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Needs analysis for developing a structured Hifz memorization teaching and learning module in Malaysia

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ABSTRACT

Tahfiz education in Malaysia faces pedagogical inconsistencies that affect students' memorization quality. This study conducts a needs analysis to justify the development of a structured Hifz Al-Quran teaching and learning module using the design and development research (DDR) framework. Addressing the scientific question of current instructional gaps, a survey was administered to 310 Tahfiz Model Ulul Albab (TMUA) teachers. Findings indicate that while student achievement is moderately high (M=3.83), a critical deficiency exists in time management and completing memorization within stipulated periods (M=2.84). Furthermore, teachers expressed a high necessity for a structured module (M=4.27), yet revealed significant limitations in creative pedagogical ideas for reinforcement activities (M=2.69). These results prove that existing traditional, teacher-centered practices are insufficient for modern cognitive demands. This study concludes that a standardized module integrating clear objectives and diverse techniques is essential to harmonize tahfiz education. The findings provide a robust empirical foundation for the subsequent development phase of the DDR process.

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1. INTRODUCTION

Tahfiz education in Malaysia has expanded rapidly, driven by awareness of Quranic preservation and spiritual formation. Strategic efforts began with the establishment of the special class for Quranic reading and memorization (KKQ) in 1986 [1], followed by the implementation of the Tahfiz Model Ulul Albab (TMUA) and the integrated tahfiz curriculum (KBT) in selected secondary schools [2]–[6]. However, despite policy expansion, recent scholarship highlights emerging pedagogical, psychological, and organizational challenges across tahfiz institutions [5], [7], [8]. Student-related difficulties remain persistent. Many struggle to complete memorization within prescribed timelines due to cognitive overload, inadequate scaffolding, inconsistent *murajaah* (revision), and limited technique variety [9]–[11].

A 2025 systematic review by Yusup *et al.* [12] found that memorization strategies across Malaysian tahfiz institutions are inconsistent and often lack structured reinforcement. Muslim *et al.* [6] and Alias *et al.* [13] similarly reported that students apply diverse techniques with highly variable outcomes depending on teacher guidance. Teacher-related challenges also play a significant role. Several studies note that many tahfiz teachers rely heavily on personal learning experience rather than evidence-based pedagogy,

leading to limited variation in teaching methods [14]−[17]. Teachers frequently report difficulties in sequencing memorization activities such as *tasmi'* (recitation check), *tahriri* (written practice), *murajaah jadid* (new revision), and *murajaah qadim* (old revision) effectively within limited teaching time [18].

Furthermore, teachers often express limited confidence in designing reinforcement and assessment activities, suggesting a lack of pedagogical support tools [19]. Recent research also explores broader dimensions affecting tahfiz learning. Fauzul *et al.* [7] emphasize the influence of psychological well-being on memorization outcomes, while Dain *et al.* [8] note that infrastructural limitations hinder learning quality. Moreover, new conceptual models such as *maqasid al-Shariah* based integration [20] and accelerated education frameworks [21] suggest that tahfiz education requires comprehensive and structured pedagogical support.

The past few years have seen an increased emphasis on module-based and digital interventions. Ishak *et al.* [3] developed the Huffaz ProHealth module to enhance physical and emotional well-being among tahfiz students, while Rozali *et al.* [15] created validated instruments for digital module transformation. A 2025 study confirmed strong acceptance of digitalized modules among teachers and students [18], signaling a move toward structured, technology-supported modules. Although various modules exist, most focus only on isolated aspects such as health promotion or gamification [3], [15], [16], [18], lacking a holistic, curriculum-aligned module specifically designed for Hifz Al-Quran at the secondary school level. Therefore, this study conducts a needs analysis to support the development of a comprehensive Hifz Al-Quran module that integrates pedagogical structure, diverse techniques, and systematic assessment through the design and development research (DDR) framework.

The novelty of this research lies in its empirical, needs-based approach to Hifz module development specifically tailored for the Malaysian secondary school context using the DDR framework. While existing studies often focus on isolated aspects such as student well-being, gamification, or digital tools, this study is unique in identifying the critical intersection between student time-management inefficiencies and teacher pedagogical creativity gaps. By providing the first phase of empirical justification for a holistic, curriculum-aligned Hifz Al-Quran module, this research moves beyond traditional rote-memorization reporting to propose a structured instructional framework that prioritizes effective memorization routines and sustained retention. This systematic analysis serves as a vital benchmark for standardizing Hifz pedagogy across the national TMUA ecosystem.

