

# Advancing Islamic Education Through Total Quality Management: Insights from Tahfiz Qur'an Practices

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## Abstract:

This study addresses the lack of a standard framework for implementing the Quran memorization program and examines how a quality management approach can enhance learning outcomes in Islamic education. This study aims to analyze the implementation of Total Quality Management (TQM) in improving the effectiveness of the Quran memorization program in Islamic boarding schools. This study employs a qualitative approach, utilizing a case study design, where data are collected through document analysis, structured observations, and in-depth interviews with teachers, administrators, and parents. Thematic analysis identified three main areas of TQM implementation in learning practices: personalized memorization strategies, periodic evaluation, and collaborative engagement between stakeholders. The results showed that memorization methods that are tailored to students' learning preferences can improve motivation and retention. Continuous evaluation and collaboration between teachers help create more responsive learning. The use of simple progress tracking tools also supports curriculum monitoring and improvement. These findings suggest that implementing basic TQM principles in the Quran memorization program can improve instructional consistency and learning outcomes, even in Islamic institutions with limited resources. This study presents a practical model for integrating quality management in religious-based education, offering opportunities for further empirical research.

**Keywords:** *Total Quality Management, Tahfiz Qur'an, Customer Focus, Continuous Improvement*

## Abstrak:

Penelitian ini merespons kurangnya kerangka standar dalam pelaksanaan program hafalan Al-Qur'an dan mengeksplorasi bagaimana pendekatan manajemen mutu dapat meningkatkan hasil belajar dalam pendidikan Islam. Penelitian ini bertujuan untuk menganalisis penerapan Total Quality Management (TQM) dalam meningkatkan efektivitas program Tahfiz Al-Qur'an di pondok pesantren. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus, di mana data dikumpulkan melalui analisis dokumen, observasi terstruktur, dan wawancara mendalam dengan guru, pengelola, dan orang tua. Analisis tematik mengidentifikasi tiga area utama penerapan TQM dalam praktik pembelajaran: strategi hafalan yang dipersonalisasi, evaluasi berkala, dan keterlibatan kolaboratif antar pemangku kepentingan. Hasil penelitian menunjukkan bahwa metode hafalan yang disesuaikan dengan preferensi belajar siswa dapat meningkatkan motivasi dan retensi. Evaluasi yang berkelanjutan dan kolaborasi antar guru turut menciptakan pembelajaran yang lebih responsif. Penggunaan alat

pelacak kemajuan sederhana juga mendukung pemantauan dan penyempurnaan kurikulum. Temuan ini menunjukkan bahwa penerapan prinsip-prinsip dasar TQM dalam program Tahfiz dapat meningkatkan konsistensi instruksional dan hasil belajar, bahkan di lembaga Islam dengan keterbatasan sumber daya. Studi ini menawarkan model praktis untuk integrasi manajemen mutu dalam pendidikan berbasis keagamaan dan membuka peluang untuk kajian lanjutan secara empiris.

**Kata Kunci:** *Manajemen Mutu Total, Tahfiz Qur'an, Customer Focus, Perbaikan Berkelanjutan*

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## INTRODUCTION

Tahfiz Qur'an is a fundamental aspect of Islamic education, crucial for preserving the spiritual and intellectual heritage of the faith. However, its implementation faces challenges, including the lack of standardized methodologies, insufficient infrastructure, and limited use of modern technological tools (Wulansari & Hendratmi, 2021). While traditional methods, such as muraja'ah, talaqqi, and thematic memorization, are effective in accommodating diverse learning styles (Juhana & Nurhayati, 2023), they often lack systematic evaluation frameworks, resulting in inefficiencies and inconsistent outcomes (Hamdan, 2020). Addressing these issues is crucial to ensure the sustainability and effectiveness of memorization programs, particularly in light of evolving pedagogical demands and rapid technological advancements.

