

AN EVALUATION OF THE TAHFIZ QUR'AN PROGRAM USING THE DISCREPANCY MODEL

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Abstract

This research aims to assess the Tahfiz Qur'an program at SMP Darul Fikr Andong. This research is a qualitative approach using the Discrepancy evaluation model. Qualitative data was gathered through a case study regarding the implementation of the Tahfiz Qur'an Program at SMP Darul Fikr Andong. This data collection involved in-depth interviews with the principal, program coordinator, Tahfiz teacher, and students, as well as observations and documentation. The data analysis technique used was the Miles and Huberman technique. The result shows that the Tahfiz Qur'an program at SMP Darul Fikr Andong is systematically designed to align with the school's vision and mission. Installation evaluation shows teachers have memorized 30 juz, but there are gaps in teacher recruitment, student-teacher ratio, and supporting facilities. The learning process is adaptive and innovative, but is significantly challenged in students' motivation and the classroom environment. The program positively impacts students' Qur'an reading skills, character, and intellectual growth, yet many have not met the memorization target. The program is considered cost-effective based on current resources and benefits delivered. The Tahfiz Qur'an program should be sustained through strategic improvements across three crucial dimensions: systematic recruitment of qualified Tahfiz teachers, upgrades to the provision of supporting facilities, and intervention to bolster students' motivation and engagement.

Keywords

Discrepancy Model, Evaluation, Tahfiz Qur'an.



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INTRODUCTION

Indonesian society continues to show positive support for the Tahfiz Qur'an program. Tahfiz Qur'an is the dedicated process of memorizing the Qur'an verbatim to preserve its authenticity and purity, ensuring fluent, mushaf-free recitation while cultivating spiritual benefits such as inner calm, resilience, and profound peace (Azmi et al., 2020; Thontawi et al., 2022). This phenomenon is marked by the adoption of the program into the curriculum by several formal education institutions (Sinaga et al., 2020). A formal educational institution that implements the Tahfiz Qur'an program is SMP Darul Fikr Andong, which has made it one of its flagship programs. The Tahfiz Qur'an Program was established to align with the school's vision and mission while addressing the community's desire for their children to memorize the Qur'an. The program aims to cultivate a love for the Qur'an and shape the character of its learners. The school has set a memorization goal of 5 juz over three years, beginning with juz 30. This target is supported by the development of achievement indicators, along with daily and weekly coaching plans for Tahfiz students, and evaluation strategies for memorization, ranging from daily assessments to annual reviews. Furthermore, this program not only focuses on memorization achievements but also emphasizes the development of student discipline and morals throughout the learning process. This program has been integrated with the formal curriculum, with a total of 10 sessions per week. In implementing the Tahfiz Qur'an program, the methods used are talaqqi, sima'i, and takriri, and it is conducted directly with a Tahfiz teacher. Moreover, the program focuses on memorization and includes muroja'ah activities, conducted before or after Tahfiz sessions. Muroja'ah helps improve memorization, enhance understanding, and strengthen motivation in memorizing the Qur'an (Nuha, 2023).

During its implementation, the Tahfiz Qur'an Program at SMP Darul Fikr Andong faced several challenges. Based on preliminary findings, school data shows that out of 30 students in class 9A, only five students (17%) have successfully completed the five juz target, while the other 25 students are still in the range of memorizing 1 to 4 juz. Whereas structurally, this program has been structured completely with a regular evaluation system, diverse methods, and intensive time allocation. However, the achievement of students in the Tahfiz Qur'an Program is still far from the achievement standards set by the school. This phenomenon indicates a gap between the program design and the reality of implementation in the field, especially in the aspect of achieving the target of memorizing the Qur'an of students.

Based on interviews with the coordinator of the Tahfiz Qur'an Program, there are several factors that support the implementation of the Tahfiz program and factors that hinder the implementation of this program, causing gaps. The supporting factors for the implementation of this program are the support and motivation from the students' parents, the availability of adequate learning space, and the Tahfiz teacher. Furthermore, the inhibiting factors for the implementation of the program, according to him, come from within the students and the surrounding environment, such as the tendency of students to feel bored when the learning process is over. In addition, differences in each student's memorization ability also present a unique challenge. Some students can memorize quickly, while others require more time to understand and retain the assigned verses. Another contributing factor is the emergence of laziness among students, which may be caused by a lack of intrinsic motivation or minimal support from their surrounding environment. This is further compounded by environmental distractions, such as invitations to play from peers, which can hinder their consistency in memorization. Given these conditions, it is essential to evaluate the program's implementation to understand how well it has achieved its intended goals.

