

Implementation of One Day One Verse in Stimulating Memory in Group B Children at Al-Huda Kindergarten, South Kota District, Gorontalo City

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ABSTRACT

Objective: This study aims to describe the implementation of the One Day One Verse (ODOA) method in Al-Qur'an memorization activities and to examine how this method stimulates the memory of group B children at Al-Huda Kindergarten, South Kota District, Gorontalo City. **Method:** A qualitative descriptive approach was employed with teachers and students as research subjects. Data were collected through observation, interviews, and documentation to obtain a comprehensive understanding of the implementation process. **Results:** The findings reveal that the ODOA method was implemented systematically through daily memorization targets, muroja'ah, gradual guidance, use of engaging media, and consistent evaluation. The method effectively enhanced children's memory, as evidenced by their ability to recall new verses, continue verse fragments, and maintain previous memorization with enthusiasm. Supporting factors included teacher motivation, consistent practice, and varied media, while challenges involved individual differences in concentration and memory retention. **Novelty:** This study highlights the innovative integration of the ODOA method as an effective and developmentally appropriate approach to stimulate early childhood memory in Qur'anic memorization through creative, consistent, and structured learning activities.

INTRODUCTION

Kasmiati explains that Early Childhood Education (PAUD) is a level of education provided before children enter elementary school, aimed at children aged 0 to 6 years [1]. PAUD plays a crucial role in the initial stage of instilling moral values and character formation, while also forming the foundation for the development of children's social and cognitive abilities. Therefore, maximum attention to children's education during this period is very much needed as a long-term investment for the nation [2].

According to Zulfa and Sari, early childhood is referred to as the golden age of human development, as approximately 80% of brain growth occurs between the ages of 0 and 8. However, the reality on the ground shows that providing maximum cognitive stimulation still encounters various obstacles in a number of PAUD institutions, such as limited adequate learning media and minimal use of learning methods that encourage exploratory activities [3].

Lestari and Indrayanah state that from an Islamic educational perspective, introducing and learning the Quran from an early age is a very important aspect, because the Quran is a guide for life for Muslims. However, survey results show that the ability to read the Quran among Indonesians is still relatively low, with only around 44.57 % being able to read it fluently [4].

According to Jean Piaget's theory of cognitive development, as explained by Fitriyani et al, early childhood is in the preoperational stage, a developmental phase spanning the ages of 2 to 7, when children begin to develop the ability to use symbols and language. In this phase, children's cognitive development focuses not only on acquiring information but also on the formation and development of mental structures [5].

According to Claudia et al, in information processing theory, memory is seen as a basic element in children's cognitive functions. Memory can be defined as an individual's ability to capture, process, and store information in their mind. In early childhood, this ability develops rapidly and requires an appropriate learning approach to support the development of a child's memory capacity [6].

Based on the results of observations at Al-Huda Kindergarten in Gorontalo City in group B2, it was seen that children still had difficulty connecting one page to the next. Children's ability to memorize the Qur'an showed variations, where some children could memorize well, while others faced various obstacles in the process, not fluent when submitting memorization, less fluent in pronouncing the hijaiyah letters, not understanding the rules of reading in memorization well, and there were still errors in the length of the memorized verses.

Mansur in Idrus et al explains that the One Day One Ayat method is a Qur'an memorization program that emphasizes memorizing one verse every day, starting with short surahs. If the verse being memorized is short, children can increase the number of verses memorized by more than one verse per day. However, for longer verses, the memorization process can last up to two days for more optimal mastery of the material [7]. The One Day One Ayat method is designed to optimize the function of the left and right brain as well as children's memory, because the memorization process involves both hemispheres of the brain equally. Compared to other methods, the advantage of this method lies in its ability to produce memorization that is more durable in memory, helps children remember and understand the content of the verses, and makes it easier for them to grasp the messages and meanings contained therein. In addition, this method does not burden children because it only focuses on memorizing a small amount of material each day [7], [8], [9].

Based on the background description, the researcher plans to carry out research with the title "Implementation of One Day One Verse in Stimulating Children's Memory at Al-Huda Kindergarten, South City District, Gorontalo City."

RESEARCH METHOD

This research was conducted in group B at Al-Huda Kindergarten, South Kota District, Gorontalo City. The purpose of this study was to determine the application of one day, one verse in stimulating children's memory. The research in this study was descriptive qualitative.