Islamic educational institutions often operate with limited resources, which negatively impact teaching quality and learning outcomes (Suharyat et al., 2023; Wulansari & Hendratmi, 2021). The reliance on traditional teaching methods, which may fail to engage students with diverse learning preferences, exacerbates this problem. Furthermore, the shortage of qualified teachers and external challenges such as time constraints and distractions make it difficult to implement adaptive strategies to enhance memorization (Febriyanti et al., 2022). Despite these challenges, integrating digital technology offers opportunities for personalized and efficient learning experiences. However, the adoption of such tools faces barriers, including resistance from traditional stakeholders, inadequate digital infrastructure, and varying levels of digital literacy (Winarti et al., 2022; Susanti & Nurhayati, 2024; Ahmad et al., 2024).

Total Quality Management (TQM) has emerged as a strategic framework for addressing systemic challenges in education, emphasizing continuous improvement, stakeholder collaboration, and rigorous quality assurance. TQM's principles—including customer focus, teamwork, and process orientation—align with the overarching goals of Islamic education to cultivate individuals who excel both spiritually and intellectually (Mukaromah, 2024). When applied to Tahfiz Qur'an, TQM provides a systematic approach for integrating diverse methodologies under a unified quality management system, ensuring adaptability and standardization.

Empirical evidence supports the effectiveness of specific memorization methods. For instance, Hamdan (2020) demonstrates that muraja'ah and talaqqi significantly enhance memorization accuracy and retention, though they are constrained by their dependence on teacher availability and student discipline.

Hasanah (2021) underscores the potential of digital tools to increase student autonomy and motivation through interactive feedback and progress monitoring. Meanwhile, Zulkifli (2020) highlights the efficacy of thematic memorization combined with intensive muraja'ah in improving comprehension and retention, though inconsistencies in curriculum design remain a notable challenge. Despite these insights, the fragmented nature of existing research underscores the need for a holistic framework that integrates these methods with systematic quality assurance and continuous improvement mechanisms.

Recent research highlights the growing importance of Total Quality Management (TQM) in education, particularly in Qur'anic studies. TQM is recognized as a crucial management philosophy for enhancing performance and operational excellence in educational institutions (Arokiasamy & Krishnaswamy, 2021). However, implementing TQM in education faces challenges, including skepticism about its applicability and the need for a more holistic approach (Nasim et al., 2020). In Qur'anic education, there is a call for innovation in research methodologies, emphasizing field studies and modern technologies to address evolving societal needs (Al-Ryahneh, 2024; Tiarawati et al., 2023). These gaps highlight the critical need for a systematic application of TQM that harmonizes pedagogical innovation, curriculum standardization, and technological integration to optimize memorization outcomes.

This study addresses research gaps by applying Total Quality Management (TQM) principles at Pesantren Anak-Anak Tahfidzul Qur'an Raudlatul Falah (PPATQ RF) in Indonesia, a school founded in 2004 that has successfully produced young hafiz and hafizah through structured management practices, rigorous evaluations, and diverse teaching methodologies tailored to individual learning styles. This case study demonstrates how TQM can align traditional pedagogical values with contemporary educational demands, offering a transformative framework for Tahfiz Qur'an programs. The research contributes to improving the management of these programs by systematically applying TQM principles, introducing standardized evaluation frameworks to ensure consistent quality, and integrating modern technological tools to address contemporary challenges. The study also analyzes how continuous improvement principles are applied to evaluate students' Qur'anic memorization, providing actionable insights for educators, administrators, and policymakers aiming to enhance the quality and sustainability of Tahfiz Qur'an programs. Unlike previous studies that examine pedagogical methods or technological tools in isolation, this research merges classical memorization techniques with institutional-level quality assurance strategies, contributing to a growing body of knowledge on the operationalization of TQM in Islamic education and offering a replicable model to enhance learning consistency and accountability across diverse educational settings.

## RESEARCH METHOD

This study adopts a qualitative methodology, utilizing a case study approach (Iswahyudi et al., 2023; Nurhayati et al., 2024) to explore the practical application of Total Quality Management (TQM) principles in Tahfiz Qur'an education. The case study is conducted at Pesantren Anak-Anak Tahfidzul Qur'an

Raudlatul Falah (PPATQ RF) in Pati, Central Java, Indonesia (Taufikin et al., 2025). This institution was purposefully selected due to its integration of formal schooling with advanced Tahfiz systems and its use of evaluation rubrics. The approach enables an in-depth analysis of how TQM principles – such as customer orientation, continuous improvement, and collaborative governance – are applied in the context of Indonesian pesantren education. The study aims to contribute to the understanding of educational quality enhancement within resource-limited Islamic educational settings.

