



## Implementation of the One Day One Ayat Method for Memorizing Short Surahs in Children Aged 5–6 Years: A Case Study at TK IT Mona School

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### ABSTRACT

This study aims to describe the implementation of the One Day One Ayat (ODOA) method in memorizing short surahs for children aged 5–6 years at TK IT Mona School. The research employs a qualitative approach with a case study design. Data were collected through observation, in-depth interviews, and documentation involving teachers, parents, and students. The results reveal that the ODOA method fosters habitual memorization, improves children's consistency, and enhances their enthusiasm for learning. The program actively involves both teachers and parents, supported by strategies such as ice breaking and grouping based on students' memorization abilities. Despite challenges like varying memorization capabilities and limited support at home, teachers managed to address these through practical and creative solutions. Therefore, the ODOA method is proven effective in cultivating early love for the Qur'an.

### INTRODUCTION

Allah revealed the Qur'an as a guide for humanity, serving as the primary foundation for life. It is therefore obligatory for humans to study the Qur'an, as it encompasses a vast body of knowledge that holds significant benefits for human life (Anwar & Hafiyana, 2018). Moreover, introducing the memorization of short surahs to young children is particularly valuable, as children are likened to empty vessels that should be filled with such guidance. The One Day One Ayah method is designed for beginners who wish to memorize the Qur'an by learning one verse per day. This method is implemented gradually, making it easier for learners to commit verses to memory (Husna Hakim, 2021). The application of the One Day One Ayah method goes beyond memorization alone; it also aims to instill discipline, consistency, and a love for the Qur'an from an early age. Through this program, children are supported in understanding, memorizing, and revisiting the verses they have learned.

According to Ustadh Yusuf Mansur, “One Day One Ayah is a memorization program in which one verse is learned per day, starting with the shorter surahs” (Ismawati, 2016).

The Qur’an is the word of Allah revealed in Arabic to the Prophet Muhammad (peace be upon him), intended to be understood in both its content and meaning, and to be remembered continually. The Qur’an was transmitted through mutawatir (mass transmission), compiled in written form as a mushaf, beginning with Surah Al-Fatihah and ending with Surah An-Nas, and carries spiritual merit for those who recite it. One of the blessings that Allah has bestowed upon humanity is the innate disposition (fitrah) that naturally inclines toward truth and goodness. In addition, Allah has sent His messengers throughout time, bearing divine messages and inviting humankind to worship Him alone. Human development and intellectual progress have always been guided by revelation, with divine laws tailored to the specific circumstances of each era, addressing the challenges faced by communities during the times of the Prophets. As humanity reached a state of intellectual and spiritual maturity, Allah willed for the message of the Prophet Muhammad (peace be upon him) to continue the mission of the previous messengers, bringing forth a final and everlasting law through the revelation of the Qur’an (SHELEMO, 2023).

Allah Almighty emphasizes in the Qur’an the vital importance of educating children from an early age. Children are likened to blank sheets of paper, ready to absorb the information and values imparted to them. Therefore, introducing the Qur’an at an early age is not merely an option, but a necessity. At this developmental stage, children greatly require direction, guidance, and role models—both from parents and educators—to grow with a strong foundation of faith. By beginning Qur’anic education early in life, children not only learn to read the Arabic script, but also begin to internalize the noble values contained within the Qur’an. Over time, they will come to understand that the Qur’an is not just a text to be recited, but a comprehensive guide for life that will illuminate their path into adulthood. Naturally, such education must be delivered through methods that align with the child’s developmental stages, in order to ensure that the learning process is enjoyable, effective, and meaningful. Thus, integrating the Qur’an into early childhood education represents a long-term investment in shaping a child’s character and fostering virtuous conduct in the future. (Hidayah, 2018).

The memorization of short surahs holds significant benefits for early childhood development. Firstly, this practice enhances children's memory and concentration, with learning methods such as drill and muroja’ah (repetition) proven to be effective in supporting cognitive growth. Moreover, the habit of memorizing short surahs from an early age fosters spiritual and moral values, cultivates a religious character, strengthens virtuous behavior, and helps children understand positive social norms. Additionally, methods such as musyafahah—direct recitation with a teacher—can further increase children's enthusiasm and motivation for learning, as they feel more engaged and actively involved in the process. Equally important, the memorization of short surahs helps instill positive daily habits, such as the routine of reciting Qur’anic verses before formal learning activities. This not only aids children in starting their day with focus and energy but also establishes an educational and consistent routine that supports their holistic development. (Pendidikan, 2024).

