

Exploring Managerial Supervision Practices in *Tahfidz* Programs to Enhance Students' Memorization Effectiveness

Miftahul Khoiriyah*, Baharuddin, Nur Asnawi, M. Aqil Fahmi Sanjani, Tri Agung Yoga Prasjo

Universitas Islam Negeri Maulanan Malik Ibrahim Malang, Indonesia

*Email Corresponding author: 240106310010@student.uin-malang.ac.id

Abstract

This study aims to analyze the role of managerial supervision in improving the effectiveness of student memorization in the *tahfidz* program. This research is rooted in the growing demand for quality *tahfidz* education that ensures not only the quantity of memorization but also retention and consistency. This study used a qualitative, multi-case study involving selected Islamic educational institutions, with data collected through interviews, observations, and documentation. The data were analyzed using thematic analysis to identify patterns related to supervision practices and memorization outcomes. The findings indicate that integrated managerial supervision significantly improved coordination and consistency in memorization activities. Furthermore, the implementation of a 24-hour supervision system strengthened student discipline and supported the process of continuous memorization and revision. Differentiated supervision based on students' memorization capacity also increased motivation and learning effectiveness by aligning targets with individual abilities. Structured evaluation and continuous feedback mechanisms contributed to better retention and performance. The integration of supervision across academic and residential settings enabled real-time monitoring and timely intervention. This study contributes to the development of educational management theory by integrating the frameworks of supervision, adaptive learning, and quality assurance in *tahfidz* education.

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INTRODUCTION

The rapid expansion of Qur'anic memorization (*tahfidz*) programs in Islamic educational institutions reflects a growing societal demand for religious-based education, as evidenced by the significant increase in *pesantren* and student enrollment across Indonesia in recent years (Ayyusufi et al., 2022; Nurhuda & Hadziq, 2022; Siregar, 2025). This phenomenon indicates that communities increasingly prioritize Qur'anic literacy and spiritual development, positioning *pesantren* as central institutions in shaping religious identity and moral character among students (Najiburrahman et al.,

2022; Rabbani et al., 2025). However, despite this quantitative growth, many institutions still struggle to maintain the quality and sustainability of students' memorization outcomes, particularly in terms of retention, consistency of *murāja'ah*, and achievement of memorization targets (Ishomuddin et al., 2023; Muthi'ah & Setiawan, 2025; Thontawi et al., 2022). The phenomenon shows that most students experience a decline in memorization quality over time, indicating that the existing teaching and management systems are not fully effective in supporting long-term learning outcomes. This mismatch highlights a critical issue in the alignment between institutional expansion and educational quality assurance mechanisms. Therefore, the current situation underscores the need to critically examine how management processes, particularly the monitoring system, function to ensure the effectiveness of *tahfidz* programs in practice.

Educational management emphasizes the importance of supervision as a core component of a quality assurance system aimed at maintaining and improving learning outcomes in a structured and sustainable manner (Asror et al., 2023; Wajdi et al., 2022). Quality in education is determined not only by the final outcome but also by the consistency and effectiveness of the processes that produce those outcomes through continuous improvement mechanisms (Suwendi et al., 2024). Supervision should function as a control mechanism and a professional development tool tailored to teacher competencies. These theoretical frameworks collectively demonstrate that effective supervision must be systematic, adaptive, and oriented toward continuous improvement (Suriagiri et al., 2022; Ubogu, 2024). However, the application of these concepts in religious education settings, particularly in *tahfidz* programs, often faces contextual challenges due to the unique characteristics of Islamic boarding school-based learning environments.

