QUALITY
JOURNAL OF ISLAMIC EDUCATION MANAGEMENT
https://journal.iainkudus.ac.id/index.php/Quality/index
P-ISSN 2355-0333; E-ISSN 2502-8324
Vol. 14 No. 1 Tahun 2026 | 61 - 80
10.21043/quality.v14i1.37354

Improving the Student Memorization Quality through the Haflah Selection Tryout Program at Islamic Boarding School in Kudus

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Abstract

This study analyzes how the Haflah Selection Try Out Program improves the students' quality of Qur'anic memorization at the Yanbu'ul Qur'an Tahfidz Islamic Boarding School in Kudus. The study focuses on the planning, implementation, and evaluation processes of the program as strategies to enhance memorization quality. A qualitative field study approach was employed to gain an in-depth understanding of the phenomenon. Data were collected through in-depth interviews, participant observation, and documentation involving the pesantren leader, tahfidz coordinator, supervising teachers, and students participating in the program. The data were analyzed using an interactive model consisting of data reduction, data display, and conclusion drawing. The findings show that the Haflah Selection Try Out Program is implemented through systematic planning, which includes determining memorization standards, assessment criteria, examination schedules, and examiner assignments. Implementation involves tiered memorization assessments designed to measure memorization mastery, recitation fluency, tajwid accuracy, and students' readiness to participate in the haflah graduation process. Continuous evaluation is conducted through feedback, remedial guidance, and regular monitoring of memorization progress. This program significantly improves students' memorization quality by strengthening retention, enhancing recitation accuracy and fluency, increasing discipline and motivation to learn, fostering self-confidence, and reducing errors during

examinations. This study contributes to Qur'anic memorization education by demonstrating that a structured tryout program with continuous assessment and systematic coaching can effectively improve the quality of memorization. These findings may serve as a practical reference for tahfidz institutions seeking to develop sustainable and measurable memorization improvement programs.

Keywords: Qur'anic memorization, memorization quality, Haflah Selection Tryout, Tahfidz education, Islamic boarding schools.

A. INTRODUCTION

Islamic boarding schools (*pesantren*) are strategic Islamic educational institutions that produce a generation of Muslims who possess a strong cognitive understanding of Islamic teachings and internalize spiritual, moral, and social values in their daily lives. Many *pesantren* have developed a flagship educational program called *tahfidz al-Qur'an* (Qur'anic memorization). This program is an important indicator of institutional success in cultivating students with strong religious competence, discipline, and noble character. The success of a tahfidz program is measured not only by the quantity of memorized, but also by the quality of recitation, the accuracy of *tajwid* and *makhraj*, the ability to retain memorization, and the consistency with which students maintain their memorization through regular *muraja'ah* activities. Consequently, improving memorization quality has become a primary concern for contemporary Islamic educational institutions seeking to ensure the sustainability and effectiveness of Qur'anic learning programs.

However, improving students' memorization quality cannot rely solely on individual abilities and motivation. Effective memorization development requires systematic educational management, structured supervision, continuous evaluation, and sustainable coaching systems. Studies on *tahfidz* education have revealed that many institutions face challenges in program planning, implementation, monitoring, and evaluation. These challenges often result in inconsistent memorization achievement and retention (Hasanah, 2024; Santika, 2024). Zulvani et al. (2025) emphasized that effective learning management improves memorization outcomes by providing clear targets, systematic supervision, and measurable evaluation mechanisms. These findings suggest a close association between memorization quality and the effectiveness of educational management practices implemented within *tahfidz* institutions.

From a quality management perspective, educational improvement should be conducted through a continuous cycle of planning, implementation, monitoring,

evaluation, and corrective action. One of the most widely recognized approaches to continuous improvement is the Plan-Do-Check-Act (PDCA) cycle, which emphasizes systematic quality enhancement through iterative management processes. A recent systematic review by Sauri et al. (2023) demonstrated that implementing the PDCA cycle significantly improves organizational effectiveness by integrating planning, execution, monitoring, and continuous improvement into a unified quality assurance framework. In educational settings, the PDCA model offers a practical approach to ensuring that learning programs are adaptive, accountable, and oriented toward sustainable quality improvement. Therefore, applying PDCA principles provides a relevant theoretical foundation for strengthening the effectiveness of *tahfidz* programs through structured planning and continuous evaluation.

