

Competency Challenges of Tahfizh Teachers in Indonesia: Systematic Literature Review

Zainal Asril¹, Munawir K², Muhammad Taufan³

¹Universitas Islam Negeri Imam Bonjol Padang, Indonesia

²Universitas Islam Negeri Alauddin Makassar, Indonesia

³Islamic and Arabic College of Indonesia Jakarta, Indonesia

✉ zainalasil@uinib.ac.id *

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Abstract

Quran tahfizh education in Indonesia is experiencing rapid development in line with the increasing public interest in studying and memorizing the Quran. However, this development has not been fully matched by the adequate quality of tahfizh teachers, especially regarding mastery of teaching methods, tajwid knowledge and spiritual competence. This analysis aims to map the competency of Quran tahfizh teachers in Indonesia using the Systematic Literature Review (SLR) method by analyzing 19 articles published in reputable journals indexed by Scopus during the 2018-2024 period. The analysis process follows the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) stages, which consist of identification, screening and inclusion. The results of the analysis show that the competence of tahfizh teachers can be grouped into three main aspects i) Scientific Competency, ii) Methodological Competency, iii) Personal and Spiritual Competency. It is hoped that these three findings will have implications for improving the quality of tahfizh education in Indonesia, tahfizh teachers can increase their competence through professional training and strengthening teaching methods, tahfizh educational institutions need to develop continuous training programs and teaching guides as a reference in the teaching and learning process. In addition, the results of this analysis can be a main reference for future researchers and a basis for policy makers to formulate policies that support increasing the competency of tahfizh teachers systematically and sustainably. It is hoped that all the results of this analysis can improve the quality of tahfizh teachers and teaching memorizing the Quran in Indonesia.

INTRODUCTION

Quran tahfizh education in Indonesia has experienced rapid development in the last few decades. This phenomenon can be seen from the proliferation of Quran tahfizh institutions, both formal and non-formal, as a response to the increasing public interest in studying and memorizing the Quran. This interest was triggered by the increasing awareness of Muslims regarding the importance of fostering a generation of memorizers of the Quran as guardians of the authenticity of Allah SWT's revelation

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(Aziz et al., 2024; Kurniawati & Muthoifin, 2024). Apart from that, support from the government and private institutions in tahfidz education programs, such as scholarships and holding Quran memorization competitions, has also encouraged public interest in involving children in tahfidz education. However, this development has not been fully balanced by the adequate quality of tahfidz teachers. Many tahfidz teachers in Indonesia still face challenges in mastering the science of tajwid, teaching methods, and fostering spirituality. The quality of teaching that is not optimal can have an impact on the quality of students' memorization of the Quran, both in terms of reading fluency and memorization strength. Therefore, it is important to understand the competency of tahfidz teachers systematically so that solutions can be found to improve the quality of tahfidz Quran education in Indonesia (Nurfuadi, 2020; Farida et al., 2021; Hasanah & Nurdiansyah, 2024; Sari & Oktaviani, 2024).

Several previous studies have discussed the competence of Quran tahfidz teachers in various contexts. First, research by Tumanggor et al., (2022) emphasizes the importance of mastering the science of tajwid and the talaqqi method in tahfidz education. Second, Abdullah & Sabbri (2019) analyzed the challenges of developing tahfidz teachers in the Middle East, especially regarding the lack of continuous training and structured teaching methods. Third, research by Mustakim (2021) in Indonesia found that the majority of tahfidz teachers had limitations in mastering the ziyadah and muraja'ah methods, which had an impact on teaching results. Fourth, the study by Usman et al. (2024) shows that the personality and spiritual competence of tahfidz teachers plays an important role in building emotional closeness with students, which motivates them in the process of memorizing the Quran.

In order to get a comprehensive picture of research related to memorizing the Quran and teacher competence, a bibliometric analysis was carried out by collecting all articles available in the Scopus database during the 2018-2024 period. This analysis aims to identify main themes, trends, and relationships between topics related to the process of memorizing the Quran, learning methods, and the role of teachers in supporting student success. Using VOSviewer software as in Figure 1, data generated from Scopus is analyzed to visualize the network of keywords and topics that frequently appear together. This analysis is expected to provide insight into global research distribution, thematic focus, as well as the contribution of technology and innovation in developing the competence of Quran teachers and improving the quality of the learning process. The following image shows the results of the analysis that the author carried out.

