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Abstract

Tahfiz institutions are an organization that specializes in educating students to memorize and recite the whole Al-Quran. The number of Tahfiz institutions in Malaysia has grown from only 58 in 1999 to 1267 in 2019. The institutions are managed either by the federal government through Islamic Development Department Malaysia (JAKIM), the Ministry of Education, and state governments under SIRC or privately owned. There are more than 91% of Tahfiz institutions in Malaysia are privately owned. The privately-owned Tahfiz institutions may be owned by foundations, non-government organizations (NGO), or individuals. These institutions may register under the Register of Society, state government, and Ministry of Education. Hence, the objective of this article is to analyze the related literature on Tahfiz from 2012 to 2021. Data were obtained from three databases namely Scopus, Web of Science, and online Google Scholar. The articles have gone through several processes by considering the inclusion and exclusion criteria stated. A total of 83 articles were analyzed using Atlas.Ti software version 8.0. This study looked at several variables such as the number of articles published per year, research approach, and subject area covered by the articles. The general finding of this article shows that the method of memorization is among the most discussed subject among scholars. Henceforth, this article provides significant suggestions for the future exploration of Tahfiz.

Keywords: Religious School, Tahfiz, Literature Review

Introduction

Tahfiz schools are institutions that focus on memorizing the whole Al-Quran. Undeniably, the ultimate determination for a Hafiz (a person who memorizes the whole al-Quran) should be to fulfill the inherent need of human beings in seeking Allah's (s.w.t) pleasure (Abdullah, Sabbri & Isa, 2018). The process of memorization consists of three stages namely learning the al-Quran by heart, memorizing, and writing the whole Quran without error. Two methods are being used to enhance the memorization of the students which are Talaqqi (a face to face with a teacher) and Musyafahah (word of mouth with the lip-reading teacher watching to get the correct pronunciation of tajweed) (Hassan et al., 2015).

In Malaysia, Tahfiz institutions started after the first Prime Minister suggested establishing the Quranic memorization institution in 1960. The first class was held in National Mosque with eight students as a pioneer in 1996. The class was led by Dato' Hj Mohd Nor Hj Ibrahim which are also Mufti of Kelantan at that time (Ismail et al., 2017). The institution has grown and been known as Darul Quran under Jabatan Kemajuan Islam Malaysia (JAKIM). Currently, Darul Quran was operated at their permanent campus located at Ampang Pecah Kuala Kubu Bharu, Selangor (Darul Quran, 2016).

In addition, besides having a government-run Tahfiz institution, Malaysia also has private-run Tahfiz institutions. The involvement of both sectors indicates that Tahfiz has the potential to be part of mainstream education in Malaysia. The phenomenon of sending children to Tahfiz institutions has increased in popularity among parents in urban and rural areas. Among the main reasons increasing in the popularity of Tahfiz institutions, parents are confident that Tahfiz institutions are able to develop good character in their children (Hassan et al., 2015). The increasing awareness of parents about the importance of religious education caused the number of enrolments in schools based on religious education like Tahfiz institution is increasing (Ridza et al., 2017).

Various literature has been conducted to highlight the issues on Tahfiz such as management, governance, the method in memorization, teachers, and students as well as their curriculum. Hence, analyzing all those studies conducted by the previous researcher from 2012 to 2021 is the major motivation of this study. The finding of this study can be used by future researchers to identify the relevant area to conduct their research on Tahfiz. The remainder of the paper is structured as follows: Section 2 discussed the method being used. Section 4 is the discussion of the results and section 5 concluded the paper.

Methodology
The review methods of the present study were conducted using three databases namely, Scopus, Web of Science, and Google Scholar. Searching of articles was mainly focused on articles written on with keyword "Tahfiz". Other keywords such as "Pondok", "madrasah", "Islamic schools" were excluded from the result as these institutions do not represent Tahfiz. Without limiting the years of publication, a total of 114 articles had been gathered considering all types of publication.

The next step is the screening process, to identify the duplicate articles, to review the articles based on inclusion and exclusion criteria stated. The first criterion was the literature types in which for this study only three types of literature were included namely journal, chapter in book, and proceeding. Other types of literature such as thesis, papers presented in conference were removed because these articles are not yet published. Hence, it should be noted that only articles published in English, Bahasa Melayu, and Bahasa Indonesia were included. Overall, a total of 29 articles were excluded based on the criteria stated.