In addition to managerial aspects, a memorization program's success is influenced by students' ability to regulate their own learning processes. Self-regulated learning is defined as learners' capacity to plan, monitor, and evaluate their learning activities independently. Rivers, D. J., Nakamura, M., and Vallance (2022) argued that self-regulated learning significantly contributes to academic achievement because students who actively monitor their progress tend to demonstrate greater persistence and learning effectiveness. Similarly, Baars M (2022) found that students who regularly engage in self-monitoring and reflective learning practices exhibit stronger learning consistency and better performance outcomes. In the context of Qur'anic memorization, self-regulated learning is reflected in students' commitment to maintaining daily *muraja'ah*, monitoring their progress, and independently correcting errors. Therefore, strengthening self-regulated learning is essential to improving memorization quality.

Recent educational research increasingly highlights the importance of formative assessment as a mechanism for improving learning quality and supporting self-regulated learning. Andrade, H. L., and Brookhart (2020) conceptualized classroom assessment as a process of co-regulating learning, in which continuous feedback helps learners improve performance and achieve learning goals. Supporting this perspective, Panadero, E., Broadbent, and J., Boud (2021) demonstrated that formative assessment positively influences students' self-regulated learning by encouraging reflection, self-monitoring, and continuous improvement. Andersson and Granberg (2022) found that formative assessment functions as both an evaluation tool and a developmental mechanism that helps learners gradually strengthen their competencies through guided feedback. Lui and

Andrade (2022) emphasized that processing feedback is crucial for transforming assessment information into meaningful learning improvements. Their findings suggest that continuous evaluation accompanied by constructive feedback can significantly improve students' memorization quality.

The relationship between evaluation and student psychological readiness has also received considerable attention in recent educational studies. Ismail et al. (2022) reported that formative assessment positively affects academic motivation, attitudes toward learning, self-regulation skills, and examination readiness, while reducing test anxiety. Similarly, Fletcher (2024) argued that self-assessment activities enable students to identify weaknesses and gradually improve their competencies through reflective learning processes. These findings are particularly relevant to Qur'anic memorization education because memorization examinations often generate anxiety and psychological pressure among students. Therefore, evaluation systems that provide repeated opportunities for practice and improvement can help students develop confidence, resilience, and readiness for formal examinations.

In the context of Islamic education, recent studies have emphasized the importance of effective management, leadership, and evaluation in achieving memorization goals. Luthfiah and Syarif (2025) found that structured *muraja'ah* and *tasmi'* activities significantly improve memorization retention and recitation fluency. Rabbani et al. (2025) identified common challenges faced by *tahfidz* students, such as declining motivation, learning fatigue, examination anxiety, and difficulty maintaining consistent memorization. They concluded that continuous mentoring, motivational reinforcement, and structured evaluation systems are essential for maintaining memorization quality. Furthermore, Hardiansyah and Cahyono (2026) reported that effective leadership significantly improves memorization quality by providing supervision, motivational support, and developing a disciplined learning culture. Similarly, Azzahra et al. (2025) and Ulya and Chamami (2026) demonstrated that systematic *tahfidz* program management positively affects memorization achievement, discipline, and learning sustainability.

While previous studies have extensively discussed educational management, leadership, memorization coaching, formative assessment, self-regulated learning, and evaluation practices, little attention has been given to the role of a structured tryout system as an integrated quality assurance mechanism within *tahfidz* institutions. Existing studies primarily focus on memorization methods, management effectiveness, leadership practices, or routine evaluation activities.

Although research by Azzahra et al. (2025), Luthfiah and Syarif (2025), and Rabbani et al. (2025) confirms the importance of continuous evaluation and coaching in improving memorization quality, empirical evidence regarding how a tiered try-out system can enhance memorization quality, self-regulated learning, psychological readiness, discipline, motivation, and sustainable coaching simultaneously remains limited. This indicates the need for further investigation into evaluation-based quality management innovations in Qur'anic memorization education.