This research was conducted in group B at Al-Huda Kindergarten in South Kota District, Gorontalo City. The aim was to determine the application of "one day, one verse" in stimulating children's memory. The approach used in this study was qualitative. This descriptive research aims to present a systematic and factual picture of a phenomenon without any data manipulation.

In this qualitative research, the focus is directed at how teachers at Kartini Biyonga Kindergarten carry out these roles in group B. Data collection techniques used include observation, in-depth interviews with teachers, and documentation of learning activities. The data analysis in this study is a descriptive analysis by describing the findings in the field and the data that has been successfully collected related to the conditions of the application of one day one verse in stimulating children's memory. The Implementation Stage of this research consists of initial preparation, initial observation, application of the one day one verse method, observation (observation and documentation), evaluation and measurement of memory, supporting interviews, data analysis, and conclusions of the research results.

RESULTS AND DISCUSSION

Results

Description of Research Results

Data were collected through in-depth interviews conducted in the field, supplemented by observations to enrich the information. The focus of the study was the application of the One Day One Verse method to stimulate children's memory in Group B at Al-Huda Kindergarten, South Kota District, Gorontalo City. Analysis was conducted to provide a comprehensive overview of the method's implementation and its impact on children's memory skills in Quranic learning.

Description of Observation Results

Prior to conducting the interviews, the researchers first conducted observations at Al-Huda Kindergarten in South Kota District, Gorontalo City, to gain a firsthand understanding of how teachers create a classroom atmosphere conducive to the implementation of the One Day One Verse method to stimulate children's memory. During the observations, teachers were seen praising, assisting, and guiding children when they encountered difficulties in memorizing.

Based on the results of observations in class, when the teacher reads a verse, the children try to follow along, but often make pronunciation mistakes or they are only able to repeat a small part of the verse. Some children need to repeat the verse several times before they can remember it, and even then, their memorization isn't complete. Children are also easily distracted, for example by talking with friends or paying attention to other things in class. When asked to repeat a verse they learned in a previous lesson, most children can only remember and recite the beginning of the verse.

To obtain data on the application of the One Day One Verse method to stimulate children's memory, researchers prepared an observation instrument as a data collection

tool. This instrument was used to directly observe and assess the level of application of the One Day One Verse (ODOA) method in children while at school.

A. Learning Planning

Researchers conducted observations at Al-Huda Kindergarten in group B. In implementing learning, preparation is very necessary so that learning activities run in a directed and systematic manner, so that learning objectives can be achieved optimally. Based on an interview with Mrs. AT, as the principal of Al-Huda Kindergarten. That in the daily learning planning stage there are already verses or short surahs that are determined as the target for children to memorize. Memorization activities are focused primarily on Juz 'Amma, such as surah Al-Fatihah, Al-Ikhlâs, Al-Falaq, An-Nas, as well as other short surahs that are appropriate to the developmental stage of early childhood. This planning is designed so that children can memorize the verses of the Qur'an gradually and achieve the targets set by the school. In addition to determining memorization targets, teachers also prepare learning media that support the activity process. Based on the interview results, the media used in learning include LCDs, hijaiyah letter posters, and pictures designed to attract children's attention. The use of this media aligns with observations, which show children appear more focused and motivated when the teacher displays verses through visual and audio media. This demonstrates that the teacher has considered the characteristics of young children, who tend to be easily attracted to visual and auditory stimuli. The teacher explained that the goal of this activity is to get children into the habit of memorizing the Quran from an early age. Kindergarten age is considered appropriate because at this stage children's memories are still very strong. With structured planning, the One Day One Verse activity is expected to stimulate children's memory and foster their love of the Quran from an early age.

Based on interviews and documentation, the teachers' lesson planning encompassed three main aspects: determining daily verse targets, selecting appropriate learning media, and communicating the activity objectives to the children. This planning was effective and served as a crucial foundation for the successful implementation of the One Day One Verse method at Al-Huda Kindergarten.

B. Implementation of Learning

Researchers observed that the One Day One Verse (ODOA) method was being implemented consistently and in a structured manner every day during the activities at Al-Huda Kindergarten. They found that teachers didn't simply recite verses for children to memorize. Furthermore, lesson planning integrated various strategies tailored to the characteristics of early childhood.