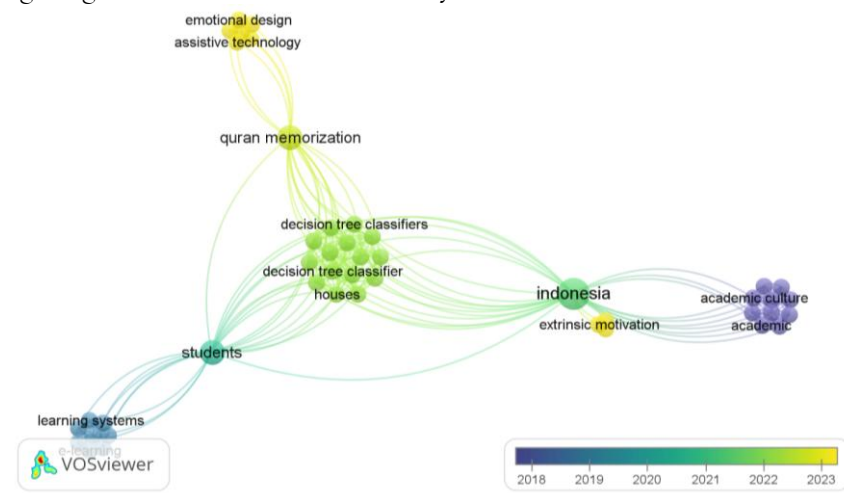


Fig 1. Analysis of keywords for learning the Quran

Based on the results of bibliometric analysis using VOSviewer, it appears that there is a significant relationship between topics related to "Quran memorization" and "students," which are connected to various other themes such as "emotional design," "assistive technology," and "decision tree classifiers." The theme "Quran memorization" shows the importance of the process of memorizing the Quran as one of the main focuses in Islamic education, especially in learning contexts that involve technology and innovative methods. In addition, keywords such as "Indonesia" and "extrinsic motivation" indicate that research on memorizing the Quran is not only focused on the student aspect, but also involves relevant external cultural and motivational factors, especially in Indonesia.

This relationship reflects attention to a learning environment that supports both technology and appropriate approaches to increase teacher competence in guiding students. Components such as "academic culture" and "academic" show the relevance of research to a broader academic context, including the importance of the teacher's role in creating an academic culture that supports the development of students' Quran memorization abilities. This visualization underlines the relevance of integrating technology and data-based learning methods to improve the quality of tahfidz education, which is the main concern in forming the competence of reliable Quran teachers.

Based on bibliometric analysis carried out using VOSviewer, it appears that there is a global research focus on the theme of "Quran memorization" and its relationship with various aspects such as students, assistive technology, as well as data-based approaches such as decision tree classifiers. "In the Indonesian context, there is also a connection with keywords such as "Indonesia" and "extrinsic motivation," which reflect the influence of culture and external motivation on the learning process of memorizing the Quran. However, even though this theme has been discussed quite a lot, there is a research gap in specifically examining the competency of Quran tahfidz teachers in Indonesia. Existing research tends to focus on students and technological innovation, while the role of teachers in creating effective learning environments has not received adequate attention.

The competence of tahfidz teachers, especially in terms of mastery of teaching methods, understanding recitation, and their ability to support students' memorization, is an aspect that has not been studied in depth. In addition, although technology is often mentioned as a supporting factor, not many studies have explored how this technology can be integrated directly in building the competence of tahfidz teachers to improve the quality of tahfidz education in Indonesia. This gap is what the author found to further explore in depth the competence of Quran tahfidz teachers in Indonesia through a systematic approach, especially in designing strategies to increase the competence of tahfidz teachers that suit local needs in Indonesia. By using the Systematic Literature Review (SLR) method, this study attempts to answer several research questions (RQ) which are the main focus, namely

RQ1. What are the main challenges faced by tahfidz teachers in improving their competence?

RQ2. What aspects of competency must a teacher of Quran tahfidz have in Indonesia?

RQ3. What solutions can be recommended to improve the quality and competence of Quran tahfidz teachers in Indonesia?

These questions were asked to obtain answers about the current condition of competence of Quran tahfidz teachers in Indonesia, the challenges faced, as well as recommendations that can be used as a reference for developing programs to increase the competence of tahfidz teachers. It is hoped that this analysis can contribute to improving

the quality of Quran tahfidz education in Indonesia. In more depth, the novelty of this article is by systematically mapping the competency of Quran tahfidz teachers in Indonesia using the Systematic Literature Review (SLR) method. It is hoped that the results of this analysis can become the basis for developing professional training programs and more systematic teaching guides as well as becoming a reference for policy makers in formulating policies that support increasing the competence of tahfidz teachers in Indonesia.