Memorization is a cognitive ability involving the processes of receiving (learning), storing (retention), and retrieving (recall) past information. Meanwhile, the Qur'an is defined as "the Word of Allah revealed to the Prophet Muhammad (peace be upon him) through the Angel Jibril, transmitted to the ummah through mutawatir (mass transmission). The Qur'an begins with Surah Al-Fatihah and ends with Surah An-Nas, and reciting it is considered an act of worship that brings spiritual reward to those who do so." (Pipit Muliyah, Dyah Aminatun, Sukma Septian Nasution, Tommy Hastomo, Setiana Sri Wahyuni Sitepu, 2020).

The One Day One Ayah (ODOA) method implemented by educators can be considered effective when it is easy for students to understand, comprehend, and apply in practice. Conversely, if the method is difficult for students to grasp and implement, it may be regarded as less effective. The selection of the ODOA method is based on the consideration that educational institutions which prioritize tahfiz programs as a key component of their curriculum will adopt memorization methods and targets that are tailored to the characteristics and needs of their students. (Chotimah & Nisa, 2020).

The use of the One Day One Ayah method is highly enjoyable, as it can be implemented in various ways that help prevent children from feeling bored. This method also has a positive impact on children's cognitive development, as it engages memory functions involving both hemispheres of the brain—the left and the right (Budiono, 2018). The human brain is divided into two parts: the left and the right hemispheres. The left hemisphere tends to be associated with analytical thinking, logic, sequencing, objectivity, rationality, and is often linked to short-term memory. In other words, the left brain is more engaged in tasks involving numbers, words or text, and symbols. On the other hand, the right hemisphere is typically associated with intuition, imagination, subjectivity, holistic thinking, synthesis, and is more related to long-term memory. Therefore, individuals with a dominant right hemisphere are often considered to be more creative than those who rely more heavily on the left hemisphere (SHELEMO, 2023).

Memorizing short surahs represents a systematic strategy designed to facilitate the retention of brief Qur'anic verses, particularly those found in Juz 30 (Juz 'Ammah). These surahs consist of concise verses that are relatively easier to memorize by a wide range of learners, including children, adolescents, and adults. One well-known Qur'an memorization method is One Day One Ayah, initiated by Ustadh Yusuf Mansur, the founder of Darul Qur'an Nusantara Islamic Boarding School in Jakarta. Through the memorization of short surahs, children not only practice muroja'ah (reviewing), but also learn to apply the verses directly in daily prayers (salat). This is particularly important for children aged 5 to 6, who are in their formative years, marked by high enthusiasm for learning and strong receptivity to new information. The benefits of memorizing short surahs for young children are multifaceted. Spiritually, it helps bring them closer to Allah; morally, it fosters the development of noble character traits such as discipline. Cognitively, it stimulates brain activity, enhances memory, develops language skills, and trains focus and concentration.

As formal educational institutions, schools bear the responsibility of introducing religious education to children from an early age, whether in Early Childhood Education

(PAUD) or Kindergarten (TK). The purpose of religious education at this stage is to stimulate, guide, nurture, and provide learning experiences that help shape the child's understanding, abilities, and skills as a foundation for faith development. In other words, religious education—like general education—targets three core aspects of child development: cognitive, affective, and psychomotor. This means it should include knowledge acquisition, the ability to practice religious teachings, and the cultivation of positive habits that are applied in everyday life. Undoubtedly, instilling religious education from an early age has a significant impact on the child's future spiritual. (M. Ali, 2016), In the educational context, a child's success in achieving developmental goals is also influenced by the roles of parents, educators, and other adults who actively support their growth. The involvement of both parents and teachers is essential in nurturing the intellectual, spiritual, and physical potential of children, while also guiding their talents and interests to support optimal development toward a better future. (Retnowati, 2019).

Based on previous research, the One Day One Ayah (ODOA) method is recognized as a tahfiz learning strategy that emphasizes the approach of memorizing one verse per day, particularly starting from the short surahs in Juz 'Amma. (Azhar, 2021). This method has been proven to assist children in the gradual memorization process within an enjoyable learning environment. However, most prior studies have focused on the implementation of ODOA at the elementary or secondary education levels, with limited attention given to its application specifically for early childhood within formal educational institutions such as Islamic kindergartens.