This activity begins when children enter the school environment, where they are first directed to do muroja'ah or repeat previous memorization.



Figure 1. is lined up on the page

The learning atmosphere seemed conducive, the children participated in the activities enthusiastically, although there were some children who occasionally lost focus but were immediately redirected by the teacher.

1. The teacher guides the children in reciting the verses with correct tajweed.



Figure 2. Teacher guiding children

2. Children follow memorization activities in stages



Figure 3. Gradual memorization

3. The teacher uses a fun method



Figure 4. fun methods

4. Child Shows enthusiasm and focus in activities



Figure 5. enthusiasm and focus

Every morning, before the main activities begin, the children are first instructed to line up neatly, then participate in habituation activities such as morning exercise, group prayer, and memorization of previously learned verses. Afterward, the teacher introduces a new verse that is the target for that day's memorization. The teacher guides the children directly by reciting the verse first, then the children imitate it together. Afterward, the children are asked to repeat it individually. The results of the researcher's observations showed that the majority of children were able to participate in the activities well, even though there were differences in their ability to remember and recite verses. The teacher is also patient in giving repetition until the child can pronounce it correctly. The learning process is also accompanied by varied strategies implemented by teachers to prevent children from getting bored. Teachers employ various learning strategies, such as games, verse quizzes, and singing verses with simple rhythms, so that children are more focused, enthusiastic, and motivated in memorizing. Furthermore, teachers consistently correct children's recitation, especially in aspects of tajweed and letter pronunciation. This demonstrates that the learning process not only focuses on memorization but also emphasizes the quality of Quranic recitation according to tajweed rules. Researchers also observed that children are able to respond well when teachers provide initial verse excerpts. Some children can even continue to the next verse without hesitation. This proves that implementing the One Day One Verse Method has proven effective in stimulating children's memory.

Based on interviews, observations, and documentation, it can be concluded that the One Day One Verse method of learning at Al-Huda Kindergarten is implemented

consistently and in a structured manner. Children enthusiastically participate in activities ranging from initial familiarization, introduction to new verses, muroja'ah, and memorization repetition. Teachers play an active role in guiding children's reading, correcting tajweed and makhraj, and creating a fun learning atmosphere through a variety of methods such as games, songs, and memorization quizzes.

This method not only emphasizes memorization but also fosters positive habits, fosters a love of the Quran, and gradually stimulates children's memory. Therefore, it can be concluded that the One Day One Verse method is effective for early childhood because it aligns with their developmental characteristics, which require learning through repetition, habituation, and creative strategies.

C. Learning Evaluation

Researchers observed that during the activities at Al-Huda Kindergarten, evaluations of the One Day One Verse (ODOA) method were routinely conducted daily. The teacher explained that evaluations were conducted at two times: during morning activities before the start of core lessons and before school ended. In the morning, the children were directed to conduct a group recitation as a form of assessment of the memorization of the previously taught texts. Then, after school, teachers check memorization on a rotating basis, usually with two to three students each day. This way, teachers can ensure all students receive a turn at the assessment within a week. In addition to individual assessments, teachers also use verse quizzes to assess students' ability to continue the verses they've learned. For example, the teacher might provide a verse excerpt, such as "Qul a'udzu bi rabbinnas," and then ask the children to continue in turn. This activity not only serves as an evaluation tool but also creates a fun learning environment, so that the children appear enthusiastic and feel proud when they are able to continue the verse correctly in front of their peers. The teacher also emphasizes that the evaluation goes beyond assessing how many verses have been memorized; it also focuses on aspects of tajwid, makhraj, and the fluency of the children's recitation. If an error is found, the teacher immediately corrects the reading so that the child gets used to reading according to the correct rules. Thus, this evaluation not only measures memorization but also aims to improve the quality of children's Quran recitation. Furthermore, teachers consistently incorporate motivational praise, such as "Masya Allah" or "Alhamdulillah" when a child successfully pronounces a verse correctly. According to teachers, giving praise is crucial because it can boost children's self-confidence and motivate them to continue actively participating in the One Day One Verse activities. Interviews also revealed that although early childhood children have limited concentration, evaluations packaged with fun strategies can keep them focused and motivated. Overall, the One Day One Verse learning evaluation at Al-Huda Kindergarten is carried out consistently, systematically, and in accordance with the characteristics of early childhood. This evaluation allows teachers to monitor children's memorization progress and ensure that they are not only memorizing but also able to recite the verses of the Quran well and correctly.