Data collection employed a triangulated approach that included semi-structured interviews, non-participant observations, and document analysis. Fifteen informants, such as the Kiai, teachers, students, and parents, were purposively selected for their active involvement in the Tahfiz program. The interviews aimed to uncover insights into pedagogical practices, institutional challenges, and the application of TQM principles. Observations focused on classroom dynamics, teacher-student interactions, and memorization methods, while document analysis provided objective evidence from curriculum, evaluation reports, and student progress records. Non-participant observations were conducted across three sessions, each lasting 2-3 hours, using a structured checklist. These observations were verified through peer debriefing with an independent researcher to ensure reliability. Document analysis was collaboratively conducted by two researchers to minimize bias, employing a shared rubric and resolving discrepancies through consensus. This multi-method approach ensured comprehensive data collection from interviews, observations, and documents, offering a holistic understanding of institutional practices at PPATQ RF.

Data analysis involved organizing and reducing raw data to focus on themes relevant to the study's objectives. The data were categorized into thematic areas, including memorization methods, standardization, and the implementation of TQM principles. The findings were presented using both narrative and visual formats, with comparative tables and graphs highlighting the effectiveness of different memorization methods. Triangulation, cross-referencing data from multiple sources, ensured the credibility of the analysis. Finally, conclusions were drawn by synthesizing patterns in the data, with feedback from stakeholders confirming the accuracy of interpretations. This research offers valuable insights into enhancing educational quality in Islamic education settings through TQM principles.

## RESULT AND DISCUSSION

### Result

#### Implementation of *Tahfiz Qur'an*

Referring to the pesantren's documents, the pesantren has garnered substantial trust and satisfaction among parents, evidenced by its capacity to enroll over 1,000 students annually. This robust enrollment highlights the institution's reputation for delivering high-quality education supported by effective management practices that consistently meet parental expectations. The institution's systematic management begins with an early and rigorous admission process, including oral, written, and initial tahfiz evaluations. For instance, the

2025 admission cycle commenced on Saturday, February 8, accommodating applicants aged 6 to 7 years from diverse educational and geographical backgrounds, spanning urban centers, other provinces, and even distant islands. This extensive reach underscores the pesantren's reputation as an institution capable of bridging rural and urban educational aspirations. Furthermore, its management strategies and educational processes merit further academic exploration for their replicability.

Since its establishment, PPATQ RF has successfully integrated pesantren-based education with formal primary schooling, creating a unique pedagogical framework that combines spiritual enrichment with academic rigor. This integration equips students with the skills necessary for multifaceted societal roles, balancing Tahfiz Qur'an with intellectual development. The Madrasa Ibtidaiyah program within the pesantren, accredited at the A level, exemplifies this dual approach. This accreditation signifies adherence to stringent national standards, bolstering the pesantren's reputation for providing superior education that seamlessly merges spiritual and academic components. Such integration aligns with the pesantren's vision to "develop a pious, advanced, courteous, and Qur'anic generation." This vision is operationalized through missions that include producing hafiz and hafizah (Qur'an memorizers), nurturing comprehensive knowledge of Islamic teachings to create well-rounded individuals (*insan kamil*), promoting noble character aligned with Qur'anic values, and enhancing students' faith, piety, and proficiency in science and technology.

The modern pedagogical strategy at PPATQ RF is further demonstrated in its curriculum, which balances a pesantren-specific emphasis on Tahfiz Qur'an with national curricula from the Ministry of Education and the Ministry of Religious Affairs. This dual curriculum equips students with both spiritual and intellectual competencies, ensuring they are well-prepared to contribute meaningfully to contemporary society.

