AN ANALYSIS OF SELECTED VARIABLES IN ACADEMIC TAHFIZ EDUCATION ACROSS THE STANDARD SECONDARY SCHOOL CURRICULUM

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Abstract

This is a phenomenological study involving separate group interviews between teachers and students. The instrument for students was used to collect quantitative data. The items were grouped according to 10 identified constructs. A total of 4 research objectives were determined. The data analysis process used multiple regression statistics with the stepwise method. The reliability of the items ranged from 0.755 to 0.786 Cronbach's alpha if items were deleted. The study's findings showed that good "Hafazan" or memorization mastery recordeda mean score of 4.10 (SD=0.81). The aspects of Arabic language translation and writing standards were at a moderate level, with mean scores of 3.23; SD=0.96: SD=0.89), respectively. Meanwhile, the aspect of communication in Arabic showed a weak ability with a mean score of 2.65 (SD=1.0). The study's findings indicated that Arabic language was the highest contributor, with 15.10 percent towards "Hafazan" or memorization mastery, and personal quality of students also contributed 6.90 percent. For the Academic Proficiency variable, the personal quality attribute emerged as the highest contributor at 8.70 percent compared to the catalyst variable at 4.20 percent. Comparatively, the personal quality variable played a dominant role in contributing to both "Hafazan" Proficiency and Academic Proficiency. Therefore, when variables were regressed on 8 independent variables, it showed that 4 variables, namely co-curricular, blessings, curriculum, and Arabic language, contributed 14.80 percent, 8.30 percent, 6.30 percent, and 3.70 percent, respectively. Hence, the personal quality of students is a primary predictor determining the success of "Hafazan" Proficiency and Academic Proficiency. The significant factors contributing to personal quality are co- curricular, blessings, curriculum, and Arabic language, ranging between 3.70 – 14.80 percent. Thus, the personal quality factor of students needs to be nurtured and developed psychologically by all teachers in the Academic Tahfiz teaching process in all schools.

Keywords: Analysis, Selected Variables, "Hafazan" Proficieny, Academic Proficiency, Personal Quality, Curriculum, Co-curricular, Blessing, Arabic language, "Hafazan" or memorization mastery, Academic Tahfiz.

INTRODUCTION

After its independence, the Malaysian government began integrating Islamic education into the national education system. People's religious schools (SAR) and state religious schools (SAN) were established and recognized by the government. In the 1980s and 1990s, the government started setting up religious secondary schools (SMA) and National Religious Secondary Schools (SMKA) which offered both religious and academic curricula. Formal tahfiz programs were introduced in some of these schools.

In 1999, the concept and program of **Tahfiz Ulul Albab** were introduced, referring to education that integrates **naqli** (religious knowledge) and **aqli** (academic knowledge). The **Tahfiz Ulul Albab** program began to be implemented in selected schools, such as in **Sekolah Menengah Kebangsaan Agama (SMKA)** and **Maktab Rendah Sains Mara (MRSM)**. In 2010, the first **MRSM Ulul Albab** was established in Kota Putra, Terengganu, followed by **MRSM Ulul Albab** in Gemencheh, Negeri Sembilan, and Kepala Batas, Penang. This program emphasizes memorization of the Quran alongside a constructive academic curriculum.

The growth of private tahfiz schools began around 2010. Increased awareness and demand for integrated tahfiz and academic education led to the rapid growth of private tahfiz schools offering both academic curriculum and Quranic "Hafazan". Institutions like **Maahad Tahfiz Sains** and **Maahad Tahfiz Al-Quran Al-Baqiyatussolihat** became popular among parents.

In 2017, the Malaysian government, through the **Ministry of Education Malaysia (KPM)** and **Jabatan Kemajuan Islam Malaysia (JAKIM)**, began providing more support and recognition to tahfiz schools. Programs like the **Diploma in Tahfiz Al-Quran and Al-Qiraat** as well as tahfiz programs in Islamic higher education institutions were also introduced.

The **Tahfiz Ulul Albab** Academic education in Malaysia is an educational program that combines the **Integrated Tahfiz Curriculum (KBT)** with the **Standard Secondary School Curriculum (KSSM)**. This program aims to produce students who excel not only in Quranic memorization but also in academics. The main components of KBT include daily Quran memorization, where students memorize verses of the Quran every day. They usually have a fixed schedule for memorizing and reviewing the verses they have memorized. In this context, students regularly review their memorization (**muraja'ah**) to ensure that their memorization is smooth and retained for a long time. In addition to memorization, Islamic Education involves Quranic interpretation, learning Arabic, studying the Hadiths of Prophet Muhammad (PBUH), understanding **Fiqh** laws related to worship and daily life, studying the concept of divinity (**Tauhid**), exploring the history of the Prophet Muhammad SAW (**Siraj**), and teaching ethics and morals (**Akhlak**).