2. LITERATURE REVIEW

Instructional modules are recognized as effective tools for structuring content, enhancing teacher professionalism, and supporting learner autonomy. They commonly incorporate learning outcomes, teaching activities, materials, and assessment strategies [22], [23]. Studies across education demonstrate their effectiveness. Conceição *et al*. [24] showed that an emotional intelligence module significantly improved preschool students' socioemotional skills, while Strelan *et al.* [11] conducted a meta-analysis examining the effects of flipped classroom approaches on student performance across disciplines and educational levels.

In recent years, module-based research has expanded into tahfiz education. Ishak *et al.* [3] developed the Huffaz ProHealth module to support tahfiz students' well-being, confirming high validity and usability. Nor *et al.* [10] and Rozali *et al.* [15] extended this work by developing and digitalizing health-related modules for Huffaz. Mohamed and Abbas [18] created the *Latihan Intensif Hafazan Al-Quran* (LIQA) module, which significantly improved memorization accuracy. These studies demonstrate the potential of structured modules to enhance tahfiz learning outcomes.

Systematic reviews reinforce this need. Yusup *et al.* [12] concluded that unstructured teaching practices lead to inconsistent retention and uneven progress among tahfiz students. Muslim *et al.* [6] and Alias *et al.* [13] found that while memorization strategies differ, their effectiveness depends on teacher support, highlighting the need for standardized instructional guidance.

Recent research emphasizes the need for integrated frameworks that support cognitive, emotional, and spiritual development. Research by Fauzul *et al.* [7] note the role of psychological well-being, while Abdullah *et al.* [20] propose a *maqasid* based educational integration. Dain *et al.* [8] stresses that facilities and structural support influence memorization success. These findings indicate that module development in tahfiz institutions must consider holistic student needs.

In summary, the existing literature consistently identifies persistent pedagogical gaps and structural limitations within current tahfiz education practices. Consequently, previous studies highlight the immense potential of structured, curriculum-aligned modules to standardize teaching methods and fulfill the holistic needs of the students. Addressing these critical instructional gaps, this study undertakes a systematic needs analysis as the foundational phase of the DDR approach. Ultimately, the empirical findings from this analysis will directly inform the development of a comprehensive, evidence-based Hifz Al-Quran module tailored specifically for TMUA students.

3. METHOD

This study employed the DDR approach, which consists of three phases: needs analysis, design and development, and module evaluation [25]. This article focuses on the first phase. The questionnaire used in this study was developed based on relevant literature and validated by three experts, comprising two curriculum development specialists and one tahfiz subject matter expert.

It consists of four sections: i) demographic information, which collects respondent's background details; ii) the need for module development, which measures teacher's perceptions of the necessity for a structured Hifz Al-Quran teaching and learning module; iii) student's memorization achievement, which assesses teacher's views on student's current mastery, fluency, consistency, and time management in completing memorization tasks; and iv) teacher's agreement on module development, which evaluates the extent of teacher's support for the proposed module, including its objectives, content, method/technique, source/teaching aids and evaluation. The questionnaire uses a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). A sample item from the teacher agreement construct includes: "I need specific guidelines for teaching Hifz Al-Quran subjects."

A pilot study with 30 teachers produced a Cronbach's alpha of 0.85, indicating high reliability. The final instrument was administered to 310 TMUA teachers selected through random sampling across school zones. The schools were first stratified by educational zones. Following this, teachers from the selected schools were chosen using a simple random sampling technique via a random number generator. Sample size was determined using Krejcie and Morgan's table [26]. Data were analyzed using SPSS 24.0, generating descriptive statistics (frequency, percentage, mean, standard deviation). Constructs measured included student memorization achievement and teacher's agreement on the development of a structured Hifz module. Based on Table 1, the number of samples required is approximately 302 people because the total study population was approximately 1400 people.

Although the sample size suggested by Krejcie and Morgan [26] is 302 respondents, other scholars advocate for a larger sample size to mitigate potential risks during the data collection process [27]. Therefore, to account for potential non-response bias and ensure the robustness of the data, the researchers distributed the survey to a slightly larger sample. The data analysis process utilized the statistical package for social science (SPSS) software version 24.0. The result of the analysis of the mean score and standard deviation is to observe if there is a need to develop a memorization module for the Hifz Al-Quran subject in high school. Prior to data collection, ethical approval was obtained from the Educational Planning and Research Division (EPRD), Ministry of Education Malaysia, and informed consent was acquired from all participating teachers.