To address this, Pondok Tahfidz Yanbu'ul Qur'an Kudus developed the Haflah Selection Tryout Program, an institutional innovation designed to assess and strengthen students' readiness for the *haflah*, or Qur'anic memorization graduation. Through a structured, tiered evaluation system, students undergo repeated memorization assessments, receive continuous feedback, participate in remedial coaching, and engage in spiritual development activities. Unlike conventional memorization examinations, which primarily function as summative assessments, this program integrates formative assessment principles, self-regulated learning development, and PDCA-based quality management into a comprehensive coaching process.

This study is a complementary and developmental contribution to previous research on educational management, leadership, evaluation, and memorization development in *tahfidz* institutions. While earlier studies have highlighted the importance of these aspects in improving students' memorization quality, most have examined them separately. In contrast, this study focuses on the *Haflah* Selection Try Out Program as an integrated strategy combining quality management, continuous coaching, evaluation, and student development in a *tahfidz* educational setting.

This study aims to analyze the planning, implementation, and evaluation of the *Haflah* Selection Tryout Program to improve students' memorization quality at Pondok Tahfidz Yanbu'ul Qur'an in Kudus. Theoretically, the study contributes to the development of Islamic educational management. Practically, it provides *tahfidz* institutions with reference for developing effective, measurable, and sustainable systems to enhance students' memorization achievement and educational quality.

B. RESEARCH METHODS

This qualitative field study aimed to gain an in-depth understanding of strategies to improve students' memorization quality through the Haflah Selection

Tryout Program at Pondok Tahfidz Yanbu'ul Qur'an in Kudus. A qualitative approach was deemed appropriate as it allows researchers to explore participants' experiences, perceptions, and interpretations of educational practices within their natural social context. This approach is particularly suitable for examining complex educational phenomena involving cultural, social, and spiritual dimensions because it emphasizes understanding how individuals interpret and construct meanings from their lived experiences (Aspers & Corte, 2021). Therefore, this approach was relevant for investigating the planning, implementation, and evaluation processes of a *tahfidz* coaching program in an Islamic boarding school environment.

The research was conducted at Pondok Tahfidz Yanbu'ul Qur'an Kudus in Central Java, Indonesia. This institution was selected because it has implemented the Haflah Selection Try Out Program as a structured, systematic evaluation mechanism designed to assess students' readiness to participate in the haflah (Qur'anic memorization graduation). The program functions as both an assessment instrument and internal quality assurance strategy aimed at maintaining and improving students' memorization performance through continuous coaching and evaluation.

The participants of this study consisted of the boarding school leader, the tahfidz coordinator, the tahfidz teachers, the examiners, and the students participating in the Haflah Selection Try Out Program. Informants were selected through purposive sampling, a strategy commonly employed in qualitative research to identify individuals with extensive and pertinent knowledge about the phenomenon being investigated (Campbell S, Greenwood M, 2021). The selection criteria included the following: (1) active involvement in planning, implementing, or evaluating the program, (2) direct experience in tahfidz education and memorization assessment, and (3) willingness to participate in in-depth interviews. This sampling strategy allowed the researcher to obtain comprehensive information from individuals directly involved in managing and implementing the program.

Data were collected using three primary techniques: in-depth interviews, participant observation, and document analysis. In-depth interviews were conducted with the boarding school leader, the tahfidz coordinator, teachers, examiners, and students to explore their experiences and perspectives on program planning, implementation procedures, evaluation mechanisms, and the perceived impact on memorization quality. Participant observation was carried out during memorization sessions, simaan activities, tryout examinations, and evaluation meetings to obtain contextual information about the program's implementation.

Documentation analysis involved reviewing institutional records, memorization assessment guidelines, tryout reports, evaluation forms, meeting minutes, and student memorization progress reports. Using multiple data collection techniques allowed for a comprehensive understanding of the phenomenon and facilitated data triangulation.

