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TEACHER GUIDANCE IN QUR'ANIC MEMORIZATION: PERSPECTIVES OF GRADUATED *HUFFAZ* FROM DARUL QUR'AN, JAKIM

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Abstract

Teacher guidance plays a fundamental role in supporting students throughout the Qur'anic memorization process by providing instructional, technical, motivational, and spiritual guidance. However, limited empirical evidence is available regarding the specific forms of teacher guidance experienced by graduated huffaz during their memorization journey. Therefore, this study aimed to identify the teacher guidance practices experienced by graduated huffaz from Darul Qur'an, JAKIM. A quantitative descriptive research design was employed, involving 285 graduated huffaz selected through proportionate stratified random sampling from a population of 1,099 graduates. Data were collected using a self-developed questionnaire comprising eight items measuring the Teacher Guidance construct. The instrument underwent expert validation and demonstrated excellent reliability in the pilot study, with a Cronbach's alpha coefficient of 0.96. Data were analysed using descriptive statistics, including frequencies, percentages, means, and standard deviations. The findings revealed that the overall level of teacher guidance was high (M = 3.99, SD = 0.98). Emotional and moral support (M = 4.21), personalised feedback on memorization accuracy and tajwid refinement (M = 4.13), and balancing revision of previously memorized verses with new memorization (M = 4.10) emerged as the most frequently experienced teacher guidance practices. These findings indicate that effective teacher guidance extends beyond technical instruction to include emotional encouragement, structured revision planning, and continuous motivational support throughout the memorization process. The study concludes that comprehensive teacher guidance is essential for strengthening memorization quality and sustaining hafazan, while providing practical implications for tahfiz educators and institutions in enhancing teacher-guided practices that support effective and sustainable Qur'anic memorization.

Keywords: *Teacher, Qur'anic, huffaz, tahfiz, descriptive.*

INTRODUCTION

The memorization of the Qur'an (*hifz*) occupies a central position in Islamic education as a means of preserving the divine revelation and nurturing spiritually grounded individuals. Beyond the successful completion of memorization, the ability to sustain *hafazan* throughout one's lifetime represents an equally important aspect of Qur'anic education. Graduated *huffaz* are expected not

only to retain accurate memorization but also to continue revising and applying the Qur'an in their daily lives despite the absence of structured institutional supervision.

Consequently, maintaining *hafazan* after graduation has become an important concern for *tahfiz* institutions, educators, and the wider Muslim community. Teacher guidance has long been recognised as one of the most influential educational elements throughout the Qur'anic memorization process. In *tahfiz* education, teachers perform multiple roles beyond transmitting Qur'anic knowledge.

They provide systematic instruction, monitor students' memorization progress, correct recitation errors, reinforce proper *tajwid*, and cultivate discipline and consistency in revision. Teachers also serve as mentors by offering encouragement, constructive feedback, and spiritual motivation, thereby helping learners overcome challenges encountered during the memorization journey. These instructional and pastoral roles contribute to the development of effective learning habits that support both the acquisition and maintenance of Qur'anic memorization.

Previous studies consistently acknowledge the importance of teacher guidance in enhancing students' memorization performance. Effective teacher support has been associated with structured revision routines, timely corrective feedback, motivational encouragement, and continuous monitoring, all of which contribute to improving memorization accuracy, fluency, and confidence (Anwar et al., 2023; Makrus, 2023; Aslachah & Musawir, 2024).

Teachers also facilitate the development of self-discipline and independent learning behaviours that enable students to sustain consistent memorization practices beyond formal classroom settings. Collectively, these studies demonstrate that teacher guidance constitutes an essential pedagogical component in *tahfiz* education. Despite the extensive literature emphasising the importance of teacher guidance, relatively little empirical attention has been given to the specific forms of teacher guidance experienced by graduated *huffaz* during their memorization journey.