Then, all 85 articles went through another important process which is to ensure that every article fulfilled the inclusion criteria and was fit to be employed in this study. Title, abstracts, and the main contents of all the articles were examined thoroughly. Consequently, two articles were excluded because the word Tahfiz was only found on the references list. These two papers do not discuss Tahfiz itself. Hence, a total of 83 articles are ready to be analyzed.

The analysis of articles was conducted using Atlas.ti software version 8.0. All 83 articles were coded based on the respective themes, then created group by the year of published and research approaches.

Results

This section reported the result of the analysis. Firstly, the number of publications by year, followed by research types of each publication and the subject area of the articles. Hence, Figure 1 below shows all subject areas covered by the literature of Tahfiz from 2012 to 2021. There is 8 most common area covered by the researcher namely method of memorization, method of teaching, teachers, tahfiz institutions, governance, students, parents, management, and curriculum.
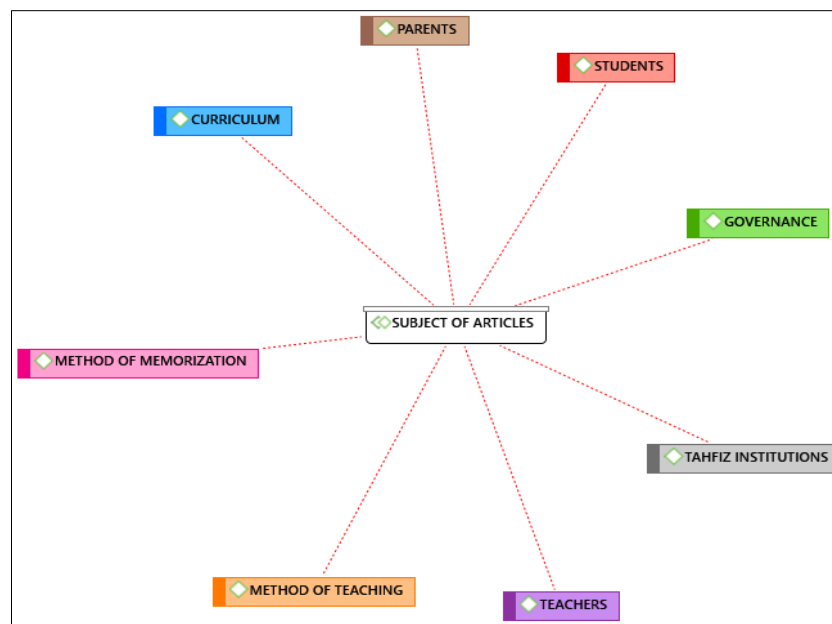
Figure 1: Subjects Area covered by the articles

Number of Publications by Year

Figure 2 below shows the distribution number of publications by year of all articles related to Tahfiz. As we can see, the pattern of publication of articles is increasing since the year 2012. The minimum number of publications is two in 2012 while the maximum is 23 in 2018. There is a wide range of several articles published on Tahfiz studies. This is due to the increase in popularity and awareness of Tahfiz education and this education has a huge potential to be part of mainstream education in Malaysia (Hassan et al., 2015).

Figure 2: Number of Publication by Year

Research Types of Each Publication

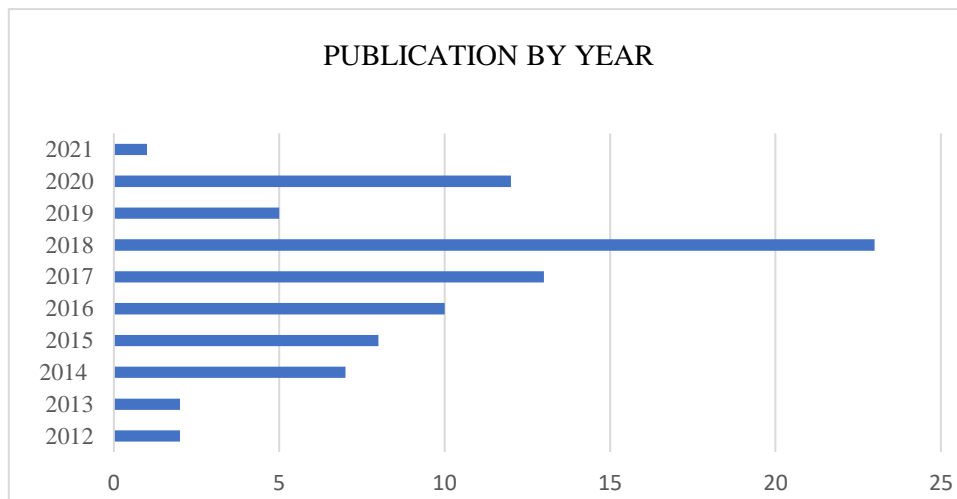Table 1 shows the methods of research used for every article published. There are three different research approaches namely qualitative, quantitative, and mixed-method (a combination of both approaches). The most commonly used approach in this study is the quantitative and qualitative method with total articles 42 and 35 respectively. The mixed-method is not preferable in this study area.