This study is important as it presents a different context—the implementation of the ODOA method for children aged 5 to 6 years who are in a developmental stage largely dominated by play-based activities. This age represents a golden period for cognitive and spiritual development, necessitating a memorization approach that aligns with the characteristics of young children. Moreover, few formal educational institutions currently offer systematic tahfiz programs at the early childhood education level, as cognitive aspects such as Qur'anic memorization are often regarded as the domain of non-formal institutions like TPA (Qur'anic learning centers) or madrasah diniyyah.

Therefore, this research not only examines the application of the ODOA method but also seeks to explore how the program can be integrated into learning activities in kindergarten settings, as well as assess its effectiveness and challenges in fostering religious habits among children. Consequently, this study offers a new perspective on Qur'anic memorization approaches that are developmentally appropriate for early childhood within formal educational environments.

## **METHODS**

This study employed a qualitative approach with a case study design to gain an in-depth understanding of the implementation of the One Day One Ayah method in memorizing short surahs among children aged 5–6 years at TK IT Mona School. A case study was chosen as it allows the researcher to explore the phenomenon in a detailed and contextual manner.

The research was conducted at TK IT Mona School, located in Palir, Podorejo, Semarang, during the period of January to February 2025. The subjects of this study were children aged 5–6 years participating in the One Day One Ayah program, while the informants included classroom teachers, the school principal, and parents of the students. The key informants were Ustadzah Andin and Ustadzah Ilfa, the teachers directly involved in the implementation of the memorization program.

Data collection techniques included direct observation of children's activities during the program, in-depth interviews with teachers and parents to explore their perceptions and experiences, and documentation in the form of activity photographs, teacher notes, and children's memorization achievement books. All data were collected in a natural and systematic manner to ensure the validity of the findings. Data analysis was conducted using the interactive model developed by Miles and Huberman, which consists of three main stages: data reduction, data display, and conclusion drawing. Data reduction was carried out by selecting essential information relevant to the research focus. The data were then presented in a descriptive narrative format to provide a comprehensive overview of the findings. Conclusions were drawn after thoroughly analyzing all data to derive meaningful interpretations. The validity of the data was ensured through triangulation techniques, by comparing results from observations, interviews, and documentation to verify consistency and credibility. Through this approach, the researcher aimed to present findings that are accurate, objective, and scientifically accountable.

## RESULT

The implementation of the One Day One Ayah (ODOA) method at TK IT Mona School has demonstrated effectiveness in enhancing the ability of children aged 5–6 years to memorize short surahs. The program was carried out in a structured manner, beginning with opening activities, followed by core memorization sessions, and concluding with closing activities that involved reinforcement from both teachers and parents. Based on observations, the children appeared enthusiastic and actively engaged in the activities, especially when the sessions were accompanied by repetition techniques and ice-breaking activities. These findings support Budiono (2018) who stated that the ODOA method can improve students' memorization skills through structured repetition and an enjoyable learning approach.

**Table 1.** Skills through structured repetition and an enjoyable learning approach

Data type	Main findings	Information
<b>Observation</b>	Children demonstrated enthusiastic and active participation during memorization activities and showed increased focus when supported by ice-breaking	Children were generally quick to imitate the teacher's recitation; however, some exhibited slower absorption of the material. Ice-breaking activities were helpful in

	sessions.	restoring the children's focus during the learning process.
<b>Teacher interview</b>	The teacher employed both individual and group approaches, presenting the meaning of the surahs in a simple and accessible manner.	The teacher grouped the children according to their abilities and simplified the meaning of the verses to make them easier for the children to understand.
<b>Parent interview</b>	Some children showed full support and engagement, while others had not yet reached optimal participation due to not having fully memorized the surah.	Parents appreciated the use of the control book; however, some were only able to assist their children through YouTube audio due to time constraints.
<b>Documentation</b>	Memorization control book, activity photos, and children's memorization documentation.	The data indicated that children's achievement levels varied, and the learning environment was designed to be enjoyable. The control book recorded the progress of both Qur'anic memorization and Iqra' reading.

The teacher not only recites the verses and guides the memorization process but also explains the meaning of the surahs in a simple manner. This process aligns with a holistic approach to early childhood education, which emphasizes the integration of cognitive, affective, and psychomotor aspects (M. Ali, 2016). The teacher's explanation of the surah meanings helps children not only to memorize verbally but also to understand the contextual content of the Qur'an from an early age.

Moreover, parental involvement serves as a crucial supporting factor. The teacher actively communicates with the parents and records the memorization progress in a control book, enabling parents to continue the memorization process at home. This approach corresponds with the findings of Retnowati (2019), who stated that collaboration between teachers and parents significantly influences children's spiritual and cognitive development in religious education.