Much of the existing literature has focused on conceptual discussions, qualitative descriptions, or the effectiveness of teachers within institutional learning environments. Consequently, limited quantitative evidence is available regarding which teacher guidance practices are most frequently experienced by students who have successfully completed formal *tahfiz* education.

Understanding these practices is important because they may provide valuable insights for improving pedagogical approaches, strengthening teacher training, and enhancing support systems for future generations of *huffaz*. Accordingly, this study aims to identify the forms of teacher guidance experienced by graduated *huffaz* during their Qur'anic memorization at Darul Qur'an, JAKIM.

By describing the teacher guidance practices perceived by graduates, this study contributes empirical evidence to the growing literature on *tahfiz* education and offers practical insights for educators and *tahfiz* institutions seeking to strengthen instructional practices that support sustainable Qur'anic memorization.

LITERATURE REVIEW

Teacher Guidance In Qur'anic Memorization

Teacher guidance is widely recognised as a fundamental component of Qur'anic memorization, encompassing pedagogical, technical, and socio-emotional support throughout the memorization journey. In the context of *tahfiz* education, teachers perform multiple roles that extend beyond the transmission of knowledge, serving as mentors, assessors, and spiritual role models who guide students from the initial stages of memorization to the long-term maintenance of *hafazan* (Makrus & Usriyah, 2023).

This comprehensive guidance is essential not only for improving the technical quality of Qur'anic recitation but also for strengthening learners' psychological commitment and perseverance in sustaining memorization beyond formal education (Al Hafiz & Md. Sawari, 2018). Teacher guidance may also be understood through the perspective of Social Cognitive Theory

(SCT), which proposes that learning is shaped through the reciprocal interaction of personal, behavioural, and environmental factors (Bandura, 1986).

Within this framework, teachers function as significant environmental influences who facilitate learning through modelling, structured instruction, corrective feedback, and verbal encouragement. These forms of guidance enhance students' self-efficacy, which refers to their belief in their capability to successfully perform a particular task. In Qur'anic memorization, strong self-efficacy enables learners to remain committed to revision, persevere through challenges, and gradually develop self-regulated learning behaviours that support the long-term sustainability of *hafazan*.

Consistent teacher guidance therefore provides not only instructional assistance but also the motivational and psychological support necessary for students to become independent and confident memorizers (Nik Abdullah et al., 2021). One of the principal dimensions of teacher guidance involves maintaining technical accuracy through continuous supervision and assessment.

Tahfiz teachers ensure that students adhere to proper *tajwid* principles and accurate recitation by providing immediate corrective feedback throughout the memorization process. Personalised correction enables learners to identify and rectify errors before they become embedded in long-term memory, thereby improving memorization accuracy and preserving the authenticity of Qur'anic recitation (Anwar et al., 2022). Consequently, systematic assessment and continuous correction constitute essential instructional practices that strengthen both the quality and consistency of students' memorization.

Teacher guidance also encompasses instructional and strategic support designed to facilitate effective learning and long-term retention. Teachers are responsible for organising the memorization process, adapting learning strategies to accommodate individual learning needs, and assisting students in developing structured revision routines (*murājaʿah*) that promote consistent memorization practices (Aslachah & Musawir, 2024).

Such guidance encourages students to progress from repetitive memorization towards self-regulated learning, equipping them with sustainable revision habits that remain relevant after graduation. According to Anwar et al. (2022), well-planned revision schedules and appropriate instructional guidance play an important role in reducing forgetting and supporting the long-term sustainability of *hifz*.

In addition to instructional responsibilities, teacher guidance incorporates socio-emotional and spiritual support that nurtures students' motivation, discipline, and commitment throughout the memorization journey. Teachers inspire learners through exemplary character, moral leadership, and continuous encouragement while fostering resilience during challenging stages of memorization (Makrus & Usriyah, 2023).

Such guidance strengthens students' intrinsic motivation and encourages them to regard Qur'anic memorization as a lifelong responsibility rather than merely an academic requirement. Consequently, effective teacher guidance creates a supportive learning environment that enhances students' engagement, promotes consistency in memorization, and contributes to the long-term sustainability of *hafazan*.