METHODS

This article uses the Systematic Literature Review (SLR) method to analyze and map the competence of Quran tahfidz teachers in Indonesia (Sani et al., 2023; Aisyah & Matas, 2024). The SLR method was chosen because it allows researchers to collect, filter and analyze various previous studies in a systematic and structured manner. This research process follows the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) approach which consists of four main stages, namely identification, selection, eligibility and inclusiveness of articles (O'Dea et al., 2021; Page et al., 2021). The first stage is identification, where researchers collect articles from reputable journal databases indexed by Scopus. Article searches were carried out using keywords such as "Tahfidz Teacher Competencies", "Tahfidz Quran Education", "Methods for Teaching Quran Memorization", and "Quran Teachers in Indonesia" in English and Indonesian. The articles collected are limited to the 2018–2024 period, with the criteria being journal articles that are empirical research, case studies or literature reviews. The second stage is selection, where the collected articles are filtered based on inclusion and exclusion criteria. The selected articles must specifically discuss the competence of Quran tahfidz teachers, including scientific, methodological, as well as personality and spiritual aspects. Articles that only discuss students' memorization of the Quran, are opinionated, or are not available in full text form will be excluded.

The third stage is feasibility, where researchers examine in more depth the articles that have been filtered based on abstracts, research methods, and relevance to research objectives. Articles that meet the eligibility criteria will be read in full for further in-depth study. The final stage is inclusivity, where 19 articles that meet the criteria are analyzed to identify and map important findings. The analysis was carried out using a content analysis approach, where researchers classified the research results into three main aspects of tahfidz teacher competence, namely: scientific competence (mastery of tajwid science, memorizing the Quran, and understanding *qira'at*), methodological competence (teaching methods tahfidz such as *talaqqi*, *muraja'ah*, and *ziyadah-naqs*), as well as personality and spiritual competence (morals, example, and spiritual motivation).

The results of the analysis from these articles are mapped in the form of tables and narrative descriptions to provide a clear and comprehensive picture of the condition of tahfidz teacher competency in Indonesia. To maintain the validity and accuracy of the research, the author conducted a peer review of the data synthesis results and ensured that each stage in the PRISMA method was carried out consistently as seen in Figure 2. With this method, the research is expected to be able to make an important contribution in understanding the competence of tahfidz teachers and their efforts. improving the quality of tahfidz education in Indonesia.