The collected data were analyzed using the interactive analysis model developed by Miles, M. B., Huberman, A. M., and Saldaña (2014), which consists of three interconnected stages: data reduction, data display, and conclusion drawing and verifying conclusions. During the data reduction stage, the researcher selected, simplified, and organized information relevant to the research objectives. Then, the data were displayed through thematic categorization, focusing on program planning, implementation, evaluation, and impacts. The analytical process was strengthened through thematic analysis techniques that facilitate identifying recurring patterns, themes, and meanings within qualitative data (Braun, V., & Clarke, 2021; Byrne, 2022). Finally, conclusions were drawn inductively by interpreting relationships and patterns emerging from the data and verifying them through continuous comparison among data sources.

To ensure the trustworthiness of the findings, several validation strategies were employed. Credibility was enhanced through triangulation of interviews, observations, and documentary evidence. Member checking was conducted with selected informants to confirm the accuracy of the researcher interpretations and findings. Dependability was maintained by systematically documenting research procedures and analytical decisions throughout the study. Confirmability was strengthened by preserving interview transcripts, field notes, and documentary evidence to support the findings. Transferability was addressed by providing detailed descriptions of the research context, participant characteristics, and program implementation processes. This enables readers to assess the applicability of the findings to similar educational settings. These procedures align with contemporary qualitative research standards that emphasize credibility, transferability, dependability, and confirmability as essential criteria for ensuring research rigor (Levitt, 2021; Stahl, N. A., & King, 2020)

This qualitative field study sought to provide a comprehensive understanding of how Pondok Tahfidz Yanbu'ul Qur'an Kudus designs, implements, and evaluates its Haflah Selection Try Out Program, a strategic instrument for improving student memorization quality. Particular attention was given to

memorization accuracy, recitation fluency, retention, discipline, self-confidence, and student readiness to participate in the Haflah examination process.

C. RESULT AND DISCUSSION

1. Planning the Haflah Selection Try Out Program

Planning is the initial stage crucial to the success of the memorization development program for students at the Yanbu'ul Qur'an Tahfidz Pondok Kudus. Based on interviews with the boarding school supervisor, KH. Ahmad Syakir, M.Ag., the Haflah Selection Tryout Program was designed in 2018 as a way to maintain the quality of student memorization. The program arose from the school's internal need to ensure that all Haflah participants meet the standard criteria for graduating from the Tahfidz program. These criteria include fluency in reading, correct *makhraj* and *tajwid*, and strong memorization skills. According to Ustadz Mustofa:

> "We want to ensure that every student who advances to the memorization program is truly prepared with strong memorization skills, not just smooth memorization. We created this tryout so students can become accustomed to the exam and feel less nervous during the actual memorization." (Tahfidz Coordinator interview)

This statement shows that the primary focus of Try Out planning is to develop students' character and mentality, not just to be administrative or ceremonial. In the context of Islamic educational management, this step aligns with the principle of quality-based planning, which emphasizes integrating academic standards with the development of religious character.

Field observations revealed that the planning process involved an annual meeting between the boarding school supervisor, the tahfidz coordinator, and the supervising *ustadz*. This meeting usually took place three to four months before the Haflah. The main agenda items included: (1) preparing the tryout schedule, (2) determining graduation criteria, (3) forming the examination team and the implementing committee, and (4) establishing the assessment system.

The graduation criteria are based on mutually agreed-upon internal standards. Students are considered "ready to memorize" if they can fluently recite at least 30 chapters (*juz*) without any significant errors, answer random questions from the examiner, and demonstrate high discipline in their daily memorization practice. Students who do not meet these standards, receive additional coaching in the form of special tutoring for two weeks before the retake.

The planning meeting also addressed technical details, such as grouping students based on the number of chapters (*juz*) memorized, exam duration, and the "*simaan"* schedule (rotational memorization submission). Based on the committee's documentation, the tryout was conducted in three stages: the initial stage (memorization *pre-test*), the middle stage (*improvement evaluation*), and the final stage (*final assessment*). Each stage used a different assessment instrument that included reading fluency, tajwid accuracy, and mastery of verse sequence.