Nevertheless, previous studies have primarily focused on the presence of teacher guidance during formal *tahfiz* education, while comparatively little attention has been given to examining the quality of teacher guidance or its lasting influence after students have graduated from *tahfiz* institutions (Aslachah & Musawir, 2024).

Previous Studies On Teacher Guidance In Qur'anic Memorization

Previous studies consistently recognise teacher guidance as one of the most influential external factors supporting Qur'anic memorization. Within the context of *tahfiz* education, teachers contribute not only through instructional delivery but also by serving as mentors, motivators, and role models who foster students' confidence and commitment throughout the memorization process.

This perspective is consistent with Social Cognitive Theory, which emphasises the importance of observational learning and self-efficacy in shaping students' learning behaviour

(Bandura, 1986). Likewise, Self-Determination Theory highlights that structured teacher support satisfies learners' psychological needs for competence, thereby strengthening motivation and encouraging sustained engagement in memorization activities (Nik Abdullah et al., 2021).

Empirical evidence further demonstrates that effective teacher guidance extends beyond classroom instruction to include timely corrective feedback, structured supervision, and continuous monitoring of students' memorization progress. Teachers who consistently provide correction during *tasmiʿ*, establish systematic learning routines, and maintain high instructional standards contribute significantly to students' memorization accuracy and long-term retention (Nik Abdullah et al., 2021; Sabrina et al., 2022; Deci & Ryan, 1985).

Such practices create a structured learning environment that promotes discipline, reduces inconsistency, and strengthens learners' confidence in managing increasingly demanding memorization tasks. Several recent studies have identified specific teacher-guided practices that facilitate successful Qur'anic memorization. Nafisah et al. (2023) reported that teacher-guided habituation practices, including daily memorization targets, peer-listening (*tasmiʿ* between friends), and structured *murājaʿah* sessions, significantly improved memorization consistency and fluency among elementary *tahfiz* students.

Their findings further suggested that combining democratic instructional approaches with emotional encouragement and continuous supervision promoted both discipline and intrinsic motivation. Similarly, Putri et al. (2021) found that methodological diversification through the integration of *talaqqi*, *tasmiʿ*, *takrīr*, and the One-Day-One-Ayat (ODOA) approach enhanced students' memorization accuracy and retention.

The study also highlighted that motivational reinforcement, including praise, Qur'an-themed rewards, and regular motivational sessions, enabled students to remain engaged throughout challenging stages of the memorization process. Furthermore, consistent correction of *tajwid* and *makhraj* errors was identified as an important factor in preventing long-term deterioration in memorization quality.

Although existing studies consistently emphasise the educational value of teacher guidance, the available evidence remains largely descriptive and focuses primarily on classroom practices, instructional experiences, and pedagogical approaches rather than identifying the specific forms of teacher guidance experienced by students.

Most studies acknowledge the effectiveness of practices such as *talaqqi*, *tasmiʿ*, *takrīr*, corrective feedback, and structured *murājaʿah* (Nafisah et al., 2023; Putri et al., 2021), yet comparatively little attention has been given to examining which forms of teacher guidance are most commonly experienced by students who have successfully completed formal *tahfiz* education. Consequently, empirical evidence describing teacher guidance from the perspective of graduated *huffaz* remains limited.

The present study addresses this gap by focusing specifically on the teacher guidance practices experienced by graduated *huffaz* from Darul Qur'an, JAKIM during their memorization journey. By examining graduates' perspectives, this study extends the existing literature beyond classroom-based observations and provides empirical evidence that may assist *tahfiz* institutions in strengthening pedagogical practices that support sustainable Qur'anic memorization.