**Table 1. Comprehensive Overview of Pesantren PPATQ RF**

No	Category	Description
1	Type of Pesantren	A modern pesantren featuring a specialized Tahfiz Qur'an curriculum integrated with national curricula from the Ministry of Education and Ministry of Religious Affairs (Madrasa Ibtidaiyah). It is supplemented by the study of Kitab Kuning (classical Islamic texts).
2	Variations in Tahfiz Methods	Includes musafahah (face-to-face recitation), resitasi (recitation), <i>Tahfiz Qur'an is a fundamental aspect of Islamic education, crucial for preserving the spiritual and intellectual heritage of the faith. However, its implementation faces challenges, including the lack of standardized methodologies, insufficient infrastru</i> (repetition), <i>mudarosah</i> (group study), <i>mudarosah ayatan</i> (verse-by-verse study), <i>mudarosah per halaman</i> (page-by-page study), <i>mudarosah per-empat juz</i> (quarter-juz study), and <i>tasmi' per juz</i> (listening to a complete juz). Nine methods are flexibly applied based on students' needs.
3	Tahfiz Schedule	Tahfiz sessions are conducted in the morning, afternoon, and evening. Morning sessions occur after the Fajr prayer, afternoon sessions follow Asr, and evening sessions take place after Maghrib, ending at 8:15 PM. Each group of 10 students is supervised by a hafiz or hafizah teacher in dedicated tahfiz rooms.

4	Tahfiz Assessments	Daily and weekly evaluations are conducted, along with biannual examinations (ikhtibar) to assess students' memorization progress. Intensive quarantine programs are implemented prior to major assessments to prepare students.
5	Tahfiz Graduation	An annual graduation ceremony celebrates students who have successfully memorized 30 Juz of the Qur'an.
6	Student Accommodation	Dormitory facilities include scheduled meals (three times daily with varied menus) and laundry services. Dormitory life is systematically organized under the supervision of a murabbi (mentor) assigned to each room.

The findings from Pesantren Anak-Anak Tahfidzul Qur'an Raudlatul Falah (PPATQ RF) underscore the transformative potential of integrating Total Quality Management (TQM) principles—customer focus, continuous improvement, and teamwork—within the context of Islamic educational institutions. Unlike traditional applications of TQM in industrial or secular education contexts, PPATQ RF uniquely incorporates spiritual and moral dimensions, aligning its implementation with the values and mission of Islamic education. This nuanced approach enables the institution to meet the specific needs of its stakeholders, including students, parents, and the broader community, while enhancing educational quality and organizational effectiveness.

The implementation of Total Quality Management (TQM) principles at Pesantren Anak-Anak Tahfidzul Qur'an Raudlatul Falah (PPATQ RF) has significantly enhanced the effectiveness of its diverse Tahfiz Qur'an methods. This systemic approach is underpinned by three core principles: Customer Focus, Continuous Improvement, and Teamwork. Customer Focus involves prioritizing the individual needs of students by tailoring pedagogical approaches to their specific learning preferences—whether visual, auditory, or kinesthetic. The pesantren employs nine distinct memorization methods—*musafahah* (face-to-face recitation), *resitasi* (recitation), Tahfiz Qur'an is a fundamental aspect of Islamic education, crucial for preserving the spiritual and intellectual heritage of the faith. However, its implementation faces challenges, including the lack of standardized methodologies, insufficient infrastru (repetition), *mudarosah* (group study), *mudarosah ayat* (verse-by-verse study), *mudarosah per halaman* (page-by-page study), *mudarosah per-empat juz* (quarter-juz study), and *tasmi' per juz* (listening to a complete juz)—to ensure customized and effective learning experiences.

Continuous Improvement is embedded in the institution's culture through weekly evaluations of teaching methodologies, regular teacher discussions, and close monitoring of student progress. These iterative assessments enable dynamic refinements in instructional practices, creating a responsive learning environment. Teamwork integrates the collaborative efforts of teachers, parents, and administrators, creating a cohesive support system for students. For example, parents actively supervise *muraja'ah* (review sessions) at home and maintain regular communication with teachers. The communal approach adopted by PPATQ RF fosters discipline and motivation, ensuring consistent progress in memorization. The integration of these principles has yielded demonstrable outcomes, with students exhibiting enhanced retention and mastery of Tahfiz Qur'an. The structured evaluation framework, including scoring systems, further

ensures consistency in assessments, motivating students to achieve their daily goals.