In addition to academic preparation, the plan emphasizes the importance of mental and spiritual preparation for students. According to an interview with Ustadz Muhajir, one of the tahfidz tutors, spiritual preparation is carried out through collective self-reflection, congregational night prayers, and reciting the Ya Fattah prayer every morning before exams:

> "We don't just train memorization; we also cultivate a sense of calm in our students. Since what we're memorizing is the Word of God, it must be accompanied by good manners and the right intentions. When planning our tryouts, we always include spiritual development to ensure our students are mentally prepared. (Tahfidz tutors interview)

This demonstrates that the planning of the Haflah Selection Try Out program at the Yanbu'ul Qur'an Tahfidz Islamic Boarding School in Kudus has a holistic dimension, combining cognitive (memorization), psychomotor (pronunciation), and affective (spirituality and manners) aspects. This approach aligns with the principle of integrative planning in Islamic educational management, which considers all students' potential within a complementary development system.

From a quality management perspective, the planning implemented at this Islamic boarding school also demonstrates the application of the PDCA (Plan-Do-Check-Act) principle as proposed by Edward Sallis. The plan stage involves preparing a schedule, criteria, and an implementation strategy. The do stage involves conducting tryouts. The check stage involves evaluating memorization results. The act stage involves re-coaching students who have not met the standards. Thus, program planning is oriented not only toward memorization results but also toward a continuous coaching process that ensures consistent memorization quality.

This finding is supported by research (Aminah et al., 2023), which asserts that thorough planning in tahfidz institutions is crucial to the success of memorization improvement programs. According to Aminah et al. (2023), the success of a tahfidz institution is measured by more than just the number of students

who memorize the Quran; it is also measured by the quality of its structured and sustainable development system.

Therefore, it can be concluded that the planning of the Haflah Selection Try Out program at the Yanbu'ul Qur'an Tahfidz Islamic Boarding School in Kudus reflects an integrated and results-oriented quality management model in which all school components (guardians, teachers, and students) actively participate in strategy formulation and program implementation. Through this systematic planning, the boarding school has succeeded in preparing students to face haflah and has fostered a culture of quality in all memorization coaching activities.

2. Implementation of the Try Out Program to Improve Memorization

The implementation phase is the most crucial part of the Haflah Selection Try Out Program at Yanbu'ul Qur'an Tahfidz Boarding School in Kudus because all of the previously formulated strategic plans are put into practice at this stage. According to Ustadz Yazid, one of the senior tahfidz instructors, the tryout is carried out repeatedly in stages so that students have the opportunity to correct memorization errors and build mental resilience. He explained:

> "Try-outs are conducted several times so students have the opportunity to improve their weaknesses. Usually, after the test, we provide notes for improvement. Students who don't meet the standards will receive further tutoring for two weeks before the next exam". (Senior tahfidz mentor interview)

This statement illustrates that the tryout is not a one-time assessment but rather a continuous formative assessment process that provides students with the opportunity to improve their memorization skills. Based on field observations, the Haflah Selection Tryout activity is implemented in three main cycles. (1) Internal *Simaan*: A memorization test conducted among students in a group and led directly by the supervising teacher. The goal is to promote fluency, build self-confidence, and encourage students to listen to each other. (2) Individual Examination by guest examiners: The formal testing stage in which each student is randomly tested by examiners from outside the boarding school, typically tahfidz alumni with bersanad certification. This stage assesses aspects of *tajwid*, *fashahah*, *makhraj* letters, and rote memory. (3) The Joint Final Exam: A simulation of the actual memorization, which is taken by all students participating in the tryout. The results are announced, along with notes for improvement, for each student.

At each stage, students are randomly tested on their memorization, covering 2–3 pages from each memorized chapter (juz). This randomized testing system is

designed to ensure that students not only memorize the verses in sequence but also are prepared to respond whenever the examiner recites a particular verse. Based on observation notes, the examiner uses a written assessment format that includes three categories: "fluent" (grade A), "fairly fluent" (grade B), and "needs further guidance" (grade C).