METHODOLOGY

Research Design

This study employed a quantitative research approach using a descriptive cross-sectional survey design. The design was considered appropriate because it enabled the researchers to describe the forms of teacher guidance experienced by graduated *huffaz* during their Qur'anic memorization. Data were collected from respondents at a single point in time using a structured questionnaire, allowing the researchers to obtain a comprehensive overview of graduates' perceptions regarding teacher guidance throughout their memorization journey.

Participants

The target population comprised 1,099 graduated *huffaz* from Darul Qur'an, JAKIM who completed the full Qur'an memorization programme between 2021 and 2025. Graduated *huffaz* were selected because they had successfully completed formal *tahfiz* education and were therefore able to reflect on the teacher guidance they received throughout their memorization process.

Based on the Krejcie and Morgan (1970) sample size determination table, a minimum sample of 285 respondents was required. Participants were selected using proportionate stratified random sampling, whereby the population was first stratified according to graduation year and subsequently by gender to ensure adequate representation of each subgroup.

Instrumentation

Data were collected using a self-developed structured questionnaire developed based on the literature related to Qur'anic memorization and teacher guidance. Although the complete questionnaire consisted of five sections, the present study focused exclusively on the Teacher Guidance construct. This construct comprised eight items designed to measure respondents' perceptions of the instructional, technical, motivational, and supervisory guidance they experienced throughout their Qur'anic memorization journey.

Responses were measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Table 1 presents the items used to measure the Teacher Guidance construct.

Table 1: Teacher Guidance Items

No.	Items	Response Categories				
		Never	Seldom	Sometimes	Frequently	All the Time
1)	My *tahfiz* teachers provided emotional and moral support during my memorization process.	☐	☐	☐	☐	☐
2)	My *tahfiz* teachers helped my *hafazan* by developing a structured and sustainable revision schedule.	☐	☐	☐	☐	☐
3)	My *tahfiz* teachers provided personalized feedback on my memorization accuracy and tajweed refinement.	☐	☐	☐	☐	☐
4)	My *tahfiz* teachers emphasized balancing the revision of previously memorized verses with new memorization.	☐	☐	☐	☐	☐
5)	My *tahfiz* teachers encouraged peer collaboration (e.g., study groups, online forums) to enhance accountability.	☐	☐	☐	☐	☐
6)	My *tahfiz* teachers demonstrated effective self-revision techniques to	☐	☐	☐	☐	☐

	support independent practice.					
7)	My *tahfiz* teachers adjusted my memorization goals when I face difficulties.	☐	☐	☐	☐	☐
8)	My *tahfiz* teachers modified memorization strategies to accommodate my lifestyle and commitments.	☐	☐	☐	☐	☐

Prior to the main data collection, the questionnaire underwent content validation by a panel of experts using the Item-Level Content Validity Index (I-CVI) to ensure the relevance and clarity of the measurement items. Subsequently, a pilot study was conducted to assess the reliability of the instrument. The reliability estimates of the Teacher Guidance construct are presented in Table 2.

The Teacher Guidance construct achieved a Cronbach's alpha coefficient of 0.96, exceeding the recommended threshold of 0.70 (Hair et al., 2019), indicating excellent internal consistency. These findings confirmed that the instrument possessed satisfactory validity and reliability and was therefore appropriate for use in the main study.

Table 2: Reliability Estimates of the Teacher Guidance Construct

Construct	Number of Items	Cronbach's Alpha
Teacher Guidance	8	0.96

Data Analysis

Data were analysed using IBM SPSS Statistics Version 30. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were employed to describe respondents' demographic characteristics and the forms of teacher guidance experienced by graduated *huffaz* during their Qur'anic memorization. Mean scores were interpreted to determine the overall level of teacher guidance and to identify the teacher guidance practices most frequently experienced by the respondents.

RESULTS

Respondents' Demographic Characteristics

A total of 285 graduated *huffaz* from Darul Qur'an, JAKIM participated in this study. Table 3 summarises the demographic characteristics of the respondents, including gender, age, graduation year, first-time Qur'anic memorization experience at Darul Qur'an, participation in memorization competitions, and competition achievement.