The implementation of the *tahfidz* program in the context of Islamic boarding school education is embedded in a holistic system that integrates academic learning, character building, and students' daily life activities within a continuous educational environment. This system is often operationalized through a 24-hour care model, where supervision and guidance occur not only in formal classrooms but also throughout students' daily routines. Many Islamic boarding schools adopt a balanced curriculum that combines formal education, Quran memorization programs, and traditional Islamic studies, creating a complex educational structure that requires adaptive management strategies (Anisaturrizqi et al., 2025; Luthfiah & Syarif, 2025; Muflihah & Nasution, 2025). This integration reflects the broader philosophical framework of Islamic education, which emphasizes the balance between religious and general knowledge as an integrated learning system. However, managing multiple, interrelated programs within a single institutional framework presents significant challenges, particularly in ensuring consistent oversight and quality control across multiple areas.

Numerous studies provide important insights into the factors influencing memorization effectiveness and institutional performance. Many *tahfidz* students experience decreased memorization retention due to weak supervision and the lack of a structured *murāja'ah* system (Hasnadi, 2023; Zulvani et al., 2025). The role of supervision is crucial in improving educational quality through systematic monitoring and evaluation processes (Hutasuhut et al., 2023; Samsilayurni et al., 2025). Türkel (2023) highlights the importance of a quality assurance framework in ensuring consistent educational outcomes across institutions. Effective governance contributes

to better program coordination and implementation across educational organizations (Fauzi et al., 2025; Mahsusi et al., 2024). Developmental supervision can improve teacher performance and teaching quality (Hutasuhut et al., 2023; Karim et al., 2021). Musaddad (2023) examines the unique characteristics of Islamic boarding school education, emphasizing its holistic and integrated nature. Adaptive management approach in addressing diverse educational programs in Islamic institutions (Ridlo & Yanti, 2024; Sadiyah, 2022). This provides a strong foundation but also demonstrates the need for more context-specific investigations into managerial supervision in *tahfidz* programs.

Despite the growing literature on educational supervision and *tahfidz* programs, there is a gap in understanding how managerial supervision is practically implemented in integrated Islamic boarding schools (*pesantren*) and how it directly impacts the effectiveness of student memorization. Limited research has examined the role of different management approaches in addressing the complexities of various educational programs in Islamic boarding schools. This study offers a novel contribution by introducing different concepts of managerial supervision within a 24-hour care system and a balanced curriculum framework. Thus, this study seeks to provide a more comprehensive understanding of how adaptive supervision strategies can enhance the effectiveness of Quran memorization programs in complex educational environments.

This study aims to investigate the effectiveness of managerial supervision practices in improving student memorization outcomes in a *tahfidz* program within an Islamic boarding school (*pesantren*) environment. This study seeks to answer the question: How is managerial supervision implemented in a *tahfidz* program within an integrated Islamic boarding school system? Therefore, the formulation of these research questions serves as a basis for systematically examining the relationship between managerial practices and learning outcomes in *tahfidz* education.

This study argues that effective managerial supervision, when implemented through a differentiated and adaptive approach within a 24-hour care system, significantly improves the effectiveness of students' Quran memorization in a *tahfidz* program. A supervision system that integrates continuous monitoring, structured evaluation, and context-sensitive management strategies is better able to maintain the quality of students' memorization over time compared to conventional supervision models. This research is expected to contribute to the development of a deeper understanding of supervision in the context of Islamic education, particularly in Islamic boarding schools (*pesantren*). This can provide practical implications for policymakers and educational practitioners in designing more effective supervision systems that align with the unique characteristics of *tahfidz* programs.

RESEARCH METHOD

This research focuses on the managerial supervision practices of the Quran memorization (*tahfidz*) program implemented in Islamic boarding schools (*pesantren*), specifically at the Amanatul Ummah Islamic Boarding School (SMP Unggulan) located at the Amanatul Ummah Islamic Boarding School in Pacet, Mojokerto. This institution represents a comprehensive educational environment where formal education, the *tahfidz* program, and pesantren-based learning are integrated into a single system. The material objects examined in this study include institutional policies, supervision mechanisms, learning activities, and students' memorization practices as they occur in

the daily life of the *pesantren*. Furthermore, this research also explores various educational artifacts such as the *tahfidz* curriculum, memorization schedules, student progress reports, and supervision documents that reflect the implementation of managerial supervision.