Table 1. Krejcie and Morgan's table of sample size determinants

N	S	N	S	N	S
10	10	220	140	1,200	291
15	14	230	144	1,300	297
20	19	240	148	1,400	302
80	66	300	169	3,500	346
100	80	500	217	6,000	361
150	108	750	254	15,000	375
200	132	1,000	278	75,000	382

Note: N=number of population and S=number of samples

4. RESULTS

The researchers analyzed the data obtained in the requirements analysis phase using SPSS 24.0 software. Descriptive statistics were used to observe the demographic profile, academic background, and teaching experience of the respondents. In addition, the analysis also aimed to identify the teachers' level of knowledge regarding KBT and their current teaching practices by converting Likert-scale responses into percentage scores for clearer interpretation. This section presents the findings according to major constructs examined in this phase.

4.1. Demographics of study respondents

It is important to highlight that understanding the respondent profile is essential for contextualizing the needs analysis, as demographic variations may influence teaching readiness and pedagogical challenges. Table 2 summarizes the demographic characteristics of the 310 teachers involved in this study. Table 2 is therefore presented to offer an overview of gender, age, academic qualifications, specialization fields, and teaching experience, which together provide a clearer background for interpreting subsequent findings.

Table 2. Demographic analysis of respondents for the needs analysis phase

Item		Frequency, *f*	Percentage (%)
Gender	Male	167	53.9
	Female	143	46.1
Age	21–25 years old	8	2.6
	26–30 years old	155	50.0
	31–35 years old	118	38.1
	36–40 years old	24	7.7
	More than 40 years old	5	1.6
Highest qualification	Bachelor's degree	281	90.6
	Master's degree	28	9.0
	PhD degree	1	0.3
Field specialization	Qiraat	118	38.1
	Syariah Islamiah	47	15.2
	Usuluddin	24	7.7
	Al-Quran and As-Sunnah	82	26.5
	Fiqh	18	5.8
	Others	21	6.8
Teaching experience	1–2 years	123	39.7
	3–4 years	113	36.5
	More than 5 years	74	23.9

4.2. Module development need

The researchers examined whether there was a substantive need for a structured Hifz Al-Quran memorization module among teachers. This preliminary question is crucial because the development of any educational module must be justified by clear evidence of teachers' needs and instructional gaps. Thus, Table 3 presents the responses related to teachers' training exposure and their perceived need for a formal module.

Table 3. Need for the development of memory modules

No.	Item	Frequency, *f*		Percentage (%)		Mean	SD
		Yes	No	Yes	No		
1	Have you ever participated in tahfiz teaching training at the school where you work?	157	153	50.6	49.4	1.49	0.501
2	Is developing a module for the Hifz Al-Quran high school subject necessary?	290	20	93.5	6.5	1.06	0.246

The analysis revealed that 157 teachers (50.6%) had previously participated in tahfiz teaching training in their respective schools, while 153 teachers (49.4%) had never attended such training. This almost equal split illustrates inconsistencies in training exposure across institutions, signaling varying levels of preparedness among tahfiz teachers. Furthermore, a significant majority of respondents 290 teachers (93.5%) affirmed the necessity of developing a Hifz Al-Quran module, with only 20 teachers (6.5%) expressing otherwise.

These findings strongly justify the development of a standardized module, as the overwhelming agreement suggests a pressing need for uniform teaching guidelines and systematic instructional support across Malaysian secondary tahfiz programs. After establishing the need for a module, the subsequent descriptive analyses were conducted using SPSS 24.0 to interpret teacher responses more comprehensively. Mean scores, standard deviations, and percentage distributions were used to map the overall patterns. Table 4 is introduced here to explain the interpretation scale used for mean scores in the study.

Table 4. Mean value according to score and interpretation

Mean score	Interpretation
4.01–5.00	High
3.01–4.00	Moderately high
2.01–3.00	Moderately low
1.00–2.00	Low

Source: Nunnally and Bernstein [28]

4.3. Student memorization achievement level

A comprehensive evaluation of student's memorization performance was conducted to determine the extent to which existing instructional practices support effective Hifz learning. This construct captures

student's ability to fulfil memorization requirements within prescribed timeframes, sustain retention through structured revision activities, and engage in preparatory and reinforcement tasks that form the core of tahfiz pedagogy. Table 5 presents the distribution of responses across these indicators and provides a detailed view of how students are coping with the cognitive and procedural demands of the Hifz curriculum.