However, the implementation of this program also faces challenges, such as differences in memorization abilities among children and a lack of support from the family environment. Children who do not receive guidance at home tend to fall behind in their memorization progress. This confirms the findings of Anwar & Hafiyana (2018) which suggest that the success of the ODOA method is highly influenced by the continuity of practice outside of school.

In response to these challenges, teachers at TK IT Mona School group children based on their memorization achievements and provide differentiated treatment according to each child's needs. This strategy not only enhances children's learning focus but also reduces psychological pressure, as children feel accepted and understood. This differentiation strategy is part of a child-centered learning approach, where the needs, abilities, and interests of each child are the primary considerations in the learning process.

Thus, this discussion affirms that the implementation of the ODOA method at TK IT Mona School not only assists children in memorization but also strengthens religious character, discipline, and fosters harmonious collaboration between teachers and parents. The use of an enjoyable and adaptive approach makes this method relevant to the principles of early childhood education.

## **DISCUSSION**

### **1.1 Implementation of the Daily Short Surah Memorization Program Using the One Day One Ayat Method at TK IT Mona School**

**TK Mona School implements a daily short surah memorization program using the One Day One Ayat method as follows:**

#### **1.1.1 OPENING**

The daily short surah memorization program at TK IT Mona School is conducted through a structured series of activities. The opening activity takes place from 07:30 to 08:00, during which the children listen to recitations of short surahs via YouTube. Children who have already memorized the verses are given the opportunity to play with loose parts while continuing to review their memorization.

This approach aligns with behaviorist theory, where reinforcement plays a crucial role in shaping children's behavior. In this context, playing with loose parts serves as a form of positive reinforcement that encourages children to be more enthusiastic memorization (Waseso, 2018). Additionally, audiovisual strategies such as using YouTube media can enhance children's retention of information, especially in early childhood learners who predominantly favor auditory and visual learning styles (Cahyani & Suyadi, 2019).

Observational results indicate that children are more enthusiastic and better able to remember the verses when learning is conducted routinely in an enjoyable environment. This is also supported by previous studies which state that a pleasant

learning environment can improve children's concentration and motivation in memorizing the Qur'an.



**Figure 1.** Playing Loose Parts Outside the Classroom

Source: Personal Documentation

### 1.1.2 CORE ACTIVITIES

The core activities of the One Day One Ayat program begin with a group prayer conducted in the form of circle time, aimed at creating a solemn learning atmosphere while fostering emotional closeness between the teacher and the children. Circle time is considered important for nurturing a sense of safety and togetherness within the learning group (Suyadi, 2015).

The memorization activities are carried out gradually, using a repetition-based approach and active listening. The teacher recites one verse repeatedly, three times, followed by the children imitating it. This strategy aligns with the drill approach commonly used in memorization-based learning methods, where repetition is a key element in strengthening long-term memory (Uno, 2013). In addition, the teacher also conveys the meaning of the surah being memorized, allowing children not only to memorize the words verbally but also to begin understanding the content of the verses. This demonstrates an integration of both cognitive and affective aspects in Qur'anic learning (Hidayat, 2019).

Evaluation is conducted individually, where each child's memorization is assessed in turn. The teacher provides immediate feedback and guidance to help improve any errors in recitation. This approach reflects the application of scaffolding strategies, where support is given progressively according to the child's level of ability (Vygotsky dalam Suparno, 2014). To maintain the children's enthusiasm and focus throughout the memorization process, the teacher also incorporates ice-breaking activities to refresh the learning atmosphere. This is particularly important, as young children are prone to fatigue and distraction when learning activities become monotonous (Suyanto, 2005).



**Figure 2.** Memorizing and reviewing short letters  
Source: Personal Dokumentation

### 1.1.3 CLOSING ACTIVITIES

Following the memorization session, the children proceed with reading Iqro and recording their memorization achievements in their individual progress books. These books contain information on the development of each child’s Iqro reading and short surah memorization, including notes indicating whether the memorized verses are fluent or still require reinforcement. The function of this book is to serve as a medium of communication between teachers and parents, enabling parents to actively participate in supporting their children's memorization at home.

This approach aligns with the principles of early childhood education that emphasize partnership between schools and families. According to Bronfenbrenner (dalam Suyadi, 2015), micro-environments such as the family and school play a vital role in a child’s development, and synergy between these environments can enhance the effectiveness of learning. Parental involvement in the memorization process is also supported by findings from Fitriyani (2020), which indicate that active parental engagement in Qur’anic learning significantly influences memorization outcomes in early childhood.