This study uses a qualitative research approach with a case study design to explore the complexity and depth of managerial supervision practices in the *tahfidz* program within a real-life educational context. A qualitative approach was chosen because it allows researchers to capture meanings, experiences, and interactions that cannot be quantified but are crucial to understanding the dynamics of the supervision process (Williams, 2021). The case study design allows for an intensive and holistic examination of a single institutional environment, providing detailed insights into how managerial supervision is conceptualized and implemented in practice. The research adopts an interpretive paradigm, emphasizing understanding participants' perspectives and the social meanings they attribute to student experiences.

The sources of information in this study consisted of key informants, respondents, and relevant documents that provided comprehensive insights into the implementation of managerial supervision in the *tahfidz* program (see Table 1). Informants were selected purposively based on their direct involvement and expertise in the program, including the principal, dormitory supervisor (*musyrif*), *tahfidz* teachers, and students participating in the program. The literature review involved the analysis of relevant documents and literature related to the *tahfidz* management and supervision system. Participatory observation was conducted to directly observe learning activities, memorization practices, and the supervision process within the Islamic boarding school environment. In-depth interviews were conducted using a semi-structured interview guide to explore participants' experiences, perceptions, and roles within the supervision system. The data collection matrix is presented in **Table 1**.

Table 1. Data Collection Matrix

Data Source	Technique	Instrument	Focus of Data
School Principal	Interview	Interview Guide	Policy and supervision strategy
Tahfidz Teachers	Interview & Observation	Interview Guide, Field Notes	Teaching and memorization supervision
Dormitory Supervisors	Interview & Observation	Interview Guide, Checklist	Daily mentoring and 24-hour care
Students	Interview	Semi-structured Questions	Learning experience and memorization
Institutional Documents	Desk Review	Document Analysis Sheet	Curriculum and progress reports

The data analysis in this study follows the interactive model proposed by Miles, Huberman, and Saldana, which consists of three main stages: data reduction, data presentation, and conclusion drawing or verification (Miles et al., 2014). Data reduction involves selecting, simplifying, and organizing raw data obtained from observations, interviews, and documents to focus on information relevant to the research objectives. Data presentation is then carried out by presenting the organized data in the form of descriptive narratives, matrices, and thematic charts, allowing the researcher to identify emerging patterns, relationships, and insights. The final stage involves drawing conclusions and verifying the findings through continuous comparison and validation of data across multiple sources. The study also uses content analysis to examine textual

data, discourse analysis to understand communication patterns in the supervision process, and interpretive analysis to capture the meanings constructed by participants.

RESULT AND DISCUSSION

Result

Integrated Managerial Supervision Model in *Tahfidz* Programs

Managerial supervision in *tahfidz* programs operates through an integrated system that connects academic instruction, dormitory guidance, and character development into a unified supervisory framework. Supervision is not fragmented but coordinated across institutional actors, including school leaders, *tahfidz* teachers, and dormitory supervisors, ensuring continuity between formal and informal learning environments. This integration enables consistent monitoring of students' memorization progress, both during structured learning sessions and daily routines. As a result, the system strengthens alignment between institutional goals and students' learning practices. Therefore, the integrated supervision model contributes significantly to the stability and sustainability of students' Qur'anic memorization outcomes.

The integration of supervision is evident in the synchronization of daily activities, institutional policies, and learning processes within the *tahfidz* program. The researcher observed that memorization activities are not limited to specific time slots but are embedded in various aspects of students' daily routines, including morning revision sessions, scheduled memorization deposits, and evening evaluations. Additionally, coordination meetings among teachers and dormitory supervisors are regularly conducted to discuss students' progress and challenges. Documentation such as memorization logs and evaluation records are consistently updated and shared across institutional units. This reflects a structured and collaborative supervision system that ensures continuity of guidance and monitoring. Furthermore, the presence of consistent rules and supervision mechanisms across different environments strengthens students' discipline and engagement in memorization activities. Thus, observational findings confirm that the integrated system is actively implemented and plays a crucial role in maintaining program effectiveness. To illustrate the structured differentiation of supervision across program levels, the distribution of memorization targets, supervisory focus, and responsible actors is presented in **Table 2**.