Table 3. Demographic Characteristics of the Respondents (N = 285)

Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	165	57.9
	Female	120	42.1
Age	21	2	0.7
	22	52	18.2
	23	51	17.9
	24	63	22.1
	25	60	21.1
	26	53	18.6

	27	2	0.7
	28	2	0.7
Year Graduated	2021	57	20.0
	2022	60	21.1
	2023	58	20.4
	2024	53	18.6
	2025	57	20.0
First Time Memorizing at Darul Quran	Yes	107	37.5
	No	178	62.5
Participation in Competitions	Yes	125	43.9
	No	160	56.1
Winner of a Competition	Yes	47	16.5
	No	238	83.5

The respondents were predominantly male (57.9%, n = 165), while females constituted 42.1% (n = 120) of the sample. Most respondents were between 23 and 25 years old, with the largest proportion aged 24 years (22.1%, n = 63), followed by 23 years (21.1%, n = 60) and 25 years (21.1%, n = 60). With respect to graduation year, respondents were relatively evenly distributed across the five graduating cohorts, although the 2022 cohort recorded the highest proportion (21.1%, n = 60).

Regarding prior memorization experience, 62.5% (n = 178) reported that they had memorized the Qur'an before enrolling at Darul Qur'an, whereas 37.5% (n = 107) indicated that it was their first formal Qur'anic memorization experience. In addition, more than half of the respondents (56.1%, n = 160) had never participated in Qur'anic memorization competitions, while only 16.5% (n = 47) reported having won a memorization competition.

Overall, the demographic profile indicates that the respondents represented graduates from different cohorts with varying levels of prior memorization experience and competition involvement, providing diverse perspectives on the teacher guidance they received during their Qur'anic memorization.

Teacher Guidance Practices Experienced During Qur'anic Memorization

This section presents the descriptive findings on the forms of teacher guidance experienced by graduated *huffaz* throughout their Qur'anic memorization journey. The analysis was conducted using descriptive statistics, including frequencies, percentages, mean scores, and standard deviations, to examine the extent to which various teacher guidance practices were experienced by the respondents. A total of eight items representing different dimensions of teacher guidance were analysed. The results are presented in Table 4.

Table 4. Forms of Teacher Guidance Experienced by Graduated *Huffaz*

No.	Item	Response Options					M	SD
		N	S	SS	F	AT		
1.	Emotional and moral support from teachers.	2 (0.7%)	8 (2.8%)	53 (18.6%)	86 (30.2%)	136 (47.7%)	4.21	0.89
2.	Personalized feedback on memorization accuracy and *tajweed* refinement.	4 (1.4%)	5 (1.8%)	64 (22.5%)	88 (30.9%)	124 (43.5%)	4.13	0.91
3.	Balancing the revision of previously memorized verses with new memorization.	6 (2.1%)	10 (3.5%)	55 (19.3%)	93 (32.6%)	121 (42.5%)	4.10	0.97

4.	Provision of a structured and sustainable revision schedule.	3 (1.1%)	12 (4.2%)	67 (23.5%)	88 (30.9%)	115 (40.4%)	4.05	0.95
5.	Demonstration of effective self-revision techniques for independent practice.	3 (1.1%)	15 (5.3%)	80 (28.1%)	83 (29.1%)	104 (36.5%)	3.95	0.98
6.	Adjustment of memorization goals when students face difficulties.	7 (2.5%)	17 (6.0%)	70 (24.6%)	88 (30.9%)	103 (36.1%)	3.92	1.03
7.	Modification of memorization strategies to accommodate students' lifestyle and commitments.	6 (2.1%)	24 (8.4%)	78 (27.4%)	77 (27.0%)	100 (35.1%)	3.85	1.06
8.	Encouragement of peer collaboration (e.g., study groups, online forums) to enhance accountability.	7 (2.5%)	22 (7.7%)	80 (28.1%)	94 (33.0%)	82 (28.8%)	3.78	1.02
						Average	3.99	0.98