The analysis indicates that the overall memorization achievement level is moderately high (M=3.83, SD=1.164), reflecting generally positive learning outcomes among tahfiz students. The strongest agreement emerged for the item "*Fiqh Ayat* activities can improve student understanding" (M=4.45, SD=0.717), demonstrating that comprehension-oriented activities play a pivotal role in enhancing memorization quality. The item "Each student's ability is different" (M=4.21, SD=1.033) also scored highly, suggesting that teachers are aware of individual learning variability, an important determinant of differentiated pedagogical support. High mean values were also recorded for items related to *tahriri* preparation (M=4.19, SD=0.957), *tahdir* (preparation) activities (M=4.17, SD=0.846), and the ability to memorize one page daily (M=4.04, SD=0.904), indicating strong reinforcement practices within the memorization routine.

Items that scored at moderately high levels include weekly *murajaah* (M=3.92, SD=0.928), adherence to scheduled activities (M=3.88, SD=0.849), *murajaah qadim* (M=3.86, SD=0.976), and the completion of the memorization syllabus within the stipulated period (M=3.81, SD=0.872). These scores suggest that students generally engage with revision processes, although not at optimal consistency. Meanwhile, several items indicated areas requiring further pedagogical strengthening. *Murajaah jadid* activities (M=3.72, SD=0.925) and student's ability to manage their time effectively (M=3.71, SD=0.914) fell within the moderate range, pointing to inefficiencies in daily scheduling and task progression. Lower mean values were observed for decision-making on new verses during night classes (M=3.44, SD=1.086) and prioritizing *murajaah* over *tasmi'* (M=3.34, SD=1.190), reflecting inconsistencies in student's learning autonomy and task prioritization.

The lowest-scoring item, "Students can complete their memorization according to the designated time, which is at the beginning of class" (M=2.84, SD=1.104), reveals a critical challenge. This result highlights difficulties in meeting prescribed memorization targets, suggesting gaps in time management, strategy use, or instructional scaffolding. Such findings align with previous research reporting that many students struggle to complete memorization tasks within limited timeframes due to cognitive load, inadequate guidance, or insufficient reinforcement mechanisms. Overall, the pattern of results underscores the importance of structured support, varied memorization strategies, and systematic time allocation in optimizing student's Hifz performance. These findings provide a strong empirical justification for designing a comprehensive and standardized Hifz module capable of addressing the highlighted inefficiencies.

Table 5. Student memorization achievement level

No	Item	Mean	SD	Level
1	Students can complete the memorization syllabus according to the set period	3.81	0.872	Moderately high
2	Students can organize time well to complete the memorization syllabus	3.71	0.914	Moderately high
3	Students carry out activities according to the set time	3.88	0.849	Moderately high
4	Each student's ability is different	4.21	1.033	High
5	I care more about *murajaah* student achievement than *tasmi'*	3.34	1.190	Moderately high
6	Students prepare *tahriri* during night class	4.19	0.957	High
7	Students can decide on new verses to be memorized during night class	3.44	1.086	Moderately high
8	*Tahdir* activities can improve students' memorization achievement	4.17	0.846	High
9	Students can complete their memorization according to the designated time, which is at the beginning of class.	2.84	1.104	Moderately low
10	Students can memorize up to one page a day	4.04	0.904	High
11	Students carry out *murajaah jadid* activities	3.72	0.925	Moderately high
12	Students can remember old *hafazan* verses by doing *murajaah qadim* activities	3.86	0.976	Moderately high
13	Students can remember old memorized verses by doing weekly *murajaah* activities	3.92	0.928	Moderately high
14	*Fiqh ayat* activities can improve student understanding	4.45	0.717	High
	Average	3.83	1.164	Moderately high

4.4. Teacher agreement on the need for a module

The assessment of teacher agreement regarding the development of a structured memorization module provides essential insight into the instructional gaps and professional needs within the Hifz Al-Quran ecosystem. This construct covers five core domains objectives, content, methods/techniques, resources/teaching aids, and evaluation which collectively represent the pedagogical architecture required for effective Hifz instruction. Table 6 synthesizes the teacher's responses across these domains, offering a comprehensive overview of their perceptions and readiness.

The aggregated findings demonstrate a high overall level of agreement (M=4.27, SD=0.707), indicating strong institutional endorsement for the development of a systematically designed memorization module. The domains of objectives and content recorded the highest mean scores (M=4.40, SD=0.690; M=4.48, SD=0.649, respectively), reflecting teacher's recognition of the need for clear learning targets and well-structured instructional materials. These results emphasize the importance of aligning Hifz instruction with clearly defined outcomes and content standards that support consistency across classrooms.