Table 2. Supervision Components

Program Level	Memorization Target	Supervisory Focus	Responsible Actor
Intensive Program	30 <i>Juz</i>	High-intensity monitoring	Senior <i>Tahfidz</i> Teachers
Intermediate Program	25 <i>Juz</i>	Consistency and retention control	<i>Tahfidz</i> Teachers
Regular Program	15 <i>Juz</i>	Basic memorization supervision	Assistant Teachers
Basic Program	9 <i>Juz</i>	Foundational guidance	Dormitory Supervisors

The differentiation of memorization targets, ranging from 9 to 30 *juz* across program levels, indicates a structured managerial approach that aligns supervision intensity with students' cognitive capacity and learning readiness. Table 2 demonstrates that managerial supervision is systematically differentiated based on students' memorization capacity and program level. The variation in memorization targets reflects an adaptive supervisory structure that aligns institutional expectations with students' abilities. Therefore, the integration of differentiated targets into the supervision system

strengthens both planning accuracy and implementation effectiveness.

The integrated managerial supervision model is not merely a structural arrangement but a dynamic system that facilitates continuous interaction among various educational components. The integration of planning, supervision, and evaluation processes enables the institution to maintain consistency in monitoring students' memorization progress. This interconnected system ensures that no aspect of the learning process operates in isolation, thereby reducing gaps in supervision. Furthermore, the alignment between academic and dormitory supervision creates a reinforcing mechanism that supports students' learning behaviors. The data suggest that such integration enhances both accountability and coordination among institutional actors. Therefore, the effectiveness of the *tahfidz* program is significantly influenced by the degree of integration within its supervisory system.

The integration of multiple supervisory domains creates a cohesive learning environment that supports continuous student engagement and progress monitoring. This model can be applied to other Islamic educational institutions seeking to improve the effectiveness of their *tahfidz* programs. Furthermore, the findings suggest that successful supervision requires not only structured systems but also strong coordination among stakeholders. Therefore, integrated supervision serves as a key determinant in enhancing the overall quality of Qur'anic memorization education.

The Effectiveness of a 24-Hour Supervisory System

The implementation of a 24-hour supervisory system plays a critical role in enhancing students' memorization consistency and retention. Supervision extends beyond classroom instruction into students' daily activities, including independent revision (*murāja'ah*), memorization deposits, and discipline enforcement in dormitory settings. This continuous monitoring creates a structured learning environment that minimizes gaps in supervision and reinforces habitual engagement with memorization tasks. Furthermore, the system fosters accountability and self-regulation among students, as supervision is embedded in their daily routines. Consequently, the 24-hour supervisory approach significantly improves the continuity and durability of students' Qur'anic memorization.

Interview data further support the effectiveness of the 24-hour supervisory system, as reflected in the perspectives of various informants. A *tahfidz* teacher stated, "Students' memorization improves because supervision is continuous, not limited to classroom sessions." A dormitory supervisor explained, "We monitor students' revision activities every morning and evening to ensure consistency." Meanwhile, a student reported, "The daily schedule helps me stay disciplined in memorizing and reviewing the Qur'an." These statements indicate that continuous supervision creates a structured learning environment that supports students' memorization efforts. Informants consistently emphasized the importance of routine and monitoring in maintaining memorization quality. Thus, interview findings confirm that the 24-hour system contributes to improved memorization consistency and discipline. To provide a systematic overview of the continuous supervisory framework within the *tahfidz* program, the structure of daily activities along with their corresponding supervisory functions is presented in **Table 3**.

