



Implementing the One Day One Verse Method to Increase Motivation to Memorize the Quran

Sondang^{1*}, Deni Zein Tarsidi², Joko Daryanto³

¹²³Prodi Magister Pendidikan Guru Sekolah Dasar, Universitas Sebelas Maret, Jawa Tengah, Indonesia

*E-mail: sondang.sweety@gmail.com

ABSTRAK

This research is motivated by the inconsistency of the tahfidz supervising teacher in using the teaching method or method, namely still using the deposit system. In this system, students often continue to the next verse even though they have not completely memorized the previous verse. This causes some students to experience difficulties when depositing memorization, such as stumbling in reading, skipping some verses, and not being correct in using tajwid or makharijul huruf. The purpose of this study is to determine: (1) the application of the One Day One Verse (ODOA) method in increasing motivation to memorize the Qur'an, (2) increasing motivation of students in memorizing surahs (3) supporting and inhibiting factors in the application of the One Day One Verse method. This type of research is field research with a qualitative approach. The research subjects include tahfidz supervising teachers, management teachers, students, and parents of students. The data collection techniques used consist of observation, interviews, and documentation. Data analysis is carried out through three stages, namely data reduction, data presentation, and drawing conclusions. Based on the research and discussion, it was found that the ODOA method was applied to students who had already memorized the Quran fluently. Once they had memorized the Quran fluently, the supervising teacher targeted one new verse by dictating each verse fragment to be memorized. Furthermore, the supervising teacher used keywords in each verse and provided tajweed rhythms to help the students memorize the verses and improve their tajweed accuracy.

Keywords: method, motivation, memorize the Quran

Penerapan Metode *One Day One Ayat* dalam Meningkatkan Motivasi Menghafal Quran

ABSTRAK

Penelitian ini dilatarbelakangi oleh adanya ketidaksesuaian guru pembimbing tahfidz dalam menggunakan metode atau cara mengajar, yaitu masih menggunakan sistem setoran. Dalam sistem tersebut, santri sering kali melanjutkan ke ayat berikutnya meskipun belum benar-benar hafal ayat sebelumnya. Hal ini menyebabkan beberapa santri mengalami kesulitan saat menyetorkan hafalan, seperti tersendat-sendat dalam membaca, melewati sebagian bacaan ayat, serta belum tepat dalam penggunaan tajwid maupun makharijul huruf. Tujuan penelitian ini adalah untuk mengetahui: (1) penerapan metode *One Day One Ayat* (ODOA) dalam meningkatkan motivasi menghafal Al-Qur'an, (2) peningkatan motivasi santri dalam menghafal surat (3) faktor pendukung dan penghambat dalam penerapan metode *One Day One Ayat* tersebut. Jenis penelitian ini merupakan penelitian lapangan dengan pendekatan kualitatif. Subjek penelitian meliputi guru pembimbing tahfidz, guru pengurus, santri, dan wali santri. Teknik pengumpulan data yang digunakan terdiri atas observasi, wawancara, dan dokumentasi. Analisis data dilakukan melalui tiga tahapan, yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Berdasarkan hasil penelitian dan pembahasan, diketahui bahwa penerapan metode ODOA diterapkan bagi santri yang sudah lancar hafalannya. Jika hafalan sudah lancar, guru pembimbing menargetkan hafalan baru sebanyak satu ayat dengan cara mendikte setiap penggalan ayat untuk dihafalkan. Selain itu, guru pembimbing juga menggunakan kata kunci pada setiap ayat serta memberikan ketukan sesuai tajwid untuk membantu santri mengingat hafalan dan memperbaiki ketepatan dalam penerapan tajwid pada setiap ayat.

Keywords: metode, motivasi, menghafal Al-Quran

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INTRODUCTION

Education is a fundamental right of every citizen, providing every individual with the opportunity to develop and play an active role in social, national, and state life. Education is a conscious and planned process that enables students to hone their potential, become independent individuals, and be equipped to navigate their future. (Widiarti, 2024; Mutaqin et al., 2022; Huda, 2021).