### Evaluation in *Tahfiz Qur'an* Methods

PPATQ RF's commitment to ensuring the quality and consistency of *Tahfiz Qur'an* instruction is upheld through a multi-tiered and continuous evaluation system that integrates both formative and summative assessments across varying time frames. This evaluation framework is grounded in two foundational pillars: Standardization and Continuous Evaluation.

Standardization is achieved through the development and implementation of a unified curriculum that incorporates nine distinct memorization methods – *musafahah*, recitation, and *Tahfiz*. The *Qur'an* is a fundamental aspect of Islamic education, crucial for preserving the spiritual and intellectual heritage of the faith. However, its implementation faces challenges, including the lack of standardized methodologies, insufficient infrastructure, *mударосаh*, *mударосаh аyаtаn*, *mударосаh* per page, *mударосаh* per four juz, and *tasmi'* per juz. These methods are systematically deployed according to each student's memorization capacity, learning style, and progression stage. The curriculum includes clear performance indicators and memorization targets, such as daily verse goals, weekly juz milestones, and structured revision cycles. Standard Operating Procedures (SOPs) are applied to ensure instructional consistency across classes, and all *tahfiz* instructors undergo regular training to align their teaching approaches with institutional quality benchmarks.

Continuous Evaluation complements this standardization by embedding a rigorous and layered assessment structure throughout the academic year:

**Table 2. Assessment Structure of Pesantren PPATQ RF**

Evaluation Type	Frequency	Purpose
<b>Daily Evaluations</b>	Conducted every day	Assess short-term memorization, fluency, and accuracy; reinforce discipline
<b>Weekly Evaluations</b>	Conducted every week	Evaluate cumulative progress and consistency; identify areas needing review
<b>Mid-Semester Exams</b>	Held twice per semester	Provide formal feedback; adjust teaching strategies
<b>Final Semester Exams</b>	Held twice per semester	Measure semester-end outcomes; determine eligibility for progression
<b>Tasmi' 30 Juz Examination</b>	For graduating students	Assess full memorization for Haflah Khotmil <i>Qur'an</i> graduation eligibility

Each layer of evaluation employs structured scoring rubrics that capture various memorization competencies, such as fluency (*fasahah*), retention (*mutaba'ah*), and accuracy (*tashih*). These results are logged into digital progress-tracking tools used by teachers and administrators, allowing for real-time monitoring of individual and class-wide performance.

Additionally, prior to the *Tasmi' 30 Juz Examination*, eligible students undergo intensive quarantine-based review programs (*karantina*) designed to reinforce memory consolidation and eliminate potential lapses. These programs are supervised by senior *muhafizh* and include simulation assessments to mimic actual graduation conditions.

This multi-level evaluation model not only ensures high-quality outcomes but also supports the development of student accountability, intrinsic motivation, and long-term retention of the Qur'an. Through this systematic approach, PPATQ RF has cultivated a robust evaluation culture that is replicable and adaptable to other Islamic educational contexts aiming to standardize and elevate tahfiz quality.

### **Management of *Tahfiz Qur'an***

PPATQ RF's adoption of TQM principles—Continuous Improvement, Teamwork, and Long-Term Focus—provides a robust framework for the sustainable management of its Tahfiz Qur'an programs. These principles were operationalized through specific mechanisms tailored to the pesantren's unique context. For instance, Continuous Improvement was implemented via iterative evaluations, where daily progress tracking informed weekly teacher discussions and curriculum refinements, ensuring responsiveness to student needs. Teamwork was fostered through collaborative lesson planning sessions and routine parent-teacher consultations, creating a cohesive support network that enhanced both instructional quality and student outcomes. Long-Term Focus was exemplified by structured alumni muraja'ah programs, which not only ensured retention of memorized material but also reinforced lifelong learning practices.

Continuous Improvement is exemplified by the regular evaluation of teaching methodologies and student outcomes. Teachers engage in professional development initiatives to address gaps identified during evaluations, ensuring that pedagogical practices remain adaptive and effective. These initiatives include workshops focused on integrating TQM principles into teaching methodologies, collaborative training sessions to share best practices, and the use of digital platforms for continuous learning. Such programs directly impact teaching quality by equipping educators with advanced pedagogical techniques and fostering a culture of adaptability. Moreover, these initiatives enhance student outcomes by ensuring that instruction is consistently aligned with evolving educational standards and tailored to individual learning needs.