Table 1: Research Approaches of Each Publication

Year of Publication	Research Types			Total
	Quantitative	**Qualitative**	**Mixed**	
2012	1	1	0	2
2013	1	1	0	2
2014	5	2	0	7
2015	1	4	3	8
2016	2	6	2	10
2017	12	0	1	13
2018	14	9	0	23
2019	2	3	0	5
2020	3	9	0	12
2021	1	0	0	1
Total	**42**	**35**	**6**	**83**

Subject Area of Articles

Table 2 shows the distribution number of articles publish by the subject area from the year 2012 to 2021. From the table below, a study on the method of memorization was published every year except in 2021 with a total of 27 articles. The least subject area published were the method of teaching and parents with a total number 1 article respectively. The study on curriculum was only started in 2017 due to the introduction of the National Tahfiz Education Policy (NTEP). Most of the articles were discussed the development of the Dini Integrated Curriculum (KBD) and Tahfiz Integrated Curriculum (KBT) that have been started in three secondary schools in 2014 (Rejab, 2018).

Table 2: Research Approaches of Each Publication

Subject of Article	Year of Publication										Total
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	
Curriculum	0	0	0	0	0	4	3	0	1	0	**8**
Governance	0	0	1	0	1	0	1	1	1	0	**5**
Method of Memorization	1	1	6	4	4	3	5	1	2	0	**27**
Method of Teaching	0	0	0	1	0	0	0	0	0	0	**1**
Parents	0	0	0	0	1	0	0	0	0	0	**1**
Students	1	0	0	0	1	1	6	1	1	0	**11**
Tahfiz Institutions	0	0	0	2	1	3	3	1	5	0	**15**
Teachers	0	1	0	1	2	2	4	1	2	1	**14**
Management	0	0	0	0	0	0	1	0	0	0	**1**
Total	**2**	**2**	**7**	**8**	**10**	**13**	**23**	**5**	**12**	**1**	**83**

*data as per February 2021

Conclusion

Based on the result stated above, it can be concluded that there is an increasing number of publications in Tahfiz study and the most published article was in 2018 with 23 articles. 2018 also shows the highest number of articles published in Journal with 20 articles while the rest was published as Chapter in Book or conference proceeding. Most of the studies were conducted using quantitative and qualitative approaches. Both approaches stated 42 and 35 articles respectively. Meanwhile, the highest number of articles covered the method of memorization of al-Quran with 27 publications. This is due to the nature of Tahfiz is to memorize the al-Quran. Hence, there are many researchers come out with various approaches to memorize al-Quran from the traditional to the modern method.

Thus, the result from the analysis also has clearly stated that the study in the Tahfiz area is not fully covered. There is a lack of study in other subject areas such as governance, curriculum, management, and the performance of Tahfiz institutions. However, past studies have highlighted that some obstacles and challenges embroiled the private Tahfiz institutions namely unstandardized infrastructures and facilities (Ridza et al., 2017), poor and weaknesses in private Tahfiz institutions governance and management, insufficient financial resources due to lack of funds and donation, and accountability issue in crowd fundraising which against rule of law (Bani et al., 2017; Bani et al., 2014). Therefore, it is suggested to the researchers to continue their studies in the area that only has a few articles published. These areas are critical as without proper management and governance, Tahfiz institutions will not achieve their objective and indirectly will affect their performance.

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