Islam, as a perfect religion, contains teachings that serve as a guide for human life towards prosperity in this world and the hereafter, as outlined in the Quran. The Quran is the primary source of all knowledge, containing guidance and rules for life that are eternal until the end of time, and serves to explain various worldly and hereafter matters. Therefore, there are various ways to study and draw closer to the Quran, including reading, understanding, memorizing, and practicing its contents (Nisa et al., 2021; Hidayah, 2017; Rahmat & Hadi, 2024).

Memorizing the Quran means reciting its verses repeatedly until you can remember them thoroughly, from one verse to the next and from one chapter to the next, so that you can recite them without looking at the Mushaf. The Quran is a guide for Muslims and must be read, understood, and practiced in daily life. One way to demonstrate love for the Quran is by memorizing it. Memorizing the Quran not only increases rewards but also serves as a means to develop a Muslim personality with noble character, discipline, and a religious spirit. Therefore, Quran memorization needs to be instilled from an early age, especially in elementary school, so that children become accustomed to loving and engaging with the Quran.

However, in practice, elementary school students' motivation to memorize the Quran is often low. Many students perceive memorization as burdensome, difficult, and boring. Furthermore, the limitations of monotonous learning methods discourage students from participating in memorization activities. This also occurred at SD 01 Sumbermakmur Banjar Margo, where some stu-

dents demonstrated a lack of enthusiasm and discipline in memorizing Quranic verses.

This situation highlights the need for innovative learning methods that can foster students' enthusiasm and motivation in memorizing the Quran. One method that is increasingly being implemented in memorization (tahfiz) learning is the One Day One Ayat method, which involves consistently and continuously memorizing one verse each day. This method is considered effective because it aligns with the abilities of elementary school-aged children, who are still developing their memory and concentration.

The One Day One Ayat method emphasizes not only the quantity of memorization but also the quality of mastery and understanding of the memorized verses. By memorizing one verse each day, students do not feel burdened, and they have sufficient time to understand the meaning and improve their recitation. This approach also fosters a sense of responsibility, discipline, and positive habits in interacting with the Quran.

The One Day One Surah (ODOS) method is a planned strategy for memorizing the Quran by setting a target of memorizing one surah each day. The implementation of this method at Ma'had Al Husna has been shown to have a significant positive impact on improving the students' memorization abilities. With measurable daily targets, students can better manage their time and concentration, making the memorization process more systematic, efficient, and focused (Khairanis et al., 2025; Sari et al., 2024; Rajab & Ibrahim, 2025).

Furthermore, implementing this method can create a more enjoyable and meaningful learning environment. Through a varied approach, teachers can combine memorization activities with educational games, explanations of verse meanings, and appreciation for students who demonstrate consistency. This approach is expected to increase students' intrinsic and extrinsic motivation in memorizing the Quran. Thus, memorization learning focuses not only on memorization achievements but also on strengthening students' religious character.



Accordingly, the aim of this study is to increase motivation to memorize the Quran at SD 01 Sumbermakmur Banjar Margo through the implementation of the one-day-one-verse method. Based on this objective, the research problem is formulated as follows: "How does the application of the One Day One Verse method improve motivation to memorize the Quran at SD 01 Sumbermakmur Banjar Margo?"

Considering the overall description above, the researcher feels the need for a more in-depth study through a study entitled "Implementation of the One Day One Verse Method in Increasing Motivation to Memorize the Quran at SD 01 Sumbermakmur Banjar Margo."

METHOD

This research used a qualitative approach with a case study. Abubakar (2021), Razak (2017), Arikunto (2013) stated that a qualitative approach based on case studies is commonly used in educational research. This approach was chosen because it was deemed most appropriate for exploring in-depth the process of implementing the One Day One Verse method and its impact on students' motivation to memorize the Quran in the school environment (Muarti, 2021). Through this method, the researcher sought to understand in detail how the One Day One Verse activity was implemented, how students responded to it, and the factors that supported and hindered increased motivation to memorize the Quran. The qualitative approach allowed the researcher to explore the experiences, views, and feelings of students, teachers, and school officials in depth, according to the context of their learning lives.