Table 3. The Structure of The 24-Hour Supervisory System

Time	Tahfidz Activity	Supervisory Function
Early Morning (<i>Subuh</i>)	<i>Murāja'ah</i> (Revision)	Strengthening retention

Morning	Formal Learning	Academic integration
Midday	Memorization Deposit	Accuracy and fluency control
Afternoon	Memorization Reinforcement	Deepening memorization
Night	<i>Murāja'ah</i> & Evaluation	Reflection and correction

The daily *tahfidz* schedule demonstrates a cyclical supervision pattern consisting of revision, memorization, reinforcement, and evaluation, which ensures continuous engagement with the memorization process. Table 3, this structured schedule shows that supervision is embedded throughout the entire day, ensuring that students engage in repeated memorization cycles. Each time segment represents a specific supervisory function that contributes to strengthening memorization quality. Thus, the daily activity structure serves as concrete evidence of the implementation of a continuous 24-hour supervisory system.

The 24-hour supervisory system creates a continuous learning cycle that reinforces students' memorization practices. The structured schedule ensures that students engage with memorization activities at multiple points throughout the day, thereby enhancing retention and reducing forgetting. The integration of supervision into daily routines fosters a disciplined learning environment that supports consistent practice. Furthermore, continuous monitoring allows supervisors to identify and address students' challenges in a timely manner. Therefore, the effectiveness of the *tahfidz* program is closely linked to the implementation of a comprehensive supervisory system that operates throughout the day.

Differentiated Managerial Supervision Based on Students' Memorization Capacity

Supervision practices are tailored based on students' memorization speed, retention ability, and learning readiness, allowing for more personalized guidance and target setting. High-performing students are encouraged with accelerated targets, while those with slower progress receive more intensive supervision and reinforcement. This adaptive approach reduces disparities in memorization achievement and enhances students' motivation and engagement. Therefore, differentiated supervision not only improves individual learning outcomes but also contributes to a more equitable and effective *tahfidz* learning system.

Students are grouped into different levels, such as intensive, intermediate, regular, and basic programs, each with distinct memorization targets. Teachers adjust their supervision strategies based on students' performance and learning pace. High-performing students are encouraged to achieve higher targets, while those with lower performance receive additional support and guidance. This system ensures that supervision is adaptive and responsive to students' needs. Thus, observational data confirm the effectiveness of differentiated supervision in enhancing learning outcomes. The differentiated supervision process is presented in **Figure 1**.