In both educational and organizational environments, program evaluation is an essential tool for accountability, continuous improvement, and achieving intended results (Kus, 2025). Program evaluation also aims to identify program weaknesses and provide improvement recommendations aimed at reaching the predetermined educational goals. Stakeholders have information through proper evaluation to provide feedback on program implementation. Several previous studies on program evaluation have been conducted. One of the studies was conducted by Muawanah et al. (2022), which evaluates the mandatory Tahfiz program at Madrasah Tsanawiyah in Yogyakarta. The results showed that the program was running well, although the mandatory Tahfiz program did not receive full support from parents. Although it has been running well, this program needs to make improvements, especially in the aspects of context, process, and product. Furthermore, research (Arba et al., 2024) shows that the Tahfiz Al-Qur'an program is running well and has achieved the program objectives, as well as having a positive impact on students' confidence and ability to read the Al-Qur'an, to increase the effectiveness of this program, it is necessary to improve and increase parental involvement, develop a digital monitoring system, use technology-based learning methods, and provide training for teachers.

Furthermore, research by Ayyusufi et al. (2022) compared the evaluation of the implementation of the Tahfiz Qur'an program in two Islamic Boarding Schools. The results showed that the context aspects, input aspects, process aspects, and product aspects of the two Islamic Boarding Schools were in the good and very good categories. Overall, the implementation of the Tahfiz program in the two units has a very good category value. Nurrohman & Prastowo (2022), The evaluation of the Qur'an learning program during the pandemic reveals that the program was conducted both offline and online, utilizing the sorogan and sima'i methods. Online learning was limited to two sessions conducted via video call, while offline learning consisted of 4 to 5 meetings, adhering to health protocols. Among the two learning models, offline instruction proved to be more effective than online learning. This is evident in the quantity of memorization achieved and the motivation levels of students, which were noticeably higher during face-to-face sessions. The research by Rahma & Kabibuloh (2025) examines the effectiveness of the Tahfiz Al-Qur'an program in shaping students' religious character. The results show that this program has succeeded in providing a positive impact on the formation of students' religious character, as seen in the improvement of the ability to read the Qur'an and its application in daily worship and positive character building, although it still faces challenges. The success is supported by a structured evaluation system and the role of parents and schools. In order to improve the effectiveness of the program, it is necessary to develop more comprehensive learning strategies and strengthen collaboration between schools and parents.

The above research study discusses the Tahfiz Qur'an evaluation program. The difference is seen in the evaluation model that is used, where the majority of the research is still based on the CIPP evaluation model. In addition, previous research was mostly conducted at educational institutions based on madrasahs and pesantrens and did not specifically examine the implementation of the Tahfiz program in formal schools. This research provides insight by evaluating the Tahfiz Qur'an program in the formal school environment using the Discrepancy Evaluation Model. This article provides comprehensive examples of how a program can be implemented to achieve its ideal goals, as well as a detailed identification of many factors that contribute to the program's failure to meet its goals.

Various empirical studies have highlighted the importance of evaluating educational programs. For example, a study by Himmah and Suwadi (2025) showed that the program had shown fairly good results, but improvements were still needed. Eleventh-grade students were still

in the adaptation phase, while nearly 50% of tenth-grade students had successfully achieved their memorization target. The role of mentors was found to be crucial, although the time allocated for Turats lessons remained limited. Furthermore, the program requires adjustments in both methods and resources to optimize its outcomes, and it has the potential to become a model for other boarding schools if implemented in a more structured manner. The implication of program evaluation in boarding schools, particularly regarding the acceleration of Tahfiz wa turats, indicates significant progress. However, challenges such as aligning the program with the diverse backgrounds of the students and fulfilling resource requirements still need to be continuously addressed. Additional research by Anshori (2022) found that the planning was structured with clear standards, and the program implementation showed fairly good results. Furthermore, some gaps were identified, and the program is considered feasible for continued improvement in methods, time management, student motivation, and schedule effectiveness.