Contemporary academic education uses **KSSM**, which includes all subjects offered by the Ministry of Education Malaysia (KPM), such as **Bahasa Melayu**, **English**, **Mathematics** (including **Additional Mathematics**), **Science** (including **Pure Science**), **History**, **Geography**, **Commerce**, **Accounting**, **Foreign Languages**, **Physical Education and Health**, and others. Co- curricular activities are mandatory for all students and include sports and games, clubs and associations, as well as community service activities. The use of technology, whether e- learning as a medium and application, or software, directly supports both memorization and academics. The overall theoretical and practical approach is summarized in **Figure 1**
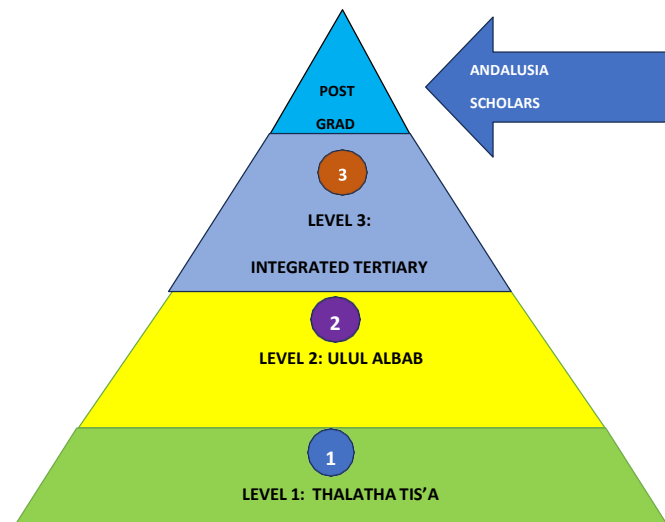
Figure 1: Andalusia 2.0 Initiative

The Andalusia 2.0 concept, as targeted in Diagram 1, has not yet been fully realized. However, the learning process at the secondary level has successfully incorporated a balanced syllabus from the perspectives of science, technology, culture, and high values, supported by excellent governance quality.

Students from Academic Tahfiz schools who excel in the Malaysian Certificate of Education(SPM) examination have various opportunities to further their education and build careers. The following are some options that can be considered:

- Pursuing higher education at Public and Private Universities through Foundation and Matriculation programs as preparation for continuing education at the undergraduatelevel.

- For those who choose Form Six, the study process can continue until they complete the Malaysian Higher School Certificate (STPM).

In Malaysia, the Andalusia 2.0 concept is in the process of being strengthened by completingthe curriculum for preschool and primary school Tahfiz education. The formulation of the learning process plan for students aged three to nine years (Thalatha Tis'a) is expected to becompleted and initiated in the 2025 school session. Similarly, tertiary-level programs and courses are being actively expanded, with the number of universities being increased from 3 to 7 or more local universities with integrated disciplines. This integrated approach is reminiscent of the approach utilised during the Islamic Golden Age 1,400 years ago. Efforts and collaborations with foreign universities are also being undertaken

PROBLEMS AND OPPORTUNITIES

The process of "Hafazan" or memorizing the Quran is a complex learning activity thatrequires a conducive environment and sufficient quality time for students with varying abilities. Starting at the age of 13, when students enter the first year of secondary school, theyhave different backgrounds in Quranic "Hafazan". Nevertheless, each Academic Tahfiz school sets clear objectives: every student is required to master and complete the memorization of 30 juz of the Quran before taking the Sijil Pelajaran Malaysia (SPM) examination. During their teenage years, some students excel in memorization but have varying degrees of mastery overdifferent juz. Additionally, some students, while being good readers, have not yet fully mastered the

memorization process. Generally, schools with varying levels of memorization proficiency require creative approaches to nurture, educate, and develop memorization skills while balancing other academic subjects. Some of these issues were highlighted by Arniyuzie (2015).