Figure 6. morning time



Figure 7. time before going home

Based on this description, it can be concluded that the One Day One Verse learning evaluation method at Al-Huda Kindergarten is carried out routinely, consistently, and creates a pleasant atmosphere for the children. Teachers evaluate memorization daily, both collectively through muroja'ah (recitation review) and individually by checking the memorization of two to three children each day. Evaluations are also packaged through verse quizzes, which increase children's enthusiasm and motivation.

Furthermore, the evaluation focuses not only on the number of verses memorized but also on the quality of recitation, such as tajweed, pronunciation, and fluency. Teachers consistently provide motivation by praising the process so that children feel appreciated for their efforts. Thus, the One Day One Verse learning evaluation helps children memorize, repeat, and recite verses effectively. Furthermore, this activity also plays a role in fostering a love of the Quran in children from an early age.

Discussion

In this description, the researcher presents an explanation that is in accordance with the research findings. Therefore, this study combines the findings obtained with the theory that is used as the basis for the research. In accordance with the methodology, this research uses a descriptive qualitative approach, namely a comprehensive description of data collected through observation, interviews, and documentation with related parties. Next, the data obtained was analyzed and interpreted with reference to relevant theories. Based on these findings, the following conclusions can be interpreted:

Research at Al-Huda Kindergarten shows that the One Day One Verse method is effective in stimulating children's memory. Teachers reported that the children were able to repeat verses they had been taught, and most could even continue verse fragments when guided. This success was supported by the consistent practice of muroja'ah (recitation) every morning and evening. These findings align with Arikunto, who stated

that habituation in the learning process, through continuous repetition, can strengthen children's long-term memory [10], [11].

Teachers emphasize tajweed and letter memorization in children's memorization, in line with Subhan, who emphasized the importance of reading quality in addition to memorization. This approach helps children get used to reciting verses correctly from an early age, and this tends to stick with them into adulthood [12], [13].

The principal stated that this program aligns with the school's vision and mission, which emphasizes the development of children's religious character. This aligns with Lickona, who emphasized that character education should begin at an early age through habituation, as good habits shape long-term behavior. Therefore, the One Day One Verse method not only emphasizes the cognitive aspect of memorization but also develops the affective aspect, namely character formation [13], [14], [15].

The teacher also explained that the focus of early childhood students is relatively short, lasting only 10–15 minutes. Therefore, the teacher implemented various learning strategies, such as quizzes, songs, and games, to maintain children's interest and focus. This approach aligns with Hurlock's theory, which states that early childhood students have a limited attention span, so learning needs to be presented in an engaging and enjoyable manner to achieve the objectives. One obstacle that emerged was the absence of children due to parents' limited ability to take them to school. Despite this, teachers consistently implement daily activities. This aligns with Suyadi's (2018) perspective, which emphasizes that the success of early childhood learning methods depends heavily on teachers' consistency in implementing strategies, despite implementation obstacles [16], [17].

Overall, the findings of this study indicate that the One Day One Verse method at Al-Huda Kindergarten has proven effective in improving children's memory while instilling religious character. These results align with theories and expert perspectives that emphasize the importance of habituation, consistency, and the implementation of enjoyable learning strategies in early childhood education.

CONCLUSION

Fundamental Finding : The study concludes that the implementation of the One Day One Verse (ODOA) method at Al-Huda Kindergarten, South Kota District, Gorontalo City, is effectively designed through structured planning, consistent daily practice, and continuous evaluation, which collectively enhance children's memory retention, engagement, and religious character formation. The integration of creative strategies – such as songs, games, and verse quizzes – further reinforces motivation and makes memorization enjoyable and developmentally appropriate. **Implication :** These findings suggest that the ODOA method can serve as a pedagogical model for early childhood Islamic education institutions seeking to improve Qur'anic memorization while fostering cognitive and moral development. **Limitation :** However, the study is limited to one institution with a small number of subjects, which may restrict the

generalizability of results across different educational settings. **Future Research** : Further studies are recommended to employ a comparative or mixed-method design across multiple schools to explore the long-term effects of the ODOA method on children's memory performance and spiritual development.

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