The findings above highlight the significance of conducting evaluations in educational programs. In line with this, the discrepancy evaluation model developed by Provus (1969), underscores the importance of identifying and comparing program standards with actual performance in order to identify gaps and establish a basis for improvement. It is further regulated in Law No. 20 of 2003 on the National Education System, Article 57, paragraphs 1 and 2, regarding evaluation. The article states that evaluation is carried out as a form of quality control and accountability of education implementation to interested parties, and is carried out on students, institutions, and education programs, both formal and non-formal pathways (Indonesia, 2003). In this context, the evaluation of the Qur'an memorization program is an important step to assess the suitability of implementation with the predetermined objectives and to improve aspects that are less than optimal.

Based on the background, this study aims to reveal the gaps in implementing the Tahfiz Qur'an program at SMP Darul Fikr Andong. This study uses the Discrepancy Evaluation Model developed by Malcolm M. Provus. This model is expected to provide an overview of the gaps between the predetermined standards and the actual performance in implementing the Tahfiz Qur'an program at SMP Darul Fikr Andong. Furthermore, through this program evaluation, it is hoped that the quality of the Tahfiz Qur'an program can be maintained and improved in the future.

METHOD

This research is a qualitative approach with a type of case study, employing the Discrepancy Evaluation Model to evaluate the implementation of the Tahfiz Qur'an Program at SMP Darul Fikr Andong. Qualitative research aims to examine phenomena in a natural context, where the researcher acts as the main instrument, data is collected by observation and in-depth interviews, which are then analyzed to explore and emphasize meaning (Sugiyono, 2013). The research was conducted at SMP Darul Fikr Andong. This school was selected because it is a formal school that implements the Tahfiz Qur'an program and has established it as a flagship program.

The research data consists of a description of the implementation of the Tahfiz Qur'an program at SMP Darul Fikr Andong, covering five components of the discrepancy model, namely: 1) design, 2) installation, 3) process, 4) product, and 5) cost-benefit analysis (Provus, 1969). This data aims to describe the extent of alignment between the program's ideal objectives and its actual performance. Data sources were obtained from the principal, program coordinator, Tahfiz teachers, Tahfiz program students, and relevant documents related to the implementation of the Tahfiz Qur'an program.

Data was collected through interviews, observation, and documentation. The observation phase commenced on May 5, 2024, and continued until June 9, 2025. Observations were conducted directly within the SMP Darul Fikr Andong school environment. Subsequently, in-depth interviews were carried out with several key informants, including the principal, the Tahfiz Qur'an program coordinator, Tahfiz teachers, and Grade 9A students, to gain a deep understanding of the program's design, implementation, challenges, and perceptions of success. Documentation was performed by collecting relevant documents such as the Tahfiz Qur'an program document, lesson plans (RPP), syllabi, Tahfiz activity schedules, Quran memorization monitoring books, and records of students' memorization achievements.

The data analysis of this research followed the model developed by Miles and Huberman, namely data reduction, data display, and conclusion drawing. Researchers reduced the data from observations, interviews, and documentation by grouping them based on the five components of the discrepancy evaluation model. Furthermore, in the data display terms, the data that has been reduced will be presented in a table to facilitate further analysis. In the conclusion-drawing terms, the author will examine the data that has been obtained and then draw a conclusion. Data validity is strengthened through triangulation techniques. The triangulation techniques used include source

triangulation and method triangulation to ensure the accuracy of the research findings.

FINDINGS AND DISCUSSION

Findings

The research findings, collected through interviews, observations, and documentation, are presented using the Discrepancy Evaluation Model. These findings focus on the implementation of the Tahfiz Qur'an program at SMP Darul Fikr Andong and aim to identify the gaps between the program's expected standards and its actual performance.

Table 1. Evaluation of the Tahfiz Qur'an Program Using the Discrepancy Model
at SMP Darul Fikr Andong

Design	Installation	Process	Product	Cost-Benefit
The Tahfiz Qur'an Program is well-integrated with qualified teachers and structured support to achieve a five-juz target.	Discrepancies between design and implementation stem from unvetted teacher competency, high student ratios, and inadequate facilities.	The program runs as planned, but low student motivation hinders target achievement.	Despite unmet targets, students show strong memorization and character growth.	The funding for this program mainly comes from BOS funds, which are managed directly by the school.