Based on the allocation of 190 school days (Education Act 1996) within one academic calendar year, students will complete four years of study, meaning they only have 760 formal school days by the time they reach the fourth form. This includes all activities such as tests, exams, sports, and other co-curricular activities. Schools offering Quranic memorization have the most subjects, with students having to sit for 12 subjects in the SPM exam. In comparison, other Ministry of Education schools that do not offer memorization have between nine to 12 subjects. An analysis of the timetable for Academic Tahfiz schools shows that students study for 7 hours daily, from 7:30 a.m. to 4:30 p.m., compared to other Ministry of Education schools where students finish 2 or 3 hours earlier. Within this time, students have two breaks, which total up to 2 hours (9:30 – 10:00 a.m. and 1:00 – 2:30 p.m.). This means they are formally in school for 7 hours daily. In contrast, academic schools without Quranic memorization have a formal learning time of 5 hours. The additional 2 hours in Academic Tahfiz schools are dedicated to the **Tasmik** process in the first and second sessions of learning. The influence of this extended learning time was reported by KPM (2019).

Co-curricular activities in Academic Tahfiz schools are not significantly different from other Ministry of Education schools regarding time allocation. Activities like uniformed bodies, sports, and games are mandatory for all students. However, most Tahfiz students require additional co-curricular activities such as horse riding, archery, and swimming. These activities add merit to students after completing school, contributing to their qualification for further education at the tertiary level.

Regarding the intensity of study time for Academic Tahfiz students, observations by researchers and "Hafazan" staff, along with the IEDP (2021) study, found that many school days, including term holidays, are utilized by school management to organize additional Quranic memorization classes, both inside and outside the school. These paid "Hafazan" classes use up to 80 percent of weekends and term holidays to meet the students' needs for memorizing Quranic surahs, ensuring they stay on track with the initial plan to complete the memorization of 30 juz. This approach is crucial for preparing students before entering the fifth form, ensuring they have enough time and are ready academically before taking the SPM.

For their SPM preparation, the students creatively and constructively give their full attention to the remaining 9 to 12 academic subjects. However, as reflected in specific verses in the Quran, students with Quranic memorization or "Hafazan" often have clearer minds during their studies, enabling them to master most other academic subjects quickly and effectively. The IPIN (2020) study discusses this matter in detail.

Infrastructure problems and inadequate facilities and recreational spaces at schools offering Quranic memorization can hinder the learning process. For example, the lack of space to accommodate students at one time, and noise disturbances, can directly interfere with the memorization process, which requires calm and high focus.

In many cases, poorly maintained or damaged school buildings pose safety risks for students and teachers and disrupt concentration. Common issues like uncomfortable classrooms, inadequate lighting, or poor ventilation can reduce productivity and concentration among students. Additionally, the lack of teaching aids and computer technology, including Quranic texts, whiteboards, and other teaching aids, complicates teachers' efforts to deliver content effectively. This issue has been reported in seminars and academic writings by the Centre for Islamic Education Research, University Sains Malaysia (2016). The lack of space or facilities for worship, such as prayer rooms or mosques, can affect students' spiritual balance.

Disrupted worship activities can impact students' mental and emotional well-being. Moreover, poor school cleanliness can increase the risk of illness, negatively affecting student and teacher attendance.

Overall, inadequate infrastructure and the lack of sufficient spaces and facilities for worship can indeed have a significant negative impact and cause stress in the learning process at schools that offer Quran memorization and other related programs.

RESEARCH METHODOLOGY

The phenomenological study begins by identifying phenomena involving observation and focus group interviews with teachers and students in two separate groups. At the end of the session with the students, the research instrument, which includes 42 items, is read aloud and explained to ensure a unified understanding among the students as they respond to questions about their overall readiness for the memorization and academic learning processes, as well as related elements within the school environment. The students' mastery of memorization starts from the process of reading, communicating in Arabic, and memorizing up to nearly 30 Juz of the Quran. Similarly, in the academic aspect, the entire learning process and related aspects are explored as they share their experiences by providing genuine responses based on their individual experiences.

Sampling

The study sample was determined using simple random sampling, listing Academic Tahfiz secondary schools based on the list of the top 20 schools with the best School Average Grade (GPS) for the SPM 2023, as published by KPM. Through a random list of the schools, two were selected: **Maahad Tahfiz Kuantan, Pahang** and **Sekolah Menengah Agama Putrajaya**.