At this stage, children are not required to sit and wait their turn to read Iqro. Some may engage in classroom play using educational toys that have been provided. This reflects a flexible and enjoyable learning approach, appropriate for the characteristics of young children, who require a variety of activities to sustain attention and learning motivation (Suyanto, 2005).

Tanggal	Jilid Surat	Halaman Ayat	Kes	Halusin	Ket.	Penul
24/9/24	5	92	U	1-9	U	U
24/9/24	5	92	L	1-8	U	U
30/9/24	5	93	L	1-10	U	U
1/10/24	5	94	L	1-3	U	U
2/10/24	5	94	L	1-4	U	U
7/10/24	5	95	L	1-5	L	U
2/10/24	5	95	L	1-6	L	U
10/10/24	5	96	L	1-7	U	U
11/10/24	5	97	L	1-8	L	U
14/10/24	5	97	L	1-9	U	U
15/10/24	5	99	U	1-9	L	U
16/10/24	5	100	L	1-9	U	U
17/10/24	5	100	L	1-9	L	U
21/10/24	5	100	L	1-10	L	U
23/10/24	5	101	L	1-11	L	U
24/10/24	5	103	U	1-12	L	U
25/10/24	5	103	L	1-13	L	U
28/10/24	5	103	U	1-14	U	U
29/10/24	5	103	L	1-14	L	U
30/10/24	5	103	U	1-15	U	U



**Figure 3.** Iqro' recitation Activity Process  
Source : personal documentation

**Figure 4.** Children's Memorization Books  
source : personal documentation

## **1.2 Challenges In the Implementation of the Day One Day One Ayat Method**

### **1.2.1 Influence of the External Environment (Outside the Institution)**

One of the main challenges faced by children in memorizing at home lies within the family environment. Some children find it difficult to memorize, and in some cases, parents themselves are not yet familiar with the short surahs, making it challenging for children to understand the guidance provided. In response, teachers have taken the initiative to gather all parents and guardians to emphasize the importance of parental support in the memorization process.

### **1.2.2 Children's lack of focus**

Some children experience difficulty maintaining focus while memorizing and reviewing the surahs they have already learned. To address this issue, teachers incorporate ice-breaking activities to prevent boredom and fatigue. These engaging activities help children regain focus and enthusiasm, encouraging them to continue memorizing subsequent surahs with renewed energy.

### **1.2.3 Differences in Memorization Abilities**

Each child demonstrates varying abilities in memorizing. While some children can easily retain verses through auditory learning, others may find it more challenging. As a result, the children reach different levels of memorization achievement — some progressing to more advanced surahs while others are still working on the earlier ones. To accommodate these differences, teachers implement a grouping strategy based on each child's level. For instance, students working on longer surahs are guided by Teacher A, while those focusing on shorter surahs are supervised by Teacher B. This approach enables children to concentrate better on their memorization tasks and ensures that all children feel equally supported without perceiving any form of comparison or differentiation.

## **CONCLUSION**

Based on the findings of the study conducted at TK IT Mona School, it can be concluded that the implementation of the One Day One Ayat (ODOA) method in memorizing short surahs among children aged 5–6 years has shown positive and effective results. This method not only supports children in gradually memorizing the Qur'an, but also enhances

their learning motivation, consistency, and cognitive abilities through optimal stimulation of both the left and right hemispheres of the brain.

The program is carried out in a structured manner, beginning with opening activities conducted outdoors, followed by core activities that involve memorization and understanding of surah meanings, and concluding with reflection and the documentation of each child's memorization progress in an individual record book. This record also serves to engage parents in the learning process. One of the key strengths of this method is the active and intensive collaboration between teachers and parents, facilitated through regular meetings and digital communication platforms.

Despite several challenges—such as the variation in memorization abilities among children, issues with maintaining focus, and the limited availability of parents to assist at home—teachers at TK IT Mona School have been able to address these obstacles through creative and solution-oriented strategies. These include grouping children based on their memorization levels, integrating ice-breaking activities to maintain engagement, and establishing open two-way communication between school and parents.

Therefore, it may be concluded that the One Day One Ayat method is an effective and applicable Qur'anic memorization strategy for early childhood education. This program not only supports children in developing memorization skills but also instills a love for the Qur'an, builds positive character traits, and fosters early religious habits. I am sincerely impressed by the innovation and dedication demonstrated by the educators at TK IT Mona School. It is hoped that this program will continue to grow and serve as an inspiration for other educational institutions in nurturing a generation of Qur'an-loving, morally upright individuals.

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