Source: Field Data Tahfiz Qur'an program SMP Darul Fikr Andong (2025)

The Tahfiz Qur'an program at SMP Darul Fikr Andong is designed as part of the school's vision and mission to cultivate a Qur'ani generation. The program aims to habituate students in reading and memorizing the Qur'an correctly, with a memorization target of 5 juz over three years. This program is integrated into the school curriculum through dedicated time allocation. Teachers involved in the program are Hafidz, meaning they have memorized the entire 30 juz of the Qur'an and have expertise in Qur'an memorization methodologies. Students enrolled in the Tahfiz Qur'an program are required to demonstrate fluency in reading the Qur'an. Additionally, the school provides supporting facilities to ensure the smooth implementation of this program, including monitoring and the process of evaluating the Tahfiz Qur'an program.

In the installation program, although the teachers have memorized 30 juz of the Al-Qur'an and possess knowledge and understanding of tajweed, there is no formal selection stage in the recruitment process. The school has multiple criteria for prospective Tahfiz teachers; however, a formal selection process is lacking. Additionally, the teacher-student ratio of 1:30 does not align with the intended design, and the available facilities, especially those that are technology-based, are

insufficient.

The Tahfiz Qur'an program is being implemented as planned. Memorization activities utilize three main methods, and teachers are encouraged to innovate the techniques used in teaching the Qur'an. The program emphasizes not only memorization but also the importance of maintaining it through murajaah (review). The program is structured systematically and is supported by activities designed to enhance students' memorization process. However, there are challenges, including a less conducive classroom environment and low student motivation, which hinder the achievement of substantial targets. The school tracks students' memorization progress using a monitoring book, in which each student's memorization progress is recorded.

The program has not yet achieved its final target, but the quality of the students' memorization is commendable. This school year, there has been an increase, with eight students reaching the target. Additionally, the students demonstrate fluency in reading the Qur'an and have a solid understanding of Tajweed. Their character development is also commendable. Moreover, students in the program have shown improvement in their intellectual abilities, as evidenced by their active participation and success in several junior high school competitions. The final evaluation process employs the full memorization method. However, there is a discrepancy between the program's objectives and the results achieved.

The funding for the Tahfiz Qur'an program at SMP Darul Fikr Andong is entirely sourced from BOS (Bantuan Operasional Sekolah) funds, which are managed independently by the school. This program does not receive a separate budget allocation and is, therefore, administratively and financially treated the same as other subjects. Despite this, the needs of the Tahfiz program are still met through effective management of the BOS funds. Additionally, the school does not charge any extra fees to students for participating in the program.

Discussion

Based on the research findings regarding the implementation of the Tahfiz Qur'an program at SMP Dar Al-Fikr Andong, an analysis can be conducted using the Discrepancy model as follows:

Design

In the design evaluation, the analyst examines the design of the Tahfiz Qur'an program, which includes standards, objectives, the operational basis of the program, facilities, teaching staff, and the learning model. It is essential to implement the school's vision and mission, particularly those incorporating Islamic values in school-related activities, especially in Islamic education (Fajrul

Mahardhika et al., 2022). Based on the research findings, the design of the Tahfiz Qur'an program has been well-structured and aligns with the school's vision and mission to cultivate a Qur'anic generation and target the memorization of 5 juz within 3 years.

Furthermore, the program designed includes dedicated time in the school curriculum, providing ample space for students to memorize, allowing the Tahfiz learning process to operate more effectively (Nafi'ah & Fitri, 2022). Tahfiz teachers must be competent teachers who have expertise in the methodology of memorizing the Qur'an. Teachers with aligned competencies can exert significant influence on the success of the learning process (Rahmawati & Syahrullah, 2024). Additionally, the requirement for students to demonstrate proficiency in reading the Qur'an in accordance with the rules of tajweed is the initial foundation to make it easier for students to memorize the Qur'an (Fathah, 2021). The Tahfiz Qur'an program at SMP Darul Fikr Andong has been equipped with a daily monitoring system to determine the progress of student memorization and a structured evaluation to assess students' memorization (Choiri et al., 2024). SMP Darul Fikr supports the essential facilities and infrastructure that are crucial for effective program implementation and can significantly influence its successful execution (Purwanto et al., 2023).