This research was conducted at SD Negeri 01 Sumbermakmur Banjar Margo, located on Jalan Lintas Rawajitu, Kampung Sumbermakmur. This location was chosen based on initial observations indicating that some students had low motivation to memorize the Quran. This situation provided an important background for the researcher to implement and analyze the effectiveness of the One

Day One Verse method in increasing students' enthusiasm for memorization. The research subjects included Islamic Religious Education teachers, sixth-grade students, and school officials directly involved in the implementation of the Quran memorization program.

The data used in this study consisted of primary and secondary data. Primary data were obtained through direct observation, interviews, and documentation during the implementation of the One Day One Verse method. Through these techniques, researchers obtained a concrete picture of the implementation of memorization activities and changes in student motivation over time. Secondary data were obtained from school documents, religious activity records, and other relevant sources to strengthen the research findings.

To maintain data validity, researchers used three validation techniques: (1) source triangulation, by comparing information from students, teachers, and school documents; (2) technical triangulation, by combining the results of observations, interviews, and documentation; and (3) member checking, which reconfirmed findings with informants to ensure data accuracy (Nasution, 2023).

The data analysis process followed the Miles and Huberman model, which consists of four main stages. First, data collection was conducted through observation, interviews, and documentation during the One Day One Verse activity. Second, data reduction was carried out by selecting and simplifying information relevant to the research focus of increasing motivation to memorize the Quran. Third, data was presented in descriptive form for ease of understanding and analysis. Fourth, conclusions were drawn and verified based on valid evidence to determine the extent to which the One Day One Verse method influenced student motivation. Therefore, this study is expected to provide a comprehensive overview of the effectiveness of the One Day One Verse method in fostering enthusiasm and motivation in memorizing the Quran at SD Negeri 01 Sumbermakmur Banjar Margo.

RESULT

1. Implementation of the One Day One Verse Method to Increase Motivation to Memorize the Qur'an at SD 01 Sumber Makmur Banjar Margo

Learning methods are a crucial element influencing the success of the teaching and learning process. Learning is not merely an interaction between teachers and students to achieve specific learning outcomes, but also a forum for teachers to continuously hone their teaching skills. Through the application of appropriate methods, learning activities can be well-structured, effective, and facilitate teachers in directing the learning process. No method can be considered universally best in achieving learning objectives. There are only appropriate methods for specific circumstances, depending on the characteristics of the students, the material, and the learning situation. Therefore, teachers need to carefully consider the methods they will use to achieve optimal learning outcomes. Using inappropriate methods can result in decreased student interest and motivation in learning. Conversely, if teachers are able to select and apply appropriate methods, positive changes will occur in student behavior, both before, during, and after the learning process.

Memorizing the Quran is also part of the learning process, and therefore requires effective methods to achieve memorization goals. One method widely used to help students memorize the Quran is the One Day One Verse (ODOA) method. According to Baduwailan, the ODOA method is a memorization method that targets one verse per day. In practice, teachers slowly read verses (dictation) and then repeat them until they are fully memorized.

Based on research results, the ODOA method was implemented at SD 01 Sumber Makmur Banjar Margo with fourth-grade students in the Junior Tahfidz program. The process begins with the teacher guiding students in reading verses gradually until their recitations align with the rules of tajweed and makharijul huruf. This way, chil-

dren not only memorize but also understand the correct pronunciation according to the rules of Quranic recitation.

Unlike formal institutions, at Rumah Tahfidz Daarul Hijrah, memorization is carried out without writing on the board. The teacher reads the verses directly, and the students then imitate them. Memorization begins with Surah An-Naba' and Surah An-Nazi'at because these two surahs are at the beginning of Juz' 30, contain short but numerous verses, and are unfamiliar to students who are just learning to memorize. This presents a unique challenge for the students.