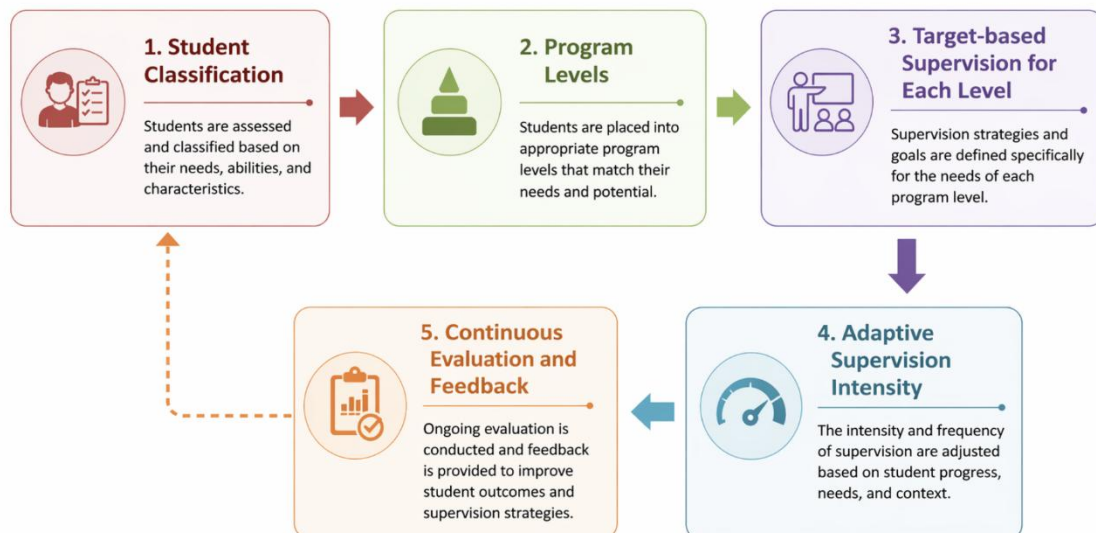


Figure 1. Differentiated Supervision Process System

Figure 1 illustrates a differentiated managerial supervision framework in the *tahfidz* program that is structured based on students' memorization ability. Students are first classified according to their memorization capacity, which then determines their placement into specific program levels, namely Basic (9 *Juz*), Regular (15 *Juz*), Intermediate (25 *Juz*), and Intensive (30 *Juz*). Each level is designed with distinct memorization targets and corresponding supervisory strategies, ensuring that supervision is aligned with students' cognitive readiness and learning pace. The system applies target-based supervision, where monitoring and guidance are adjusted according to the expected outcomes of each group. In addition, supervision intensity is implemented adaptively, with higher levels receiving more rigorous control and lower levels receiving more supportive guidance. The framework is further strengthened by continuous evaluation and feedback mechanisms that allow supervisors to monitor progress, identify challenges, and adjust strategies accordingly.

Differentiated supervision enhances the effectiveness of memorization by aligning supervision strategies with students' individual capacities. This approach reduces disparities in learning outcomes and promotes equitable learning opportunities. Furthermore, adaptive supervision fosters motivation and engagement among students by providing achievable targets. Therefore, differentiated supervision serves as a key factor in improving the overall quality of the *tahfidz* program. Differentiated managerial supervision is an essential strategy for addressing the diverse needs of students in *tahfidz* programs. By tailoring supervision to individual abilities, institutions can improve learning outcomes and ensure more effective memorization processes. This approach provides a practical framework for enhancing educational quality in similar contexts. Therefore, differentiated supervision represents a significant advancement in the management of *tahfidz* education programs.

Discussion

The implementation of an integrated managerial supervision model in the *tahfidz* program has significant implications for improving the effectiveness and sustainability of student memorization outcomes. The integration of academic

instruction, dormitory supervision, and character development creates a cohesive system that minimizes fragmentation in the learning process and ensures ongoing monitoring. These findings suggest that supervision is more effective when operating as an integrated system rather than as isolated practices. These findings are consistent with previous studies showing that an integrated teaching and supervision system enhances coordination and accountability among stakeholders, thereby improving student learning outcomes and institutional performance (Busahdiar et al., 2023; Suriagiri et al., 2022). The functional implication of the model lies in its ability to align institutional goals with daily learning practices, thereby strengthening student engagement and discipline. Aligned leadership practices significantly impact student achievement and learning consistency (Ataman & Safitri, 2024; Sulhan & Hakim, 2023). However, a lack of such integration can lead to uncoordinated supervision, resulting in inconsistencies in monitoring and a decline in memorization effectiveness.

The effectiveness of the integrated managerial supervision model can be explained by the underlying structural coordination of the various components of the education system. The alignment between planning, implementation, and evaluation processes creates a feedback loop that ensures continuous improvement in student memorization performance. Previous studies have shown that institutions with strong coordination mechanisms tend to demonstrate higher levels of consistency in instructional delivery and student learning outcomes (Mwansa et al., 2024). In addition, research on continuous improvement in education highlights that feedback loops and data-driven supervision significantly enhance learning effectiveness (Aydemir & Türkel, 2022; Sahlin, 2025). In the context of the *tahfidz* program, the integration of supervision across academic and residential settings allows for real-time monitoring and prompt intervention when challenges arise.

The implementation of a 24-hour supervisory system has important implications for enhancing students' memorization consistency and long-term retention. Continuous supervision ensures that students remain engaged in memorization activities throughout the day, reducing the likelihood of forgetting and improving retention rates. Integrating supervision into a structured daily routine has demonstrated functional benefits, particularly in strengthening study habits and supporting memory consolidation processes (Abdurrahman et al., 2025; Saputra & Muharrom, 2023). Furthermore, continuous supervision fosters discipline and accountability, which are essential for sustained academic engagement. Studies in boarding school and immersive learning environments also demonstrate that structured, time-intensive supervision contributes significantly to student achievement and behavioral consistency (Chasanah & Sadiyah, 2025). However, without such continuous supervision, students are more likely to experience learning gaps, leading to decreased memorization quality.