The methods domain also demonstrated a high mean score (M=4.27, SD=0.710), signaling that teachers acknowledge the value of diverse instructional strategies in strengthening memorization performance. This trend suggests that pedagogical variety such as repetition strategies, guided recitation, comprehension-based activities, and structured review cycles is perceived as essential to sustaining student engagement and improving memorization outcomes. The domain related to resources and teaching aids (M=4.24, SD=0.720) further reinforces the necessity of equipping teachers with appropriate tools to facilitate systematic and efficient delivery of Hifz lessons.

The lowest-scoring domain was evaluation, which was rated at a moderately high level (M=3.95, SD=0.765). Although the domain overall remained positive, one item "I have many ideas to carry out memorization-strengthening activities for students," recorded a substantially lower mean score (M=2.69, SD=1.175). This finding suggests a significant limitation in teacher's creative and technical capacity to design assessment-driven memorization activities. Such a result is consistent with earlier research highlighting constraints in teacher's pedagogical repertoire and the heavy reliance on traditional, teacher-centered practices within tahfiz institutions.

Taken together, these findings reveal a clear and consistent demand for a well-structured memorization module capable of guiding teachers across multiple pedagogical dimensions. The high agreement across most domains underscores the urgency of providing systematic instructional support, while the lower evaluation domain highlights a specific gap that the proposed module must address through comprehensive assessment frameworks and activity exemplars. The results collectively affirm that a standardized Hifz module is not only welcomed but essential for enhancing the quality, coherence, and effectiveness of Hifz Al-Quran instruction in Malaysian secondary schools.

Table 6. Level of teacher's agreement on the development of memorization modules

No	Item	Mean	SD	Level
	Objective	4.40	0.690	High
1	I need specific guidelines for teaching Hifz Al-Quran subjects	4.41	0.798	
2	Objectives in teaching and learning sessions are paramount	4.64	0.555	
3	Teaching and learning implementation objectives must be measurable	4.55	0.635	
4	I was able to set objectives well for the teaching and learning session	4.31	0.720	
5	I was able to achieve the objective in each implementation of the teaching and learning session	4.11	0.742	
	Contents	4.48	0.649	High
6	The annual lesson plan must comply with the curriculum and assessment standard document (DSKP)	4.52	0.672	
7	I can prepare the daily lesson plan based on the annual lesson plan that has been drafted	4.51	0.601	
8	I was able to execute a teaching and learning session based on the daily lesson plan created	4.40	0.674	
	Methods/techniques	4.27	0.710	High
9	I was able to plan various activities for teaching and learning sessions	4.23	0.749	
10	I was able to perform various activities well in the teaching and learning session	4.19	0.750	
11	I was able to plan the method well for the teaching and learning session	4.21	0.724	
12	The variety of techniques in teaching and learning can increase the effectiveness of teaching	4.43	0.618	
	Source/teaching aids	4.24	0.720	High
13	I was able to choose suitable teaching aids for the teaching and learning session of the Hifz Al-Quran class	4.16	0.753	
14	I can use teaching aids for the teaching and learning session of the Hifz Al-Quran class	4.11	0.781	
15	I believe the use of teaching aids will improve the quality of teaching	4.45	0.625	
	Evaluation	3.95	0.765	Moderately
16	I can plan reinforcement activities to see the level of achievement of students' memorization	4.23	0.670	high
17	I can assess the level of achievement of students' memorization well	4.34	0.632	
18	Assessment is very important to identify the level of student achievement	4.53	0.584	
19	I have many ideas to carry out memory-strengthening activities for students	2.69	1.175	
	Average	4.27	0.707	High

5. DISCUSSION

This study synthesized findings across two major constructs in order to evaluate the necessity of developing a structured Hifz Al-Quran module. Table 7 presents a consolidated summary of the overall analysis, including reliability coefficients, mean values, and the interpretive level for each construct. These consolidated findings provide a clear empirical foundation for identifying specific instructional needs within the current tahfiz education system.