For beginners, these surahs often present challenges in the memorization process, such as stuttering when reciting, forgetting the verse order, or inaccurate application of Tajweed. To address this, teachers assign key words to each verse to make it easier for students to remember them and use specific beats or rhythms to aid in pronouncing the long and short verses. Furthermore, teachers periodically evaluate memorization, for example through pop quizzes after the recital session, to ensure students have truly mastered the memorized verses.

Through the application of the One Day One Verse method, it is hoped that students will not only be able to memorize well but also understand the correct application of Tajweed and the correct pronunciation of the letters. By learning in a way that involves listening, imitating, practicing, and repeating, students become more active and motivated. Teachers' understanding of the ODOA method also plays a crucial role in creating an effective learning environment, making it easier for students to increase and strengthen their Quran memorization.

2. Increasing Motivation to Memorize the Quran at SD 01 Sumber Makmur Banjar Margo

The development of a person's motivation to memorize the Quran can be observed through increasingly positive changes in attitudes and behaviors toward memorization. These changes are



evident in the drive to add new memorizations, the enthusiasm for consistent practice in various settings, and the emergence of a commitment to avoiding laziness. Students with high motivation also tend to desire good memorization results and grades.

According to Baduwailan, increasing motivation to memorize the Quran can be achieved in various ways, one of which is through gradual learning, such as memorizing verse by verse, juz by juz, and even surah by surah. This approach aligns with the One Day One Verse (ODOA) method used by the researchers. With this method, students find it easier to memorize verses they previously had difficulty mastering.

After memorizing, students also show increased enthusiasm for reviewing their memorization at home. Their enthusiasm is evident during lessons; they listen attentively and enthusiastically when repeating new readings. The tahfidz supervising teachers also felt these positive changes. This was evident when the students took the graduation exam, where they became more independent in memorizing without much guidance. Furthermore, during the murajaah (recitation) activities, the students demonstrated accuracy in applying tajwid and makharijul huruf (letter pronunciation), were able to complete memorization quickly, and were able to guess verses or chapters recited by the teacher.

Thus, the implementation of the ODOA method has been proven to foster and increase students' motivation in memorizing the Quran. These changes were felt not only by the students themselves, but also by the supervising teachers and tahfidz administrators involved in the learning process.

3. Supporting and Inhibiting Factors in Implementing the One Day One Verse Method to Increase Motivation to Memorize the Quran at SD 01 Sumber Makmur Banjar Margo

In implementing the One Day One Verse (ODOA) method at SD 01 Sumber Makmur Banjar

Margo, teachers play a crucial role not only in guiding memorization but also in fostering students' motivation to continue their enthusiasm for memorizing the Quran. Through a fun approach and easy-to-understand learning steps, teachers strive to create a conducive learning environment. However, during implementation, various factors were identified that can both support and hinder the achievement of the learning objectives of memorizing the Quran using the ODOA method. Several factors contribute to students' ease of memorizing the Quran, including psychological factors and motivational factors derived from the surrounding environment. Research shows that these two factors significantly influence students' enthusiasm for memorizing. Psychologically, a positive emotional state will positively impact memorization ability. Students who are calm, happy, and comfortable with the teacher's teaching style tend to be more focused and enthusiastic about increasing their memorization.

Besides psychological factors, motivation from the surrounding environment, especially from parents, also plays a significant role. Parents who actively accompany their children while studying at home, helping them review memorization, and providing advice and support when they encounter difficulties, can accelerate their memorization progress. Giving appreciation, such as praise or small gifts to children who successfully achieve memorization targets, also provides additional encouragement to keep trying. Children generally enjoy receiving recognition, which can foster enthusiasm and confidence in memorizing subsequent verses.

On the other hand, there are also factors that can hinder the implementation of the ODOA method. Wahid explained that an unconducive learning environment, lack of memorization repetition at home, time constraints, and minimal parental involvement are some of the main causes. When parents completely hand over the memorization process to teachers without any guidance at home, children's memorization progress will be

slow. Children also tend to lose motivation due to the lack of emotional support and additional guidance from their families.