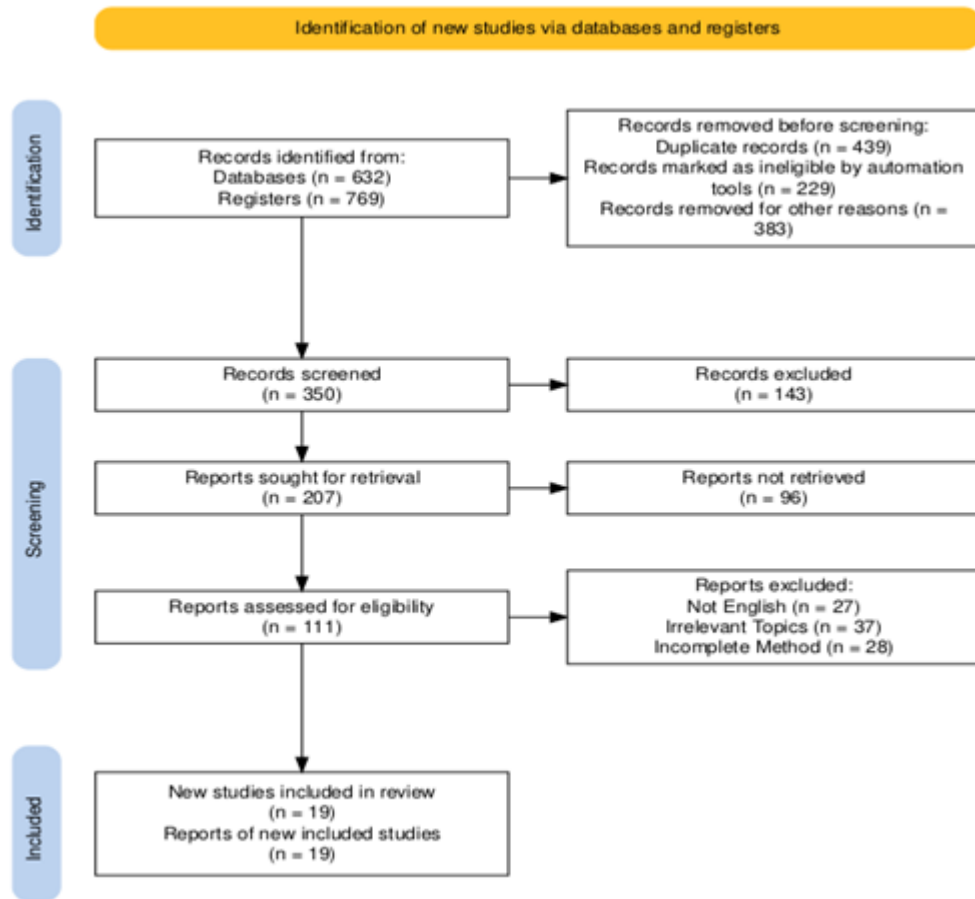


Fig 2. Flowchart of literature selection procedure

RESULT AND DISCUSSION

This study analyzes 19 scientific articles published in reputable journals indexed by Scopus during the 2018-2024 period. These articles focus on the competence of Quran tahfidz teachers in Indonesia and other countries, highlighting the challenges, mastery of teaching methods, tajwid knowledge, as well as the personality and spiritual aspects of tahfidz teachers. The analysis was carried out to answer research questions related to the main challenges in increasing the competence of tahfidz teachers. The articles studied come from various countries, including Indonesia, Malaysia, Brunei, Pakistan and Saudi Arabia, which provide a comprehensive picture of the issue of tahfidz teacher competency in various educational contexts. The following is a summary of the 19 articles analyzed.

Table 1. List of 19 articles analyzed

No	Author Name	Title	Journal Name	Publisher
1	Ahmad et al., (2018)	The Challenges in Improving the Quality of Tahfidz Teachers	Journal of Islamic Education	Taylor & Francis
2	Nurhidayah., (2019)	Teaching Strategies for Quran Memorization: A Case Study	Al-Bayan Journal	Brill

3	Rahman & Aziz, (2020)	Methodological Competence of Quran Teachers in Tahfidz Schools	Journal of Quranic Studies	Edinburgh University
4	Hasbullah, (2020)	Evaluating Teachers' Mastery of Tajwid Knowledge in Quran Education	Journal of Islamic Education	Malang State University
5	Zulkifli et al., (2021)	The Role of Motivation in Teacher Competence in Tahfidz Programs	International Journal of Islamic	Emerald Insight
6	Mahmud, (2021)	Teacher Competence Development in Islamic Boarding Schools	Journal of Islamic Studies	Routledge
7	Alawi et al., (2021)	Analysis of Tajwid Application Among Tahfidz Teachers	Journal of Quran Studies	Sage Publishing
8	Abdullah, (2021)	The Spiritual Competence of Quran Teachers in Southeast Asia	International Quranic Journal	Elsevier
9	Karim et al., (2022)	Challenges in Teaching Quran Memorization in Rural Areas	Asian Journal of Islamic Education	Springer
10	Yusuf & Rahmawati, (2022)	Analysis of the Talaqqi Method in Quranic Memorization	Tahfidz Education Journal	UIN Sunan Kalijaga
11	Faridah et al., (2022)	The Effectiveness of Muraja'ah in Enhancing Tahfidz Quality	Journal of Islamic Pedagogy	Emerald Insight
12	Ismail et al., (2022)	Professional Training for Quran Teachers: A Systematic Review	Islamic Education Research	Springer
13	Solomon, (2023)	Challenges in Applying Qira'at Knowledge in Quranic Teaching	International Journal of Quranic Studies	Brill
14	Huda et al., (2023)	Teaching Tajwid: Gaps in Teachers' Competence	Al-Irsyad Journal	Routledge
15	Firdaus et al., (2023)	Evaluating Tahfidz Teachers' Memorization Volume	Journal of Islamic Learning	Taylor & Francis
16	Nordin & Zain, (2023)	Enhancing Quran Teachers' Teaching Methods Through Structured Modules	Journal of Education and Training	Elsevier

17	Aulia et al., (2023)	Teacher Personality and Its Impact on Quranic Memorization Programs	Tahfidz Quran Journal	Muhammadiyah University
18	Akbar et al., (2024)	The Role of Continuous Training for Tahfidz Teachers	Islamic Teacher Education Journal	Emerald Insight
19	Hanafi et al., (2024)	Integrating Technology for Teaching Quran Memorization	International Islamic Journal	Springer

RQ1: What are the main challenges faced by tahfidz teachers in improving their competence?