### **Discussion**

#### **Systemic Application of Total Quality Management (TQM) to Enhance *Tahfiz Qur'an* Methods in Pesantren**

The implementation of Total Quality Management (TQM) principles at Pesantren Anak-Anak Tahfidzul Qur'an Raudlatul Falah (PPATQ RF) has significantly enhanced the effectiveness of its diverse Tahfiz Qur'an methods. This systemic approach is underpinned by three core principles: Customer Focus, Continuous Improvement, and Teamwork. Customer Focus involves prioritizing the individual needs of students by tailoring pedagogical approaches to their specific learning preferences—whether visual, auditory, or kinesthetic. The pesantren employs nine distinct memorization methods—musafahah (face-to-face recitation), recitation, Tahfiz Qur'an is a fundamental aspect of Islamic education, crucial for preserving the spiritual and intellectual heritage of the faith. However, its implementation faces challenges, including the lack of standardized methodologies, insufficient infrastru (repetition), mudarosah (group study),

*mudarosah ayat* (verse-by-verse study), *mudarosah per halaman* (page-by-page study), *mudarosah per-empat juz* (quarter-juz study), and *tasmi' per juz* (listening to a complete juz)—to ensure customized and effective learning experiences. This learner-centered approach aligns with Knowles's principles of andragogy, which emphasize the importance of active learner engagement (Cacam et al., 2023; Somantri et al., 2024). Furthermore, Deming (1986) asserts that customer satisfaction is fundamental to quality management; thus, prioritizing students' learning preferences enhances motivation and retention. Firdaus (2024) highlights that aligning educational practices with stakeholder expectations enhances satisfaction and outcomes. Research by Silfia and Herwati (2022) supports the effectiveness of visual techniques such as Fami Bisyaquin, while Shodikin (2023) emphasizes the value of kinesthetic methods like Sabaq and Sabqi. Auditory learners benefit significantly from Tahfiz Qur'an as a fundamental aspect of Islamic education, crucial for preserving the spiritual and intellectual heritage of the faith. However, its implementation faces challenges, including the lack of standardized methodologies, insufficient infrastructure, as noted by Mustafa et al. (2021), who also underscore the role of digital tools like EzHifz in accommodating diverse learning styles.

Continuous Improvement is embedded in the institution's culture through weekly evaluations of teaching methodologies, regular teacher discussions, and close monitoring of student progress. These iterative assessments enable dynamic refinements in instructional practices, creating a responsive learning environment. Mukaromah (2024) underscores the importance of ongoing feedback mechanisms in sustaining educational quality, a principle that PPATQ RF operationalizes effectively. Furthermore, Mustafa et al. (2021) highlight how adaptive technologies, such as real-time tracking tools, provide actionable insights, enhancing responsiveness and instructional effectiveness. These practices, combined with structured evaluations, also align with findings from Ketterlin-Geller et al. (2022) that consistent progress monitoring significantly improves learning outcomes. However, sustaining such rigorous practices requires balancing assessment frequency with preventing potential educator and student fatigue, as noted by Deming's (1986) Kaizen principle of incremental, sustainable improvement.

Teamwork integrates the collaborative efforts of teachers, parents, and administrators, creating a cohesive support system for students. For example, parents actively supervise *muraja'ah* (review sessions) at home and maintain regular communication with teachers. This collaboration aligns with findings by Karia and Asaari (2006), who emphasize the critical role of teamwork in enhancing educational success. The communal approach adopted by PPATQ RF fosters discipline and motivation, ensuring consistent progress in memorization.

The integration of these principles has yielded demonstrable outcomes, with students exhibiting enhanced retention and mastery of Tahfiz Qur'an. The structured evaluation framework, including scoring systems, further ensures consistency in assessments, motivating students to achieve their daily goals. These findings expand on earlier research by Hamdan (2020), who highlighted the success of *talaqqi* and *muraja'ah* methods but did not situate these practices within

a systemic quality framework. Similarly, Zulkifli (2020) identified the benefits of thematic and muraja'ah methods but noted challenges related to curriculum standardization, which are effectively addressed by PPATQ RF's TQM-based approach.