Furthermore, a less conducive learning environment, such as noise or distractions from peers, can also disrupt a child's focus. This is especially common among kindergarten and elementary school-aged children, who are still developing emotionally and are more easily distracted by play. Embarrassment and a lack of confidence when having to present memorization to a teacher without parental guidance also pose challenges for young children.

Teachers must be able to anticipate these various obstacles by creating a pleasant atmosphere, patiently guiding shy children, and establishing good communication with parents. Other distractions, such as overly active parental involvement during the memorization process at the tahfidz home, can also cause discomfort for both teachers and students. Furthermore, time constraints due to busy school activities and homework also contribute to slowing memorization progress.

Therefore, the success of implementing the One Day One Verse method in increasing motivation to memorize the Quran at SD 01 Sumber Makmur Banjar Margo is greatly influenced by the synergy between internal factors (psychological and student self-motivation) and external factors (parental support, the environment, and a conducive learning environment). If these two aspects are balanced, the memorization process will be more optimal and learning objectives can be achieved effectively.

DISCUSSION

Learning methods play a crucial role in determining the success of any teaching and learning process, including Quran memorization. Selecting and implementing appropriate methods can create an effective and enjoyable learning environment and increase student motivation. In the context of memorization (tahfidz) education, success in memorization is determined not only by cognitive

ability but also by learning strategies that foster interest and discipline. Therefore, selecting an appropriate method is a key factor in achieving optimal results (Hayati, 2022; Razak, 2019; Zahra, & Insani, 2025).

In this study, the One Day One Verse (ODOA) method was implemented as a learning strategy aimed at increasing student motivation in memorizing the Quran at SD 01 Sumber Makmur Banjar Margo. This method is designed to foster discipline and consistency by encouraging students to memorize one verse each day. Through this approach, students are guided to memorize gradually with regular guidance, making the memorization process easier, more focused, and more meaningful.

The ODOA method is implemented through systematic and structured learning steps. Each day, the teacher recites a verse, paying attention to the rules of tajweed and the pronunciation of the letters. Students then repeat the verse until they are able to memorize it correctly. This process emphasizes not only memorization but also understanding the meaning of the memorized verse. In this way, memorization becomes more meaningful because students not only memorize the verses verbally but also internalize the values contained within them. This approach makes the learning process more enjoyable and increases active student engagement (Abbas, 2025).

Success in memorizing the Quran is fundamentally closely related to the brain's memory capacity. Therefore, effective strategies and methods are needed to help students optimize their memorization abilities. As explained by Maulia (2022), Quran memorization institutions employ various strategies to produce quality memorizers. One important initial step before beginning memorization is to first understand the reading to be memorized, including the chapters (suras), verses, meanings, and page numbers (Abi, 2019). This process can be likened to adapting to a new environment: a person needs to become familiar with their surroundings before feeling comfortable interacting with them.



The next step is to understand the relationship between the beginning and end of verses on a page. This is crucial for creating a "binding verse," which connects the top and bottom of the page. Much like someone recognizing the location of the entrance and exit to a room, this understanding helps students organize their memorization in a complete and structured manner. Furthermore, students also need to recognize the first sentence of each verse to facilitate memorization. This step is similar to how someone remembers a friend's nickname to help them remember their full name.

The final stage of this method is to cultivate the habit of reading verses repeatedly. Students are encouraged to read one verse or one page up to 20 times. The goal is to firmly imprint the verse in their memory like a visual image that sticks in their mind. Practicing reading forwards and backwards or in odd-even order can also help test memorization strength and maintain long-term retention.

Based on observations and interviews, the implementation of the ODOA method at SD 01 Sumber Makmur Banjar Margo has had a positive impact on students' learning motivation. Students demonstrated high enthusiasm for participating in memorization activities, both at school and at home. They are increasingly enthusiastic about adding new memorization skills, repeating independently, and displaying confidence when presenting their memorization to the teacher. This demonstrates that the ODOA method is not only effective in improving memorization skills but also fostering a more independent, disciplined, and responsible learning attitude.