Student names were randomly selected according to class, with two classes from each school. In the first school, two classes were selected with even numbers, and in the second school, two classes were selected with odd numbers. The total number of respondents was 113 fourth-form students, chosen probabilistically. The justification for selecting fourth-form students was they were expected to complete the memorization of 30 Juz before the start of the 2025 school session.

RESEARCH FINDINGS

The data analysis and interpretation were carried out after all data was compiled in the SPSS program. Each item was cleaned to ensure that no variables were missed. The data was processed according to the predetermined objectives, using inferential statistics supported by qualitative data obtained from interviews with students and teachers.

OBJECTIVES

The study determined four objectives that are to:

1. Determine the status of students' readiness and proficiency.
2. Identify selected variables that have a relationship with and contribute to "Hafazan" Proficiency and Academic Proficiency.
3. Identify dominant predictors in "Hafazan" Proficiency and Academic Proficiency.

4. Analyse the effects of dominant predictors on the learning and Quranicmemorization process.

Instrument Reliability and Student Profile

The reliability of the newly constructed instrument, which contains 39 items (10 constructs), showed a Cronbach's Alpha index ranging from 0.755 to 0.786 if an item was removed. This reliability index was based on ANOVA testing with an F value of 15.588 at a significance level of 0.001.

The student profile consisted of an almost equal distribution: 54 (47.8%) male and 59 (52.2%) female students. Based on their family residence, 75 students (66.4%) were from urban areas, 21 (18.6%) from rural areas, and the remaining 17 (15%) from remote areas.

The status of students' memorization mastery showed that 94 students (83.20%) successfully memorized or "Hafazan" 25-30 Juz, while the remaining 19 students mastered 19-24 Juz. In comparison, the status of mastery in translation of Arabic language, communication skills, and writing abilities is summarized in Table 1.

Table 1: Effect of Quranic Memorization Mastery

Item Description in Arabic language	Mean Score	Standard Deviation (SD)	Status
"Hafazan"	4.10	0.81	Good
Translation	3.23	0.96	Average
Communication Ability	2.65	1.00	Weak
Writing Standard	3.23	0.89	Average

The statistics in Table 1 indicate that the students' "Hafazan" or memorization mastery status was at a good level (mean score = 4.10, SD = 0.81) in terms of *tajweed* rules and fluency, which were tested through the *tasmik* and *murajaah* processes. Understanding of word meanings or translation of words during reading sessions recorded an average level (mean score= 3.23; SD = 0.96). The same mean score (mean score = 3.23; SD = 0.89) was recorded in writing using Arabic. However, in terms of communication in Arabic language, their proficiency remained at a weak level (mean score = 2.65; SD = 1.00).

"Hafazan" Proficiency

"Hafazan" proficiency refers to the memorization of Al Quran, which is a routine learning process that involves the creative and repetitive use of time, tailored to the students' pace. In other words, the results of the memorization learning process reflect the students' ability to continuously and significantly memorize as if their minds function like a photocopy machine. Regression analysis was used to examine the relationship and contribution of 8 identified variables, as shown in Tables 2 and 2a.

Table 2: Multiple Regression Analysis (Stepwise) of the Relationship andContribution of Eight Selected Variables to the "Hafazan" Proficiency

"Hafazan" Proficiency	B	Beta (β) Contribution	t	Sig.p <0.05	R^2 (change)	Partial R (> 0.05)	(%)
X1. Arabic language	0.300	0.287	3.174	.002	0.151		15.10
X2. Personal Quality	0.445	0.281	3.112	.002	0.069		6.90
3 variables						0.055 – 0.176	
Constant	1.089		2.019	.046			
Standard error	0.359						

Table 2a: Analysis of Variance

Source of Variation	SS	df	MS	F	Sig.p
Regression	15.133	2	7.556	15.487	0.001
Residual	53.774	110	.489		
Total	68.907	112			
Dependent Variable: "Hafazan" Proficiency					

The multiple regression analysis (stepwise) in Tables 2 and 2a (Variance Analysis) shows that the practice of using the Arabic language contributed 15.10 percent to the of "Hafazan" proficiency or mastery of memorization. This contribution was demonstrated by theability to translate words and verses of the Quran into the Malay language. Additionally, the students could speak and write simple Arabic sentences. The statistics indicated that the abilityto master Arabic serves as the primary predictor ($β = 0.287$, $t = 3.174$) at a significant level ofP = 0.001. This statistic suggests that an increase of one unit in the use of Arabic resulted in a 0.287 unit increase in memorization mastery scores.