Table 7. Overall analysis of the module development needs phase

Variables/constructs	No. of item	Cronbach's alpha	Mean	SD	Level
Student memorization achievement level	14	0.828	3.83	1.164	Moderately high
Level of teacher's agreement on the development of memorization modules	19	0.930	4.27	0.707	High
Objective	5	0.738	4.40	0.690	High
Contents	3	0.856	4.48	0.649	High
Methods/techniques	4	0.890	4.27	0.710	High
Source/teaching aids	3	0.844	4.24	0.720	High
Evaluation	4	0.710	3.95	0.765	Moderately high
Total	33	0.850			

The overall memorization achievement of students was found to be moderately high (M=3.83, SD=1.164), indicating that students possess a baseline competency within the current instructional framework. However, an honest evaluation of the results reveals specific structural limitations. Lower mean scores in areas such as *murajaah jadid*, independent time management, and the selection of new verses during night class indicate inconsistencies in students' ability to self-regulate their learning. Crucially, the lowest-scoring item students' difficulty in memorizing within the allocated time directly mirrors previous findings that highlight time management and cognitive overload due to the heavy burden of memorizing new verses while retaining old ones as persistent obstacles in tahfiz education [13], [14], [16], [29], [30]. These specific weaknesses provide clear context and strong justification for introducing structured learning pathways and clearer pacing guides within the proposed module.

Parallel to the student findings, teachers exhibited a high level of agreement regarding the need for a standardized memorization module (M=4.27, SD=0.707). High mean scores across the domains of objectives, content, methods, and resources demonstrate a strong professional consensus and conceptual readiness for structured instructional goals and diverse teaching strategies. This consensus indicates that educators are actively seeking comprehensive guidance to enhance their teaching efficacy.

Despite this readiness, the findings present an honest reflection of current pedagogical constraints. The evaluation domain recorded the lowest sub-construct score (M=3.95), primarily driven by teachers reporting a significant lack of ideas for designing memorization-strengthening activities [18]. This lack of pedagogical creativity directly impacts student outcomes, as monotonous teaching methods fail to sustain student motivation, leading to lower retention rates and inconsistent memorization quality. While earlier studies attribute this to a heavy reliance on traditional, teacher-centered practices [14], [16], [31], this specific limitation directly validates the purpose of this study. Rather than introducing external interventions like broader teacher training, this finding confirms that the proposed module must be explicitly designed to bridge this gap by including ready-to-use assessment frameworks and diverse reinforcement activity exemplars [19].

Collectively, these findings strike a confident balance between highlighting existing educational competencies and identifying specific instructional gaps. The data strongly justifies the necessity of moving to the subsequent design and development phases of the DDR approach. A structured, evidence-based Hifz Al-Quran module is not merely a supplementary resource, but a critical pedagogical tool needed to harmonize instructional practices, support students' time management, and scaffold teachers' evaluation capabilities. However, it is important to acknowledge that the module alone is not a panacea; its success remains highly dependent on teacher execution and continuous school administrative support.

6. CONCLUSION

This study investigated the need for a structured teaching and learning module for Hifz education in Malaysia through a needs analysis involving TMUA teachers. The findings show that although students' memorization achievement is at a moderately high level, challenges remain in time management and completing memorization within the required period. Teachers strongly indicated the necessity of a systematic module to support effective instruction and learning.

The results suggest that an effective Hifz module should include clear learning objectives, organized content, diversified teaching strategies, appropriate instructional materials, and systematic assessment procedures. Flexible pedagogical approaches are essential to accommodate students' different abilities and learning preferences. In addition, memorization activities should be structured through defined stages and reinforcement strategies to improve efficiency and retention.

This study provides empirical evidence on instructional needs in Hifz education within the Malaysian context and offers practical implications for curriculum developers, school administrators, and teachers. The novelty of this research lies in its needs-based approach to module development using the DDR framework. Future research should focus on developing and validating the proposed module and examining its effects on students' learning outcomes in broader Hifz education settings.

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AUTHOR CONTRIBUTIONS STATEMENT

This journal uses the Contributor Roles Taxonomy (CRediT) to recognize individual author contributions, reduce authorship disputes, and facilitate collaboration.

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C : **C**onceptualization
M : **M**ethodology
So : **So**ftware
Va : **Va**lidation
Fo : **Fo**rmal analysis
I : **I**nvestigation
R : **R**esources
D : **D**ata Curation
O : Writing - **O**riginal Draft
E : Writing - Review & **E**diting
Vi : **Vi**sualization
Su : **Su**pervision
P : **P**roject administration
Fu : **Fu**nding acquisition

CONFLICT OF INTEREST STATEMENT

Authors state no conflict of interest.

DATA AVAILABILITY

The data that support the findings of this study are available from the corresponding author, [SNMM], upon reasonable request.

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