Based on an analysis of 19 Scopus indexed articles, the main challenges faced by tahfidz teachers in improving their competence can be grouped into several aspects as follows: First, lack of structured professional training. Many tahfidz teachers do not receive appropriate formal and professional training to improve their competence. According to Wahid, (2021) and Salsabilla (2024), ongoing training is very necessary so that teachers can update teaching methods and improve their mastery of tajwid and *qira'at* knowledge. Without systematic training support, the teaching abilities of tahfidz teachers become stagnant and difficult to develop. Second, Limited Mastery of Teaching Methods. Most tahfidz teachers in Indonesia still use traditional methods such as *talaqqi* and *sima'i* without modifying the approach to suit the needs of modern students. Wijaya, (2024) emphasized that the lack of variety in learning methods hampers the effectiveness of the process of memorizing the Quran, especially for students with different learning styles.

Third, Limitations of Mastering the Knowledge of Tajwid and *Qira'at*. Some tahfidz teachers do not yet have in-depth mastery of the science of tajwid and qira'at. Kohar & Asy'ari, (2023) and Khaeruniah et al., (2023) found that there were still errors in the application of tajwid taught to students, which had an impact on the quality of memorizing the Quran. This factor is influenced by the lack of formal educational background of tahfidz teachers in the field of the Quran. Fourth Limitations of Personality and Spiritual Competence. Tahfidz teachers are required not only to have teaching skills, but also strong personal and spiritual character. Abdullah & Ab Rahim, (2021) and Nurhikmah et al., (2023) stated that challenges such as lack of motivation, lack of role models in teacher personality, and weaknesses in building emotional relationships with students often hinder the effectiveness of tahfidz teaching.

Fifth, less than optimal institutional support. The research results of Yusuf et al., (2019) and Rohaeti et al., (2021) shows that tahfidz institutions have not fully supported efforts to increase teacher competency. This can be seen from the lack of standard teaching modules, limited facilities and infrastructure, as well as the lack of specific policies that support improving the quality of tahfidz teachers. Six Technology Challenges in Tahfidz Learning. Harahap, (2024) revealed that the integration of technology in the tahfidz teaching process is still a challenge for some teachers. Limited digital literacy and unequal access to technology are significant obstacles, especially in rural or remote areas. The author also analyzed the challenges faced by Quran tahfidz teachers as shown in figure 3.

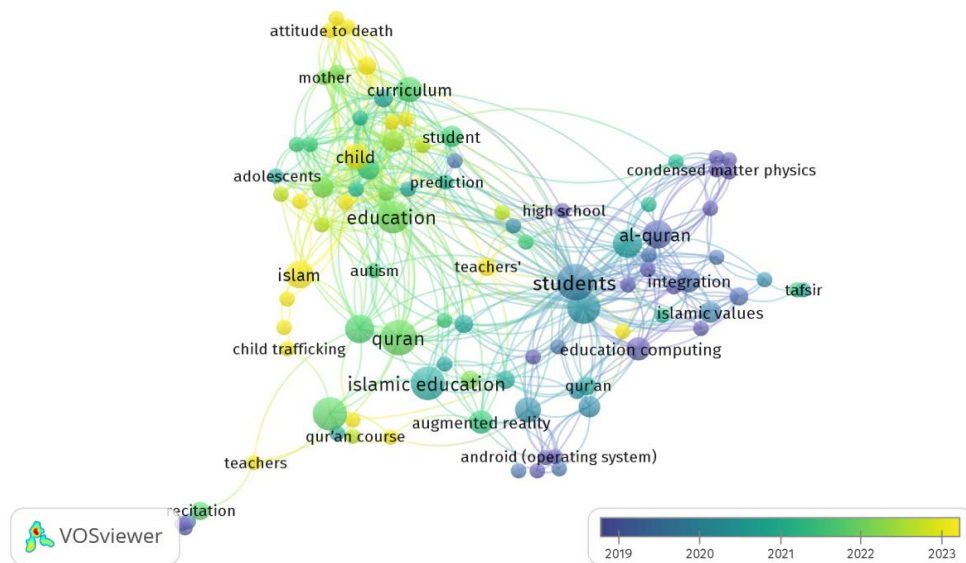


Fig 3. Analysis of the Challenges of Quran Tahfidz Teachers

Based on the analysis visualization, it can be seen that themes related to "Islamic education", "Quran", "students", and "teachers" have a strong relationship with topics such as "curriculum", "Islamic values", "educational technology", and "augmented reality". This indicates that one of the main challenges for tahfidz teachers is adapting to technological developments that are increasingly integrated into education. On the other hand, themes such as "child", "autism", and "adolescents" show that tahfidz teachers are also faced with the diversity of students' needs, both in terms of age and special conditions. This requires teachers to have a deep understanding of inclusive and adaptive learning methods.