The second predictor is the personal quality of students, which is nurtured with disciplineand contributes 6.90 percent to the "Hafazan" Proficiency or mastery of memorization. The essence of this finding is explained by the regression model with an adjusted R² value. This means that if one unit of personal quality is added ($β = 0.281$, $t = 3.112$, Sig.p = 0.002), it will directly increase the students' memorization mastery by 0.281 units. However, other variables such as fitness in co-curricular activities, the blessedness of students in their learning tasks, and catalysts in the learning process did not directly contribute to the "Hafazan" Proficiency or mastery of memorization but showed direct and indirect correlations. Mathematically, these findings can be summarized in the following linear equation:

$$Y_{\text{"Hafazan" Proficiency}} = \text{Constant} + BX1 + BX2 + \text{Standard error}$$
$$= 1.089 + 0.300_{\text{Arabic language}} + 0.445_{\text{Personal Quality}} + 0.359$$

Therefore, the explanatory power of the multiple regression model (R^2) using the 'stepwise' method in the practice of "Hafazan" Proficiency or memorization mastery showed a correlation, contributed, and significantly impacted the use of Arabic and enhances students' personal quality. Additionally, indirectly memorization mastery showed correlations with co-curricular activities, blessedness, and catalysts in the development of their learning process.

Academic Proficiency

The learning process uses the standard secondary school curriculum, which is implemented in all schools as preparation for students before sitting for the Malaysian Certificate of Education (SPM) examination. All tests provided by the school are based on Bloom's taxonomy. The overall influence and learning environment, along with the results from the student assessments at this stage, are referred to as Academic Proficiency. Multiple regression analysis was used to examine the relationship and contribution of 8 identified variables, as shown in Tables 3 and 3a.

Table 3: Multiple Regression Analysis (Stepwise) of the Relationship andContribution of Eight Selected Variables to Academic Proficiency

Academic Proficiency	B	Beta (β)	t	Sig.p Contribution <0.05	R^2 (change)	Partial R (> 0.05)	(%)
X1. Personal Quality	0.227	0.250	2.742	.007	0.087		8.70
X2. Catalyst	0.229	0.211	2.315	.022	0.042		4.20
6 variables						0.062 – 0.135	
Constant	2.149			4.438 .001			
Standard error	0.400						

Table 2a: Analysis of Variance					
Source of Variation	SS	df	MS	F	Sig.p
Regression	2.949	2	1.474	8.194	0.001
Residual	19.793	110	.180		
Total	22.742	112			
Dependent Variable: Academic Proficiency					

The multiple regression statistics (stepwise) and ANOVA in Tables 3 and 3a indicate that the personal quality variable contributed 8.70 percent to students' Academic Proficiency. Through interviews, it was observed that students displayed both internal and external ethical, mature, and courteous traits, among others. This finding was further explained by the regression model with an adjusted R^2 value. The statistics also showed that the stability of students' personal qualities acted as the main predictor (β = 0.250, t = 2.742, Sig.p = 0.001). This statement implied that when the personal quality score increased by one unit, academic proficiency increased by 0.250 units.

The second predictor is the catalyst or motivator variable (β = 0.211, t = 2.315, Sig.p = 0.022). When one unit of the catalyst variable was added, it directly increased Academic Proficiency by 0.211 units. The catalyst variable refers to learning infrastructure, electronic teaching aids, and teacher-friendly teaching styles, among others. Additionally, academic

proficiency was indirectly correlated with curriculum, co-curricular activities, blessings, socialization, transformation, Arabic language proficiency, and memorization mastery.

In summary, a quadratic equation is formed as follows:

$$Y_{\text{Academic Proficiency}} = \text{Constant} + BX1 + BX2 + \text{Standard error}$$

$$= 2.149 + 0.227_{\text{Personal Quality}} + 0.229_{\text{Catalyst}} + 0.484$$

Based on the two quadratic equations shown, the regression analysis indicates that the influence of the students' personal quality variable served as the main predictor, both directly and indirectly, in two learning processes Academic Proficiency and "Hafazan" Proficiency. Given the strength and dominant status of this predictor, it assumed the role of a dependent variable. A detailed analysis of this finding related to the students' personal quality variable is shown in Tables 4 and 4a.