The effectiveness of the 24-hour supervision system is rooted in a cyclical, structured learning design that integrates memorization, revision, reinforcement, and evaluation into a continuous process. This structure aligns with cognitive learning theory, which emphasizes repetition, reinforcement, and active recall as key mechanisms for strengthening long-term memory (Aufa et al., 2024; Zulvani et al., 2025). The daily rhythm established through scheduled supervision supports students' cognitive load management and facilitates deeper processing of memorized material. A structured learning environment with consistent routines significantly improves students' ability to retain and retrieve information (Karaismailoglu & Yildirim, 2024;

Munawwaroh, 2024). In the context of *tahfidz* (memorization of the Qur'an), embedding supervision into all aspects of daily life ensures that memorization becomes a continuous cognitive activity rather than a fragmented task. The success of the 24-hour system is closely related to its iterative, structured, and feedback-oriented design, which optimally supports the memorization process.

The implementation of differentiated managerial supervision based on students' memorization capacity has significant implications for improving learning equity and effectiveness in *tahfidz* programs. The approach enhances motivation, reduces learning pressure, and increases achievement by providing realistic and personalized goals. This perspective aligns with the concept of differentiated instruction, which emphasizes that tailoring learning experiences to students' readiness levels contributes to improved academic outcomes (Hosseinihah et al., 2022). Moreover, adaptive supervision supports inclusive education by accommodating diverse learner needs and minimizing disparities in performance (Suriagiri et al., 2022). In contrast, uniform supervision models often fail to address individual differences, leading to disengagement and lower performance among students with varying abilities. Therefore, differentiated supervision contributes to a more responsive and effective *tahfidz* learning environment.

The effectiveness of differentiated supervision can be explained by its adaptive and responsive structural design, which aligns supervision strategies with students' cognitive readiness and learning capacity. Evidence in the field indicates that adaptive systems enhance engagement and learning outcomes by providing appropriate levels of challenge and support (Diamond & Bulfin, 2025; Rohman, 2023). In the *tahfidz* program, adjusting memorization targets and supervision intensity allows supervisors to provide targeted interventions, ensuring that students neither feel overwhelmed nor under-challenged. Additionally, formative assessment plays a critical role in this structure, enabling ongoing monitoring and refinement of learning strategies (Azam & Bouckaert, 2025). This flexible system also supports continuous improvement by adapting to students' developmental changes over time.

This study provides both practical and theoretical implications for the development of managerial supervision in *tahfidz* programs and Islamic education more broadly. Practically, the findings suggest that institutions should implement integrated, continuous, and differentiated supervision models to enhance memorization effectiveness and overall educational quality. The study offers a conceptual contribution by linking managerial supervision with memorization effectiveness through a systemic and differentiated framework. Therefore, this research not only enriches theoretical discourse but also provides actionable insights for improving the quality of *tahfidz* education practices.

CONCLUSION

This study emphasizes the critical effectiveness of an integrated, continuous, and differentiated managerial supervision model in improving students' memorization outcomes in the *tahfidz* program. The key insight is that memorization effectiveness is not solely determined by individual ability, but is strongly influenced by systemic supervision that aligns academic processes, daily routines, and individual learning targets. The integration of supervision across instructional, residential, and evaluative domains creates a sustainable learning ecosystem that supports consistency, discipline,

and long-term retention. This study is primarily limited to a specific institutional context, which may limit the generalizability of the results across different educational environments, cultural backgrounds, and student demographics such as gender and age. Therefore, further research is needed to include more diverse samples, including variations in gender, age group, and institutional type, and to employ mixed-methods or survey-based approaches.

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