The themes "android (operating system)" and "education computing" highlight the importance of technology mastery by tahfidz teachers to increase teaching effectiveness, including through digital applications or Quran-based learning platforms. However, the themes of "curriculum" and "integration of Islamic values" reflect that another challenge is maintaining a balance between the application of modern technology and the preservation of traditional Islamic values in the learning process.

Therefore, the main challenges faced by tahfidz teachers can be summarized as follows, i) Lack of mastery of educational technology to support digital-based teaching, such as the use of interactive Quran applications. ii) Lack of suitability of teaching methods to the needs of diverse students, including those with special needs. iii) Lack of integration of Islamic values in a technology-based curriculum without reducing the spiritual essence of tahfidz education. By overcoming these challenges, tahfidz teachers can be more effective in improving their competence and providing relevant and meaningful learning for students in the modern era. These findings indicate that efforts to increase the competence of tahfidz teachers must be carried out comprehensively through ongoing training programs, the preparation of standard teaching modules, and increasing digital literacy. Apart from that, tahfidz education policies at the national level need to pay attention to these aspects so that the quality of tahfidz teachers and learning to memorize the Quran can be significantly improved.

RQ2: What are the competency aspects that must be possessed by Quran tahfidz teachers in Indonesia?

Based on the analysis of the 19 articles reviewed in this research, the competency aspects that must be possessed by Quran tahfidz teachers in Indonesia are grouped into three

main aspects as follows:

Scientific Competence

Scientific competency includes mastery of tajwid, *qira'at*, and in-depth understanding of the Quran. This competency is the main foundation for a tahfidz teacher in teaching memorizing the Quran correctly and according to the rules, i) Mastery of Tajwid Science. Tahfidz teachers are expected to have a strong understanding of the laws of tajwid such as makhraj letters, the nature of letters, *mad*, *ghunnah*, and others. Research conducted by Faidah, (2020) shows that many tahfidz teachers still have weaknesses in the application of tajwid knowledge, which has an impact on the quality of students' memorization. ii) Mastery of *Qira'at*. Apart from tajwid, tahfidz teachers are expected to understand various types of *qira'at* or how to read the Quran. Shah et al., (2021) emphasizes the importance of mastering *qira'at sab'ah* (seven readings) as part of scientific competence that can increase the credibility of a tahfidz teacher. iii) Understanding the content of the Quran. A tahfidz teacher ideally has a contextual understanding of the verses of the Quran being taught, even though the main focus is memorization. According to Ayyad ,(2022), understanding the meaning of verses will help teachers explain the wisdom and values in the Quran, so that the memorization process becomes more meaningful.

Methodological Competency

Methodological competence includes skills in selecting, implementing and developing effective teaching methods for memorizing the Quran according to students' needs. i) Mastery of the Tahfidz Teaching Method. Tahfidz teachers need to understand various teaching methods such as *talaqqi*, *sima'i*, *tikrar* (repetition), and technology-based methods. Filgona et al. (2022) found that using the right method can speed up the memorization process and increase student motivation. ii) Ability to Identify Student Learning Styles. Tahfidz teachers must be able to adapt teaching methods to students' learning styles, whether auditory, visual or kinesthetic. Research result Archambault et al., (2022) emphasizes the importance of an individual approach to ensure learning effectiveness. iii) Innovation in Teaching. Tahfidz teachers are required to be creative in developing learning methods, especially in the digital era. Research by Nurhayati et al., (2024) shows that the integration of technology such as the digital-based tahfidz application can help improve the quality of teaching.

Personality and Spiritual Competencies

This competency is related to the personal character of the tahfidz teacher as a role model and spiritual guide for students. i) Exemplary Morals and Ethics. Tahfidz teachers must have good morals and be role models in everyday life. Nurchayani et al., (2023) stated that teachers' attitudes and behavior will influence students' motivation and enthusiasm in memorizing the Quran. ii) Spiritual Power. Tahfidz teachers need to have a spiritual closeness to the Quran, which is reflected in the habit of reading, memorizing and practicing its contents. Study Clean (2023) shows that teachers who have strong spirituality are better able to guide students sincerely and patiently. iii) Ability to Build Emotional Connections. Tahfidz teachers must also be able to build emotional closeness with students to create a conducive learning environment. Nurhuda & Putri, (2023) emphasize that familiarity between teachers and students will strengthen students' self-confidence in completing memorization.