Table 4: Multiple Regression Analysis of the Relationship and Contribution of Eight Selected Variables to Personal Quality

Academic Proficiency Contribution	B	Beta (β)	t	Sig.p <0.05	R^2 (change)	Partial R (> 0.05)	Partial R (%)
X1. Co-curricular	0.162	0.206	2.413	.018	0.148		14.80
X2. Blessings	0.209	0.254	3.046	.003	0.085		8.30
X3. Curriculum	0.200	0.264	3.357	.002	0.063		6.30
X4. Arabic language	0.139	0.210	2.461	.015	0.037	Nil	3.70
Others Constant	1.387		3.828 .001				
Standard error	0.362						

Table 2a: Analysis of Variance					
Source of Variation	SS	df	MS	F	Sig.p
Regression	9.143	4	2.286	13.476	0.001
Residual	18.317	108	.170		
Total	27.460	112			

Dependent Variable: Personal Quality

The results of the multiple regression analysis (stepwise) of students' personal quality in the academic and Quranic "Hafazan" learning process, as shown in Tables 4 and 4a, revealed that students' participation in co-curricular activities contributed the most, about 14.80 percent, to the formation and development of their personal qualities. The second-highest predictor was the element of blessings, which contributed 8.50 percent. Furthermore, the appreciation of the academic curriculum structure also contributed 6.30 percent. The fourth predictor, related to the application of the Arabic language, directly contributed to personal quality by 3.70 percent. Meanwhile, other predictors did not meet the criteria for partial correlation.

Based on the contribution statistics shown, this implied that if one unit of the main predictor, co-curricular activities ($\beta = 0.206$, t = 2.413, Sig.p = 0.018), was added, it increased students' personal quality by 0.206 units. From the spiritual aspect, if one unit of the blessing predictor ($\beta = 0.254$, t = 3.385, Sig.p = 0.001) was added, it would steadily increase students' personal quality by 0.254 units. The third predictor was the curriculum variable ($\beta = 0.264$, t = 3.357, Sig.p = 0.003), where if one unit was added, it increased students' personal quality by 0.264 units. The fourth variable in this model was the emphasis on the use of the Arabic language, where if one unit was added, it increased students' personal quality by 0.210 units.

In summary, a quadratic equation is formed as follows:

$$Y_{\text{Personal Quality}} = \text{Constant} + BX1 + BX2 + BX3 + BX4 + \text{Standard error}$$
$$= 1.387 + 0.162_{\text{Co-curricular}} + 0.209_{\text{Blessings}} + 0.200_{\text{Curriculum}} + 0.139_{\text{Arabic language}} + 0.362$$

The three regression analysis findings of the Tahfiz Education variables across the KSSM, as shown above, can be summarized through a simple mapping as illustrated in Figure 2.

Figure 2: Integration Model of Academic Tahfiz Education Across the KSSM

DISCUSSION AND SUMMARY

During the observations and interviews, all students demonstrated a high level of commitment throughout their time at school. They were proactive in navigating the climate and environment of all learning, memorization, co-curricular, and community processes in a prolific and constructive manner. The survey data analysis recorded a high level of readiness with a mean score = 3.99; standard deviation = 0.050). This level of readiness did not show a significant difference between male and female students. In this regard, they were highly disciplined, displaying a positive and mature "mindset" during conversations. Such behavior had been reported in the Federal School Inspectorate report during the National Hope School inspection (2021).

Based on several studies by the Ministry of Education and academic projects of higher education students related to the academic curriculum, Ulul Albab curriculum, and memorization process, 10 variables were identified as the basic elements that can be measured and tested for influence or relationship in the overall learning process using the tahfiz curriculum across the Secondary School Standard Curriculum (KSSM). The inferential statistical analysis of multiple regression (stepwise) was used to explain the relationship and determine the contribution between one dependent variable and two or more independent variables. A full explanation of this analytical approach can be referred to in Chapter 9 of *SPSS Made Simple* (J. Hedderson & M. Fisher, 1993).

A total of 113 respondents were involved in this study, selected randomly with a student ratio of 1 male: 1.09 females. Both dependent variables, memorization proficiency and academic proficiency, resulted in quadratic linear equations, each contributed by two independent variables. The regression model for memorization mastery indicated that the Arabic language contributed 15.10 percent, while 6.90 percent was contributed by personal quality, compared to the academic mastery variable, which was contributed by personal quality at 8.70 percent and catalyst factors at 4.20 percent. Therefore, these findings address the second objective of the study. The strength of both models lies in the personal quality factor, demonstrating that each student's success in the learning world was strongly dependent on their personal quality. This variable supports the studies conducted by Farhana and Amir (2018), which discussed the five personality traits and their relationship to academic performance.