Note: N **= Never, S = Seldom, SS = Sometimes, F = Frequently, AT = All the Time Values in parentheses indicate percentages.**

The findings presented in Table 4 indicate that the overall level of teacher guidance experienced by the respondents was high, with an overall mean score of 3.99 (*SD* = 0.98). This finding suggests that graduated *huffaz* generally perceived receiving substantial guidance from their *tahfiz* teachers throughout the memorization process. Among the eight teacher guidance practices, emotional and moral support was reported as the most frequently experienced form of guidance (*M* = 4.21, *SD* = 0.89).

This was followed by personalised feedback on memorization accuracy and *tajwid* refinement (*M* = 4.13, *SD* = 0.91) and balancing the revision of previously memorized verses with new memorization (*M* = 4.10, *SD* = 0.97). These findings suggest that teachers primarily supported students through continuous encouragement, constructive feedback, and systematic revision practices that promoted memorization quality and consistency.

Other forms of teacher guidance were also perceived positively by the respondents. Teachers were reported to provide structured and sustainable revision schedules (*M* = 4.05, *SD* = 0.95), while also encouraging students to develop effective self-revision techniques that promoted independent learning (*M* = 3.95, *SD* = 0.98). In addition, respondents indicated that teachers regularly adjusted memorization goals when students encountered learning difficulties (*M* = 3.92, *SD* = 1.03).

These findings demonstrate that teacher guidance extended beyond classroom instruction by supporting students in developing effective learning strategies and adapting memorization practices according to individual learning needs. The least frequently experienced forms of teacher guidance were modifying memorization strategies to accommodate students' lifestyle and commitments (*M* = 3.85, *SD* = 1.06) and encouraging peer collaboration through study groups or online discussion platforms (*M* = 3.78, *SD* = 1.02).

Although these practices recorded comparatively lower mean scores, they remained within the high range, indicating that they were still commonly experienced by many respondents. The comparatively lower ratings may reflect that these forms of guidance were applied according to students' individual circumstances rather than being implemented consistently across all learners.

Overall, the descriptive findings indicate that teacher guidance experienced by graduated *huffaz* extended beyond technical instruction to include emotional support, personalised

feedback, structured revision planning, and motivational encouragement. The consistently high mean scores across all eight items suggest that teacher guidance constituted a comprehensive component of the Qur'anic memorization process.

Among these practices, emotional support and personalised instructional feedback emerged as the most prominent forms of guidance experienced by the respondents, highlighting the important role of teachers in fostering both memorization quality and learners' long-term commitment to preserving their *hafazan*.

DISCUSSION

Teacher Guidance Practices Experienced By Graduated *Huffaz*

The present study examined the teacher guidance practices experienced by graduated *huffaz* throughout their Qur'anic memorization journey. The findings indicate that teacher guidance was perceived at a high level, with emotional and moral support emerging as the most frequently experienced practice. This suggests that teacher guidance extends beyond instructional responsibilities to include motivational and psychological support that strengthens students' perseverance and commitment throughout the memorization process.

These findings are consistent with previous studies that recognise teachers as mentors and spiritual role models who nurture learners' motivation while facilitating the development of effective memorization practices (Makrus & Usriyah, 2023). Another notable finding is the prominence of personalised feedback on memorization accuracy and *tajwid* refinement. Respondents reported that teachers consistently provided corrective feedback to improve recitation quality and minimise memorization errors.

This finding supports earlier studies which emphasise that immediate correction and continuous *tajwid* supervision contribute significantly to improving memorization accuracy and strengthening learners' confidence in recitation (Anwar et al., 2022). Such instructional practices ensure that memorized verses are retained accurately while reducing the likelihood of persistent recitation errors.

