management Application (ATMA): An Innovation For Higher Education Level*, 14th International Technology, Education and Development Conference, (INTED2020 Proceedings, IATED, Valencia, Spain, 2-4 March, 2020, Doi 10.21125/inted.2020.0486, <https://doi.org/10.21125/inted.2020.0486>.
- [3]. Arniyuzie Mohd Arshad, *Ulasan sistematik: Program ulul albab dalam sistem pendidikan di Malaysia*. JuKu: Jurnal Kurikulum & Pengajaran Asia Pasifik, 2015. 3(4): p. 22-35.
- [4]. Nik Md Saiful Azizi Nik Abdullah and Rabi'atul Athirah Muhammad Isa, *Sejarah dan kaedah pelaksanaan Tahfiz Model Ulul Albab, Kementerian Pendidikan Malaysia: Kajian di Sekolah Menengah Kebangsaan Agama Kuala Lumpur*. Jurnal Darul Quran, 2020. 24: p. 145-169.
- [5]. Siti Nurjannah Mastor Mustafa, et al., *Tahap pencapaian hafazan murid Tahfiz Model Ulul Albab (TMUA) Sekolah Menengah*. Al-Hikmah, 2020. 12(2): p. 35-52.
- [6]. Salmiah Othman and Siti Eshah Mokshein, *Kurikulum Tahfiz Model Ulul Albab (TMUA)*. 7<sup>TH</sup> International Conference UPSI-UPI on, 2016. 7.
- [7]. Muhd Zulhilmi Haron et al., *Keperluan penilaian pelaksanaan Kurikulum Tahfiz Model Ulul Albab (TMUA) Sekolah Menengah Kementerian Pendidikan Malaysia*. Practitioner Research, 2019. p. 289-316.
- [8]. Ministry of Education <https://www.moe.gov.my/en/>
- [9]. Siti Khadizah Kaimin and Ahmad Yussuf, *Masalah dan cabaran guru tahfiz dalam pelaksanaan pengajaran Tahfiz Model Ulul Albab Sekolah Menengah di Kementerian Pelajaran Malaysia*. Proceedings of the 7<sup>th</sup> International Conference on Quran as Foundation of Civilisation (SWAT 2021) on, 2021. p. 380-392.