In addition to increasing motivation, implementing the ODOA method can also foster a sense of enjoyment and comfort in the memorization process. Teachers create a conducive learning environment by using a variety of methods, such as providing keywords, using specific rhythms, and evaluating memorization through educational games or quizzes. These innovations help students avoid boredom and remain motivated to achieve their memorization goals. With active teacher in-

volvement, peer support, and a positive learning environment, the ODOA method has proven effective in improving both the ability and interest in memorizing the Quran.

However, the effectiveness of the ODOA method is dependent on various factors that influence the learning process. There are supporting factors that strengthen its success, as well as inhibiting factors that can reduce its effectiveness. Therefore, it is important to analyze both aspects to provide a basis for future evaluation and improvement. Supporting factors for implementing the ODOA method include positive student psychological well-being, strong internal motivation, and environmental support from teachers and parents. Students with stable emotional states will find it easier to concentrate and enjoy the memorization process. Meanwhile, the role of parents is also significant, for example, by accompanying their children while they review memorization at home, offering praise, or offering small gifts as a token of appreciation. This synergy between students' internal motivation and external support from the environment is the main foundation for the successful implementation of this method.

Furthermore, the teacher's role is equally crucial in creating a fun and interactive learning environment. Teachers serve not only as memorization guides but also as motivators, inspiring students to continuously strive to achieve memorization targets. A harmonious relationship between teachers and students fosters a sense of comfort, strengthens motivation, and improves the quality of educational interactions in the classroom. Therefore, the success of the ODOA method depends heavily on a combination of learning strategies, the quality of teacher-student interactions, and a supportive, conducive learning environment.

However, this study also identified several inhibiting factors. These obstacles include limited study time due to busy school schedules, lack of memorization repetition at home, and minimal parental involvement in monitoring children's memorization progress. Furthermore, less condu-

cive environmental conditions, such as peer distractions or noisy classrooms, can reduce student concentration. If not addressed appropriately, these factors have the potential to reduce the effectiveness of the ODOA method.

According to Rusmini (2025), factors influencing the learning process can be classified into three broad groups: internal factors (students' physical and mental well-being), external factors (learning environment), and learning approaches (strategies and methods used). In the context of the ODOA method, these three factors are interrelated and determine the final learning outcomes. For some students who are still shy or lack confidence, memorization can also be a challenge. In such situations, teachers are required to be more patient, creative, and adaptable to each student's individual characteristics. On the other hand, excessive parental involvement in the memorization process can actually reduce children's independence and hinder the development of personal responsibility for their memorization. Therefore, maintaining a balanced role between teachers and parents is crucial.

Overall, the success of implementing the One Day One Verse (ODOA) method in increasing motivation to memorize the Quran at SD 01 Sumber Makmur Banjar Margo is greatly influenced by the synergy between internal and external factors. Students' motivation, emotional well-being, and readiness require the active participation of teachers, parental support, and a supportive learning environment. Harmonious collaboration between these three elements is key to achieving effective and sustainable memorization (tahfidz) learning. Through the implementation of the ODOA method, it is hoped that a love for the Quran will develop from an early age, while simultaneously fostering a generation of Quranic learners who are disciplined, independent, and virtuous.

CONCLUSION

Based on the research results, the implementation of the One Day One Verse (ODOA) method

has proven effective in increasing motivation to memorize the Quran among students at SD 01 Sumber Makmur Banjar Margo. This method is implemented with a target of one verse per day for students who are already fluent in the previous verses, accompanied by guidance in the form of verse fragments, key words, and tajweed rhythms to improve pronunciation. Evaluation is conducted through impromptu quizzes and the provision of appreciation such as pictures or encouraging words, so that students become more focused, less burdened, and easier to memorize. Increased motivation is seen from the emergence of intrinsic motivation, such as the desire to become a hafidz and receive appreciation from teachers, as well as extrinsic motivation that comes from interesting learning methods, teacher support, and adjustment of memorization targets to the abilities of each student. Supporting factors for the implementation of this method include a good mood, encouragement from teachers and parents, and the provision of appreciation, while inhibiting factors include a less conducive learning atmosphere, infrequent repetition of memorization, limited time, and lack of support from parents.

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