Discipline and orderliness appear to be the main culture in the trial exam. Examiners and supervisors ensure that each student arrives on time, brings their own copy of the Qur'an, and adheres to exam etiquette, including reciting a prayer before starting and maintaining ablution during the exam. Researchers observed that in each session, the ustadz provided direct feedback to the students regarding any errors in *tajwid* or incorrect recitation. This pattern demonstrates the application of the principle of feedback learning, where each error serves as a learning tool to improve memorization.

In addition, the committee implemented a reward and motivation system for the highest-achieving students. According to the committee's 2025 documentation, students with an average grade of A+ received certificates of appreciation and the opportunity to lead tarawih prayers at the mosque of the Islamic boarding school. This strategy has been effective in fostering healthy competition and increasing enthusiasm for learning. This strategy demonstrates the application of the continuous improvement principle explained in Total Quality Management (TQM) theory (Sallis, 2014). This theory states that improving the quality of education must be sustainable and involve all elements of the institution. Improvement must also be driven by internal motivation and repeated evaluation.

The tryout program not only improves the technical aspects of memorization but also develops students' character and mentality. In an interview, Dzaka, a student participating in the tryout program, admitted that repeatedly taking memorization tests made him calmer, more practiced, and more focused.

> "At first, I was nervous when the guest teacher listened to me. But after taking frequent practice sessions, I got used to it and became more prepared. My memorization imrove because I repeat the lessons every day." (Interviews with students who participate in tryouts)

This statement shows that tryouts are a form of mental training that strengthens students' intrinsic motivation to maintain their Qur'an memorization. Periodic practice accustoms students to the pressure of exams, enabling them to perform optimally during the actual memorization process. In the context of Islamic education, this process aligns with the concept of *riyadhah an-nafs*, or soul training,

which involves discipline and patience in carrying out spiritual duties, including maintaining Qur'an memorization.

Based on the observations, the implementation of this program reflects synergy between academic and spiritual aspects. Each tryout session begins with a joint prayer and *murojaah jama'i*, or repetition of memorization together, as a way to ask for blessings and peace of mind. This practice is part of the values of tahfidz education, which emphasizes not only intellectual ability but also the development of good manners and a serious approach to practicing the Quran.

Thus, the implementation of the Haflah Selection Try Out at the Yanbu'ul Qur'an Tahfidz Islamic Boarding School in Kudus can be categorized as a spiritually based quality management practice. The program serves as a tool for evaluating memorization and as a mechanism for continuous development that instills discipline, responsibility, perseverance, and sincerity in students. In line with Mukhayatun's (2023) view, the success of a tahfidz institution is measured by both the quantity of memorization and the quality of Qur'anic character formation, reflected in the students' behavior and learning ethos.

Figure 1. Haflatul Hidzaq/PTYQM 2025 Tahfidz Graduation

3. Evaluation and Impact of TryOut on Students' Memorization Quality

The evaluation stage is the final component of the Haflah Selection Tryout program's quality management cycle at the Yanbu'ul Qur'an Tahfidz Boarding School in Kudus. This stage involves a comprehensive evaluation to assess the

program's alignment with its objectives and identify areas for improvement. Based on observations and documentation from evaluation meetings, the evaluation is carried out through two main mechanisms: (1) evaluation of student exam results and (2) program reflection meetings between the supervisor, the tahfidz coordinator, and the supervising ustadz.

a. Tryout Evaluation Results

According to the documentation from the evaluation meeting on January 5, 2026, of the 87 students who participated in the tryout, 74 (85%) met the graduation standard for the final exam, while 13 (15%) were required to undergo further coaching.

Table 1. Try Out Evaluation Results Data

Participant Categories	Number of Students	Percentage (%)	Information
Passed the Haflah Standard	74	85	Ready to move forward to Haflah
Needs Remedial Training	13	15	Needs additional guidance
Total	**87**	**100**	**Total number of tryout participants**

This table shows a significant increase compared to the previous period, when only around 72% of students passed the Haflah standard without remedial training.

According to the Tahfidz Coordinator**,** this success is due to the consistent implementation of the tiered evaluation system.