The results of the analysis of 19 articles show that the competency of Quran tahfidz teachers is not only limited to mastery of tajwid knowledge and teaching methods, but also includes personality and spiritual aspects. These three aspects are interrelated and cannot be separated in efforts to produce tahfidz teachers. Firstly, Scientific Competence is the

main requirement so that teachers can memorize the Quran correctly according to the rules. Without adequate mastery of the knowledge of recitation and qira'at, the quality of memorization taught to students will decrease. Both Methodological Competencies are very important in determining the effectiveness of the learning process. Tahfidz teachers need to master various teaching methods, adapt to technology, and understand students' needs so that the memorization process becomes more efficient and enjoyable. The three Personal and Spiritual Competencies complement the other two aspects. Tahfidz teachers must be able to be good role models and build emotional and spiritual relationships with students. The teacher's example will provide motivation for students to love the Quran. By understanding and implementing these three aspects of competency, it is hoped that tahfidz teachers will be able to produce a generation of quality memorizers of the Quran, both in terms of memorization, understanding and practicing the values of the Quran in everyday life.

RQ3: What solutions can be recommended to improve the quality and competence of Quran tahfidz teachers in Indonesia?

Based on the results of the analysis of the 19 articles reviewed in this research, there are several solutions that can be recommended to improve the quality and competence of Quran tahfidz teachers in Indonesia. These solutions are grouped into three main categories, namely continuous professional training, strengthening institutional support, and developing digital and technological resources.

Continuous Professional Training

The first very important solution is to provide ongoing professional training for tahfidz teachers. This training must include strengthening mastery of the knowledge of tajwid, qira'at, as well as more varied and effective tahfidz teaching methods. First Training in the Science of Tajwid and *Qira'at*. Tahfidz teachers need to be given training that focuses on deeper mastery of the science of tajwid and *qira'at*, so they can teach the Quran more accurately. Niam's research (2022) suggests a tahfidz course that focuses on increasing understanding of tajwid and qira'at to ensure teachers have optimal abilities in teaching the Quran. Second Teaching Method Training. Tahfidz teachers must be trained in the use of various teaching methods that are appropriate to current developments and student needs. Sulistyowati, (2024) emphasize the importance of training that teaches technology-based methods, such as Koran memorization applications or distance learning, which allow students to learn in a more interactive and interesting way.

Third, Personal and Spiritual Competency Training. Apart from scientific and methodological aspects, personal and spiritual competencies are also very important. Tahfidz teachers need to be trained to strengthen their character as moral and spiritual role models for students. Ahmadi & Saad, (2024) highlight the importance of training that strengthens the development of spirituality, where tahfidz teachers not only teach memorization, but also instill the noble values of the Quran in students' lives.

Strengthening Institutional Support

Apart from training, the second solution is to strengthen institutional support for tahfidz teachers. Tahfidz educational institutions must provide adequate facilities to support improving the quality of tahfidz teachers. First, Preparation of Standard Teaching Modules. Tahfidz educational institutions need to develop standard teaching modules that can serve as guidelines for teachers in delivering memorized material. Modified teaching methods that are clearer and more structured, with an emphasis on mastering tajwid and *qira'at*, are very necessary to improve the quality of teaching. According to Maksun & Purwanto (2022), preparing this module will make it easier for teachers to carry out

teaching effectively and efficiently.

Second Tahfidz Teacher Certification Program. To ensure that tahfidz teachers have adequate competence, it is necessary to have a nationally recognized certification program. This program can be organized by government agencies or certified tahfidz educational institutions. Research by Zaqiah et al., (2023) shows that with certification, the quality of tahfidz teachers will be more guaranteed, as well as providing recognition for the competence they have. Third, Increased Incentives for Tahfidz Teachers. Apart from that, educational institutions also need to provide incentives for teachers who succeed in improving the quality of their teaching and competence. These incentives can take the form of awards, scholarships for further training, or salary increases. Mulang, (2021) emphasized that the awards given will increase teacher motivation in improving their competence.