Installation

The result of the installation evaluation showed that the Tahfiz Qur'an program at SMP Darul Fikr Andong has a competent teacher, where all Tahfiz teachers have the title of Hafidz Al-Qur'an 30 juz. However, there is no competency test or selection applied in the recruitment of Tahfiz teachers, even though the school has several criteria in selecting Tahfiz teachers. Whereas the recruitment process is crucial and should not be ignored, this is in order to continue to obtain educators of good quality and quantity (Badrudin et al., 2025). Tahfiz teachers are not only based on the 30 juz memorization competency, but also involve emotional, sociocultural, communication, ICT, and curriculum competencies to fulfill teaching requirements. (Fikri et al., 2024).

In addition, the teacher-to-student ratio in this school is 1:30, which is clearly not aligned with the program design and can affect the effectiveness of teaching. The evaluation further identified limitations in supporting facilities. According to standards Direktorat Pendidikan Agama Islam (2015), essential facilities for Qur'an memorization activities include: 1) Adequate learning spaces (classrooms, halls, mosque/mushallas) 2) Learning resource (Al-Qur'an and Tajwid Books) 3) Qur'an recitation media (murattal/Tilawah CDs) 4) Teaching aids (whiteboards, recording devices, computer/laptops, LCD projectors, CD/DVD players). Currently, SMP Darul Fikr Andong provides

facilities including learning spaces, Qur'anic learning resources, and teaching aids. However, murattal media are typically self-supplied by Tahfiz teachers. Learning facilities significantly impact student motivation levels. Therefore, providing adequate learning facilities constitutes a critical factor in enhancing student motivation and success within the Tahfiz Qur'an program (Angela & Chanifudin, 2023).

Process

In the process evaluation stage, the implementation of the designed Tahfiz Qur'an program will be assessed, including actual learning processes, identification of challenges, and students' memorization monitoring. The learning process evaluation of the Tahfiz Qur'an program at SMP Darul Fikr Andong operates according to plan. Tahfiz teachers also perform their duties effectively. During instruction, they employ three primary methodologies: *talaqqi* (direct teacher-student recitation), *sima'i* (auditory memorization), and *takriri* (repetition-based consolidation). The student recites their memorization to the Tahfiz teacher without using the mushaf, while the teacher assesses the fluency during recitation. Nevertheless, teachers frequently innovate methods to enhance engagement and adapt to student needs. When developing strategies or methods, teachers actively involve students. For example, through peer murojaah or gamification techniques that foster an enjoyable and stimulating learning environment (Calderón et al., 2024; Yugo et al., 2025).

In practice, this program not only focuses on the process of memorization but also emphasizes the effort to keep students' memorization strong, consistent, and improve its quality through murojaah activities carried out regularly by the Tahfiz teacher with the students (Achadah et al., 2024). The Murojaah activities in the Tahfiz Qur'an program at SMP Darul Fikr Andong are conducted either before the learning process or at the end of the Tahfiz learning process. The murojaah method used by Tahfiz teachers in class is the group murojaah method, peer murojaah, or murojaah with a listener or companion. However, students usually also do independent murojaah, which is more flexible.

Furthermore, in the implementation of the Tahfiz Qur'an program, teachers encounter major challenges, namely low student motivation and unconducive classroom conditions that ultimately affect the learning process. These conditions ultimately hinder students' ability to focus and self-regulate, which disrupts their working memory and decreases the effectiveness of the memorization process, as observed in students experiencing a decline or stagnation in their memorization abilities (Hurriyati et al., 2022). The flexibility provided to teachers to develop and apply innovative teaching

methods and strategies helps to maintain the quality and effectiveness of Tahfiz instruction (Izzah et al., 2024). In implementing the Tahfiz Qur'an program, teachers play a crucial role in building emotional closeness with students and creating a conducive learning environment. This effort aims to increase motivation and support the success of memorizing the Qur'an (Asril et al., 2024; Rabbani et al., 2025).

The monitoring activities carried out by the Tahfiz teachers can also help to identify obstacles encountered by students during the learning process. At SMP Darul Fikr Andong, monitoring activities use the Buku Kendali Tahfiz. In the book, there are columns that contain the progress of students' memorization and recommendations to students, for example, if students' memorization is not yet fluent, they are required to repeat it. The monitoring of the Tahfiz Qur'an program at SMP Darul Fikr Andong is conducted not only through control books, but also schools make direct observations by asking Tahfiz teachers and students regarding program implementation (Aliya et al., 2023). The monitoring helps the teacher to clearly observe students' development, enabling them to determine appropriate follow-up actions tailored to each student's needs in the Tahfiz learning process (Fuchs et al., 2025).