The study also demonstrates that teacher guidance encompasses structured learning management throughout the memorization process. High mean scores for balancing revision with new memorization and establishing systematic *murājaʿah* schedules indicate that teachers actively assisted students in developing organised revision routines. These findings correspond with previous research highlighting that structured learning environments, continuous monitoring, and planned revision schedules contribute positively to memorization quality, learning consistency, and long-term retention (Nik Abdullah et al., 2021; Sabrina et al., 2022).

The results therefore suggest that effective teacher guidance involves not only knowledge transmission but also the organisation of sustainable learning practices. The findings may also be interpreted through the perspective of Social Cognitive Theory (Bandura, 1986), which proposes that learning is influenced by the reciprocal interaction of personal, behavioural, and environmental factors.

Within the context of Qur'anic memorization, teacher guidance represents an important environmental influence that shapes students' learning behaviours through modelling, corrective feedback, encouragement, and structured supervision. These forms of guidance contribute to the development of learners' self-efficacy and gradually encourage greater independence in managing memorization and revision activities. Consequently, teacher guidance serves as a mechanism through which students develop confidence and self-regulated learning skills necessary for sustaining *hafazan* beyond formal *tahfiz* education.

Although emotional support, personalised feedback, and structured revision emerged as the most prominent forms of teacher guidance, comparatively lower mean scores were observed for modifying memorization strategies according to students' lifestyle commitments and encouraging peer collaboration. Nevertheless, these practices remained at a relatively high level, suggesting that they were implemented when appropriate rather than being applied uniformly to all students. This finding reflects the flexible nature of teacher guidance, whereby instructional practices are adapted according to learners' individual needs and learning contexts.

Overall, the findings demonstrate that teacher guidance is a multidimensional educational process encompassing instructional, organisational, motivational, and spiritual support throughout the memorization journey. The consistently high ratings across all teacher guidance practices indicate that teachers play an essential role in cultivating effective memorization habits while nurturing students' confidence, discipline, and long-term commitment to preserving the Qur'an.

These findings further reinforce the importance of maintaining comprehensive teacher guidance practices within *tahfiz* institutions to support both the quality and sustainability of Qur'anic memorization.

CONCLUSION AND IMPLICATIONS

This study examined the teacher guidance practices experienced by graduated *huffaz* during their Qur'anic memorization journey at Darul Qur'an, JAKIM. The findings indicate that teacher guidance was generally perceived at a high level, demonstrating that teachers played a comprehensive role in supporting students throughout the memorization process. Among the various forms of guidance, emotional and moral support, personalised feedback on memorization accuracy and *tajwid* refinement, and structured revision practices emerged as the most prominent. These findings suggest that effective teacher guidance extends beyond instructional responsibilities to include motivational, organisational, and spiritual support that contributes to the development and long-term maintenance of *hafazan*.

The findings offer several practical implications for *tahfiz* institutions, Qur'anic educators, and curriculum developers. First, teacher guidance should adopt a holistic approach that integrates technical supervision with emotional encouragement, continuous motivation, and systematic revision planning. Such an approach may strengthen students' memorization quality while fostering greater confidence, self-discipline, and long-term commitment to preserving the Qur'an. Second, the teacher guidance practices identified in this study may serve as useful references for designing teacher professional development programmes and instructional guidelines aimed at enhancing the effectiveness of Qur'anic memorization. Strengthening these practices may contribute to developing more supportive and sustainable learning environments for future generations of *huffaz*.

Although this study focused on graduated *huffaz* from Darul Qur'an, JAKIM, the findings provide a useful foundation for future research on teacher guidance in Qur'anic memorization. Future studies may compare teacher guidance practices across different *tahfiz* institutions or examine how specific forms of teacher guidance influence memorization outcomes in different educational contexts.

Additional research incorporating qualitative approaches may also provide deeper insights into graduates' experiences and identify teacher guidance practices that are most effective in sustaining *hafazan* beyond formal *tahfiz* education. Collectively, these efforts would contribute to a more comprehensive understanding of effective teacher guidance and support the continuous improvement of Qur'anic memorization education.

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