Based on the explanation above, this study highlights three key findings that distinguish it from previous research. First, the Systemic TQM Approach introduces a fresh perspective by incorporating TQM principles into the management of tahfiz learning programs. This approach addresses an underexplored area in prior studies and provides a comprehensive framework for improving the management and delivery of tahfiz education. Second, Standardization and Evaluation underscores the importance of implementing TQM-based standardization and evaluation processes to ensure the quality and consistency of tahfiz methods. This finding addresses a significant gap in earlier research, where a lack of structured evaluation often led to variability in outcomes. Third, the Integration of TQM Principles and Technology brings a new dimension to the field by merging TQM principles—such as continuous improvement and teamwork—with the adoption of digital technologies. This integration enhances the diversity and effectiveness of tahfiz methods, offering innovative solutions for modern educational challenges.

### **Standardization and Continuous Evaluation in Tahfiz Qur'an Methods**

Evaluation tools, including scoring sheets and digital applications, provide objective metrics to track student progress. Tyler (1949) emphasizes the role of standardized evaluation in maintaining educational quality, a principle effectively demonstrated by PPATQ RF. Additionally, Dwaikat (2020) underscores the necessity of establishing clear quality criteria to guide institutional practices, ensuring that evaluations align with desired educational outcomes. Mustafa et al. (2021) highlight how standardization, combined with digital tools, fosters both efficiency and accuracy in monitoring student progress. By implementing standardized practices, PPATQ RF not only ensures consistency but also addresses gaps identified by Zulkifli (2020), who noted challenges in curriculum uniformity within similar educational contexts. These efforts underscore the institution's commitment to balancing rigorous academic standards with adaptable teaching methodologies.

Daily and weekly evaluations are conducted to monitor student progress and provide actionable feedback, while monthly meetings among teachers and administrators facilitate collaborative problem-solving. The Kaizen principle, as articulated by Deming (1986), underscores the importance of incremental and ongoing improvements in educational practices. Mustafa et al. The critical role of technology in enhancing assessment accuracy and efficiency is evident in PPATQ RF's implementation of real-time progress tracking applications (Mustafa et al., 2021). These practices address gaps in prior studies. While Hamdan (2020) emphasized the importance of frequent evaluations, he did not explore their integration into a comprehensive management framework. Similarly, Hasanah (2021) underscored the role of technology in improving memorization outcomes but overlooked its potential for standardizing evaluations. PPATQ RF

demonstrates how the combination of standardization and continuous evaluation can improve both instructional quality and student performance.

Drawing from the analysis above, this study offers three distinct contributions that set it apart from prior research. First, Integration of Standardization and Continuous Evaluation: This investigation underscores the indispensable interplay between standardized tahfiz methodologies and ongoing evaluation frameworks—an aspect insufficiently explored in existing literature. Second, A Systemic TQM Paradigm: The adoption of Total Quality Management (TQM) principles to establish robust systems of standardization and continuous assessment provides a novel, integrative lens for addressing pedagogical challenges. Third, Technological Integration in Evaluation: This study advances the discourse by illustrating how the strategic incorporation of technology into evaluation mechanisms enhances the precision, efficiency, and scalability of monitoring learning quality, thereby driving transformative educational practices.

### **Sustainable Management of Tahfiz Qur'an Through TQM Principles**

Holistic application TQM principles aligns with Prueangphitchayathon et al.'s (2015) emphasis on adaptive strategies, Raissi's (2019) findings on teamwork's role in education, and Kaplan and Norton's (1996) insights on strategic planning for sustained success. Moreover, Prueangphitchayathon et al. (2015) emphasize the importance of data-driven and adaptive strategies in sustaining educational quality, a principle operationalized by PPATQ RF. By continuously refining teaching practices and leveraging real-time feedback, the pesantren demonstrates its commitment to iterative improvements that align with both institutional goals and student needs.