Product

In terms of products, the evaluation shows the output or results of the implementation of the Tahfiz Qur'an program at SMP Darul Fikr Andong. The evaluation results show that the implementation of the Tahfiz Qur'an program has not been able to fully achieve the final target. Based on the memorization achievements of students in this program, the results for the 2023/2024 academic year indicate that only 17% of students were able to reach the target of memorizing 5 Juz. In the 2024/2025 academic year, the results indicate that only 8 out of 29 students (28%) achieved the target. Although there was an improvement, it is still far from meeting the program's goals. Students in the Tahfiz Qur'an program have demonstrated notable improvements in their learning outcomes, particularly in fluency when reading the Qur'an properly and according to tajweed (Annisa et al., 2024). The Tahfiz Qur'an program is a strategic approach that positively influences the character formation and development of the students at SMP Darul Fikr Andong, such as increasing their sense of responsibility, religiosity, discipline, honesty, and courtesy (Maulana et al., 2024).

In the final evaluation, to measure students' memorization skills, the test used is an oral test to confirm and assess the quality of students' memorization (Sya'idah et al., 2016). Students of the Tahfiz Qur'an program will conduct a final exam, *tasmi'ul Qur'an*, where students will deposit all

their memorization to the examiner, accompanied by their parents. In addition, the Tahfiz Qur'an program at SMP Darul Fikr Andong has a significant impact on the aspects of students' intellectual intelligence and increases learning achievement, as evidenced by the students of this program participating in several competitions at the junior high school level (Asmadi et al., 2020).

Cost-Benefit Analysis

In terms of cost-benefit analysis, research findings show that the operational costs of the Tahfiz Qur'an program at SMP Darul Fikr Andong are mainly sourced from BOS (Biaya Operasional Sekolah) funds. The schools are given freedom and flexibility in managing BOS funds, which can be used according to their needs, such as Tahfiz teacher incentives, purchasing mushaf, and providing learning media to support the learning process of the Qur'an memorization (Waluyo et al., 2023). The Tahfiz Qur'an program has a positive academic and non-academic impact on students, even though it costs relatively little and utilizes available resources (Setiawan et al., 2025). This shows that the cost-benefit ratio is still considered effective, because the costs used are relatively minimal.

The Discrepancy model evaluation shows that the Tahfiz Qur'an program is run quite well, although there are gaps with the standards set. This evaluation can provide concrete directions to improve, maintain, and increase the quality of the Tahfiz Qur'an program at SMP Darul Fikr Andong in the future, or any other school that implements the Tahfiz Qur'an program. Although there are gaps in the achievement of targets, the Tahfiz Qur'an program is successful in character building and development, as well as an increase in students.

CONCLUSION

The evaluation of the Tahfiz Qur'an program at SMP Darul Fikr Andong shows that it is fairly good. The program design is comprehensive, as it is systematically structured and in alignment with the school's vision and mission to cultivate a Qur'anic generation. The installation evaluation shows that SMP Darul Fikr Andong has teachers who memorize 30 juz, and critical gaps are found in terms of the Tahfiz teacher selection or recruitment, the teacher-student ratio, and the provision of facilities. The learning process is well implemented, adaptive, and innovative, but is significantly challenged by motivation and classroom environment issues. The program positively affects students' Qur'an reading skills, character, and intellectual growth. However, many students have yet to reach the main target, indicating a gap between the program's benefits and its core goal. The Tahfiz Qur'an program is highly cost-effective based on current resources and benefits delivered.

The Tahfiz Qur'an program at SMP Darul Fikr Andong can be enhanced in several key areas. First, it is essential to focus on recruiting qualified Tahfiz teachers. Enhancing the supporting facilities is essential. Furthermore, boosting student motivation and engagement must be a top priority to guarantee the program's success. By making these improvements, we aim to greatly enhance the effectiveness of the Qur'an Tahfiz program, enabling it to reach its memorization goals and fulfill its broader educational and spiritual missions sustainably.

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