> "Before the tryout, 20–25% of students were not ready to take the Haflah exam. After the system was implemented, that number dropped to around 10–15%. This means that coaching and selection are more effective." (Tahfidz Coordinator interview).

In addition, the guest examiner, Ustadz Shufiaddin (2026), added that tryouts encourage students to be more disciplined and responsible for their memorization. The guest examiner, added that tryouts also encourage students to be more disciplined and responsible for their memorization:

> "Students become more diligent and enthusiastic about tadarus and memorizing *muroja'ah*. They are also more disciplined and responsible for

> their memorization because graduating from this Islamic boarding school with a hafidz degree is not easy; you have to memorize 30 *mutqin juz*." (Guest examiner interview).

b. Technical and Non-Technical Impacts

Observation results showed an increase in memorization quality, including: (1) A reduction in reading errors of around 30% compared to before the program. (2) Increased reading fluency and recitation accuracy. (3) Consistency in daily *muraja'ah*.

In addition to the technical impact, the program also affects students' motivation, mental state, and discipline. Zidan, one of the students, said:

> "Before the tryouts, I was often nervous about being listened to. Now I'm used to it because I'm tested so often. It feels like practice before the actual performance." (Student interview).

c. Program Impact Analysis

The effectiveness of the Haflah Selection Tryout can be explained analytically through three main mechanisms.

Table 2. The Impact of the Haflah Selection Tryout Program

Mechanism	Impact
Getting used to memorization tests	Accustoming students to facing exams, reducing nervousness, and increasing perseverance
Intensive coaching	Assisting students who do not meet standards, and improving quality
Increased motivation and self-confidence	Using rewards and spiritual approaches to foster a spirit of learning and discipline

These findings align with research by Sholikhah and Mubarok (2025), which showed that a tiered evaluation system improves students' memorization and discipline. Formative, reflective, and collaborative evaluations also foster a culture of quality in Tahfidz Islamic boarding schools.

Conceptually, the implementation of this program aligns with the principles of Islamic educational management, which emphasize a balance among input, process, output, and outcome. Evaluation is oriented not only toward the final memorization results, but also toward character development and students' sincerity (Masturin, 2023). Thus, the Haflah Selection Try Out Program at the Yanbu'ul Qur'an Tahfidz Islamic Boarding School in Kudus can be categorized as a

quality-based management innovation, oriented toward output (memorization) and process (development) quality.

D. CONCLUSION

This study shows that the Haflah Selection Tryout Program at Pondok Tahfidz Yanbu'ul Qur'an Kudus improves student memorization quality. Through its planned, tiered, and continuous coaching system, the program functions not only as an evaluation instrument but also as a means of strengthening memorization quality, fostering discipline, and mental habituation in students facing the Haflah exam. Program planning that involves caregivers, tahfidz coordinators, and supervisiors results in an integrated, quality-oriented activity design that aligns with PDCA-based management principles. Implementing tryouts in several cycles allows students to make systematic improvements. Direct feedback from the supervisor makes the evaluation process formative so students can address their memorization weaknesses. The study's findings also show that exam preparation affects students' psychological readiness, particularly by increasing confidence and reducing anxiety before the haflah exam. This emphasizes that improving the quality of memorization depends not only on the technical aspects of reading the Qur'an but also on affective and spiritual factors that develop through the Islamic boarding school coaching atmosphere.

The program evaluation revealed that most students met graduation standards, showing the program's effectiveness in maintaining memorization quality. The remedial system provided to students who did not meet the standard proves that the program applies the principle of quality equity, not just selection. Thus, the Haflah Selection Tryout can be categorized as a form of quality management innovation that creates a consistent and accountable evaluation culture in the *tahfidz pondok* environment. Although this study was conducted in only one institution and did not measure long-term impact quantitatively, its findings significantly contribute to the development of Islamic educational management, particularly in the field of Al-Qur'an memorization. This program can serve as a strategic model for other tahfidz institutions that wish to implement a continuous evaluation system to improve student memorization quality. Therefore, strengthening assessment instruments, standardizing examiner training, and developing a long-term monitoring system are recommended directions for program development.

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