Both models, the first for "Hafazan" Proficiency or memorization mastery of Al Quran and the second for Academic Proficiency, which acted as dependent variables supported by nine independent variables, were regressed simultaneously using the "stepwise" approach. Both models showed significant results at a P value of < 0.05, qualifying only two predictors for each model. The first model is summarized in a quadratic equation:

$$Y_{\text{"Hafazan" Proficiency}} = 1.089 + 0.300_{\text{Arabic Langualge}} + 0.445 \times_{\text{Personal Quality}} + 0.359$$
$$\text{Constant} = 1.089$$

Standard error = 0.359 Meanwhile, the second model is formulated as:

$$Y_{\text{Academic Proficiency}} = 2.149 + 0.277_{\text{Personal Quality}} + 0.229_{\text{Catalyst}} + 0.484$$
$$\text{Constant} = 2.149 \quad \text{Standard error} = 0.484$$

The equations presented reflect the relationship between variables according to dimensions and explain in detail the predictors within each model. The beta unit (β) can serve as a guide to improve and enhance important outcomes in terms of planning the overall learning process through identified inputs. This regression analysis is the same method used in policy studies to determine the teaching and learning of Science and Mathematics in English, as conducted by Pembina in 2008. Thus, objective 3 is directly addressed.

Reflecting on the challenges faced in the Academic Tahfiz learning system in government and private schools, the management wisely utilized the allocated time and days creatively. By modifying the environment, surroundings, and teachers or catalysts, they succeeded in attracting and instilling confidence in students to move forward. The cross-curricular Tahfiz learning system within KSSM has shown that students are more active, constructive, and progressive in three aspects: memorization mastery, academics, and active participation in various extracurricular activities. This issue was also explained in Ahmad Ali's study (2024).

"Hafazan" Proficiency and Academic Proficiency among Tahfiz school students demonstrate that the constraints and challenges of learning spaces and facilities further mature the students' personal qualities, which in turn allow them to excel in Tahfiz memorization or "Hafazan" alongside academic performance. The students show positive effects by actively participating in extracurricular activities. They do not feel pressured by the limited time available. Instead, they display a high learning spirit daily, socialize well with peers, and receive frequent praise from teachers, exhibiting extraordinary maturity in interacting with outsiders. This character implicitly contributes to the blessing that motivates them to master memorization and academic performance. In addition to memorizing the Al Quran, these students can also communicate in basic Arabic. This exceptional proficiency was discussed by a research group at the University of Malaya (2022). This brief explanation indirectly answers the fourth objective highlighted.

CONCLUSION

The success of Academic Tahfiz school students is attributed to the strong collaboration between school management and committed teachers who engage in charitable acts in educating the students. These students spend more time in school compared to those in regular academic schools, taking 1 to 3 more subjects for the Malaysian Certificate of Education (SPM). Despite the long hours, they achieve academic excellence on par with Fully ResidentialSchools and MARA Junior Science Colleges (MRSM) in terms of School Average Grade, particularly in SPM 2023.

In addition to academic achievements, Academic Tahfiz school students possess extraordinary advantages, as they are able to memorize the entire Quran (30 Juz) by heart. Their involvement in extracurricular activities highlights their personal quality, both explicitly and implicitly. In other words, these students, equipped with the miracle of the Quran, if given the opportunity to explore fields such as science, engineering, economics, astronomy, medicine, and others at tertiary levels, or an Andalusian 2.0 version, represent a valuable national asset for future leadership with moderation.

The success of Academic Tahfiz school students has been proven, and to further enhance it, the management and the government can utilize input from the Cross-Curricular Tahfiz Education Integration Model as illustrated in Figure 1. In this regard, the researcher suggests introducing the "Hafazan" or memorization program starting with 3-year old children, with the expectation that the Al Quran could be completed by the age of nine. It is recommended that a detailed study be conducted since a child's brain functions like a sponge, easily absorbing everything from their surroundings, as highlighted by Maria (1949). This assertion was discussed by Imam Muhammad in the 9th century, stating that as soon as a child completes breastfeeding at the age of 2, their mind becomes capable of learning and developing in listening, reading, and memorizing efficiently and effectively. Therefore, research on children at this stage is crucial for future generations.

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