Development of Digital Resources and Technology

The third solution proposed is the development of digital resources and technology in teaching tahfidz Quran. In the digital era like now, technology can be a very effective tool in improving the quality of teaching and competency of tahfidz teachers. First, Tahfidz Teaching Application Development. Using digital-based applications to help students memorize the Quran can increase learning effectiveness. This application can provide features such as verse repetition, automatic scoring, and memorization progress tracking. Wang et al., (2024) shows that digital applications can help students learn independently, as well as make it easier for teachers to monitor memorization progress. Second Digital Training for Tahfidz Teachers. Tahfidz teachers need to receive training in using digital technology to support teaching, such as using online learning platforms, video tutorials, or Android/iOS-based tahfidz applications. Research by Nuryasin et al., (2024) shows that the integration of technology in the teaching and learning process can increase the interactivity and effectiveness of tahfidz learning. Third, Webinars and Online Training. With webinars and online training, tahfidz teachers can take part in training programs without geographical restrictions. Shal et al., (2024) revealed that webinars can be a flexible solution to increase teacher competency in remote areas that do not have access to face-to-face training.

Based on the results of the analysis of the articles reviewed, several solutions proposed to improve the quality and competence of tahfidz teachers in Indonesia are very relevant to the challenges faced. Continuous professional training, strengthening institutional support, and technological development are the keys to advancing tahfidz education in Indonesia. i) Continuous professional training focuses on increasing the competence of tahfidz teachers in scientific, methodological, as well as personal and spiritual aspects. With proper training, tahfidz teachers will be better prepared to teach in a way that is effective and appropriate to students' needs. ii) Strong institutional support is also very important, especially in providing structured teaching materials and a clear certification system. With standard modules and certification, teaching quality can be guaranteed and measured clearly. iii) Technology development becomes an innovative solution to improve the quality of teaching. The use of the Tahfidz application and digital-based training will enable teachers to access wider and more efficient learning resources. By implementing these solutions, it is hoped that tahfidz teachers in Indonesia can improve the quality of their teaching and competence, so that they can produce a generation of qualified memorizers of the Quran who are ready to face the challenges of the times.

CONCLUSION

This research aims to analyze the competence of Quran tahfidz teachers in Indonesia using a Systematic Literature Review (SLR) approach. Based on an analysis of 19 articles published in reputable journals indexed in Scopus, there are several main findings that answer the research questions and objectives of this study. First, the Main Challenges of Tahfidz Teachers in Improving Their Competence. Tahfidz teachers in Indonesia face several major challenges in increasing their competence. Key challenges include a lack of ongoing professional training, a lack of adequate resources, and the unavailability of standardized teaching modules. In addition, many teachers do not have a formal educational background in the science of the Quran, which causes difficulties in teaching effective teaching methods that suit students' needs. Two Aspects of Competency that Tahfidz Teachers Must Have. To improve the quality of Tahfidz teaching, teachers must have competence in three main aspects, namely scientific competence, methodological competence, and personal and spiritual competence. Tahfidz teachers need to master the science of recitation and *qira'at* well, have skills in adapting various effective teaching methods, and have a personality that can be a role model for students, both in moral and spiritual aspects. Three Solutions to Improve the Quality and Competence of Tahfidz Teachers.

Several solutions that can be implemented to improve the quality and competence of tahfidz teachers in Indonesia include continuous professional training, strengthening institutional support, and utilizing digital technology. Continuous training must include mastery of tajwid knowledge, innovative teaching methods, and strengthening of personal and spiritual competencies. Tahfidz educational institutions also need to develop standardized teaching modules and certification programs to ensure teacher quality. In addition, the use of digital technology in the form of tahfidz applications and online training can expand the reach of training and increase teaching effectiveness. Overall, this research confirms that to improve the competence of tahfidz teachers in Indonesia, there needs to be a holistic approach involving training, preparation of standard modules, and the application of technology. With these steps, it is hoped that the quality of tahfidz teachers can increase, which will ultimately have a positive impact on the quality of tahfidz education in Indonesia and produce a higher quality generation of memorizers of the Quran.

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DECLARATIONS

Author contribution

Muhammad Taufan: Conceptualization, Methodology, **Zainal Asril:** Data curation, Writing-Original draft preparation, **Munawir K:** Visualization, Investigation.

AI Statement

The grammatical structure of this article has been improved by using ChatGPT and Gemini and the authors have double-checked the accuracy and correctness of the generated sentences with the topic and data of this study. The data and language usage in this article have been validated and verified by English language experts and no AI-generated sentences are included in this article.

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