Teamwork fosters collaboration among teachers, administrators, and parents, creating a cohesive learning ecosystem. Teachers collaborate on lesson planning and share best practices, while parents actively support home-based memorization activities. This communal approach aligns with Raissi's (2019) findings, which highlight the critical role of teamwork in achieving educational success. When compared to less collaborative models observed in similar institutions, PPATQ RF's approach demonstrates measurable benefits such as higher retention rates and improved student satisfaction. These outcomes stem from the consistent involvement of parents in muraja'ah sessions and the structured sharing of best practices among educators, which collectively foster a supportive and disciplined learning environment. Institutions with less emphasis on teamwork often face challenges in maintaining student engagement and consistent progress, underscoring the significance of this model in achieving sustained educational quality (Latif et al., 2023; Murniati & Nurhayati, 2024; Nurhayati, Qudsi, et al., 2023). Furthermore, sustained professional development focusing on teamwork skills enhances institutional cohesion and student outcomes (Misbahrudin & Noor, 2023; Nurhayati, Fitri, et al., 2024). The alignment of teamwork with the pesantren's communal values reinforces the trust and collaboration necessary for long-term success.

Long-Term Focus reflects the pesantren's strategic vision of sustaining educational outcomes beyond students' tenure at the institution. Structured

muraja'ah programs for alumni ensure the retention of memorized material, aligning with Kaplan and Norton's (1996) emphasis on strategic planning for long-term success. These programs are structured to include periodic review sessions, formal feedback mechanisms, and the integration of progress tracking systems to monitor alumni performance over time. Alumni are provided with tailored review schedules and digital tools, such as mobile applications, to facilitate remote muraja'ah. These mechanisms not only reinforce memorization but also enable educators to gather longitudinal data, which informs future curriculum adjustments and enhances program efficacy. By embedding such practices, PPATQ RF ensures that memorization skills remain a lifelong asset while maintaining alignment with both pedagogical and institutional goals. This forward-looking perspective ensures that memorization is not merely a short-term goal but a lifelong asset. Additionally, the integration of TQM principles with digital tools further supports sustainable learning practices, as emphasized by Mustafa et al. (2021). These findings distinguish PPATQ RF's management practices from prior research. Hasanah (2021) highlighted technology integration but did not address its alignment with long-term educational strategies. Similarly, Syamsuddin (2022) emphasized the importance of teamwork but lacked a systemic framework for its application. PPATQ RF bridges these gaps by combining collaborative practices with strategic planning, offering a holistic model for sustainable educational management.

The findings from PPATQ RF offer broader implications for the adoption of TQM principles in Islamic educational institutions. The pesantren's success in implementing customer focus, continuous improvement, and teamwork provides a replicable model for enhancing educational quality. For example, Razali (2024) suggests that modular curricula integrating Qur'anic studies with national education standards could be adapted to various cultural contexts, ensuring both flexibility and rigor. Additionally, leveraging low-cost digital tools could address challenges related to scalability and accessibility, particularly in resource-constrained settings. Ahmad (2024) emphasizes the potential of gamification to enhance engagement and motivation in memorization programs. Collaborative networks among Islamic educational institutions could further facilitate knowledge sharing and capacity building, enabling the dissemination of best practices across diverse settings.

## CONCLUSION

This study demonstrates that applying Total Quality Management (TQM) principles—customer orientation, continuous improvement, and collaborative governance—can significantly enhance pedagogical effectiveness and organizational coherence in Tahfiz Qur'an education. Focused on Pesantren Anak-Anak Tahfidzul Qur'an Raudlatul Falah, the research highlights that personalized memorization techniques, iterative assessments, and stakeholder collaboration lead to improved student engagement, retention, and institutional adaptability. These findings are particularly relevant in resource-constrained Islamic educational settings, proving that quality-driven frameworks can be implemented without compromising religious authenticity. The study contributes to Islamic education reform by integrating traditional Qur'anic pedagogy with quality

assurance protocols. While the single-case design limits external validity, the rich data provide valuable insights for future research. Further studies should explore multi-institutional analyses, longitudinal tracking, and mixed-methods approaches for a comprehensive evaluation of long-term impacts. This research lays the foundation for scalable, quality-focused reforms in Tahfiz-based Islamic education.

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