



ONE DAY, ONE COLOR QUR'AN MEMORY STRATEGY IN THE BOARDING SCHOOL MANAGEMENT

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Abstract

This study aims to analyze the One Day One Colour strategy implemented in the tahfidzul Qur'an program and its impact on students' motivation and participation at MTs Negeri 3 Demak, a boarding school institution located in Karangtengah District, Demak Regency, Central Java. The One Day One Colour strategy integrates Qur'anic memorization into students' daily routines by utilizing colors as visual codes and daily themes to facilitate the identification of memorization targets, enhance engagement, and make the muraja'ah (revision) process more varied and enjoyable. This research employs a descriptive qualitative approach, with data collected through observations, in-depth interviews with 12 student participants, 2 tahfidz teachers, and 1 head of the madrasah, as well as documentation related to tahfidz activities and boarding school management. The data were analyzed using the Miles and Huberman model through an interactive process of data reduction, data display, and conclusion drawing. The findings indicate that the One Day One Color strategy successfully enhances learning motivation, student engagement, memorization quality, depth of understanding of the Qur'an, and student discipline, while simultaneously facilitating the integrated management of tahfidz activities within the boarding school environment. Despite several challenges such as differences in students' memory abilities, potential confusion related to color usage, and the need for intensive coordination between teachers and dormitory supervisors' adjustments in scheduling, regular evaluations, and teacher training helped ensure optimal implementation of the strategy. These findings affirm that One Day One Colour functions not only as a memorization method but also as an innovative and contextual boarding school based educational management model, although this study does not assess its long-term effectiveness.

Keywords: One Day One Color, Qur'an Memorization, Student Motivation and Boarding School Management

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Article History	Received	Revised	Accepted	Published
	2026-01-03	2026-01-22	2026-02-22	2026-03-15

INTRODUCTION

مقدمة

Quality education is a process that not only produces students who excel academically but also possess strong character, skills, and spirituality. The quality of education in schools is reflected in a sound management system, teacher competence, a relevant curriculum, a conducive learning environment, and the involvement of all stakeholders, from the principal to the community (Fatimah et al., 2025). In the context of modern Islamic education, educational orientation demands a balance between the development of cognitive, affective, and spiritual aspects. The Qur'an memorisation program is a strategic instrument for achieving this goal because it focuses not only on memorisation mastery but also on character formation and the instilling of Qur'anic values in students' lives (Azra, 2019).

However, the implementation of tahfidz (Quran memorisation) programs in various educational institutions, including boarding schools, faces quite complex challenges. The main problem that often arises is a decline in student motivation due to the use of monotonous and a lack of varied learning methods. Memorisation techniques that rely on repetition without a creative approach tend to lead to boredom, thus hindering the internalisation of Quranic values. Furthermore, tahfidz programs have not been fully integrated with boarding school management systems. When tahfidz becomes merely a supplementary academic activity, rather than part of the daily culture, students tend to view memorisation as a burden rather than a meaningful spiritual process (Muhammad N, 2022).

Methodological challenges also arise from the dominance of traditional methods such as memorisation and individual recitation, which are less suited to the characteristics of today's more visual, active, and collaborative learners. The lack of innovation makes tahfidz (memorisation) feel like a mechanical routine and prevents students from experiencing a more enjoyable and emotionally engaging learning experience (Inayati et al., 2024). Furthermore, overly individualised learning ignores the potential for social interaction in the boarding school environment, even though boarding schools offer significant opportunities to build communities of memorisers who motivate each other and strengthen memorisation. Evaluations of tahfidz programs often emphasise the quantity of memorisation rather than the quality of the learning process, such as depth of understanding, consistency, or spiritual development of students (Muntiarti et al., 2020).

These various problems were also encountered at MTs Negeri 3 Demak, a boarding school that has implemented a tahfidz program. Despite having supportive facilities and systems, the implementation of tahfidz requires a more innovative, integrative approach that is tailored to the developmental needs of students. One strategy that has emerged as an alternative solution is the "One Day One Colour" approach, a tahfidz learning strategy that integrates elements of colour, emotional atmosphere, and daily themes. Each colour has a symbolic meaning that serves to build a positive learning atmosphere, improve memory, and encourage students' emotional and social engagement (Fadhilah, 2023).

Qur'anic memorization (tahfidzul Qur'an) learning is not solely aimed at achieving memorization targets, but also at fostering spiritual closeness, consistency in religious practice, and the internalization of Qur'anic values in students' daily lives. However, in boarding school settings, tahfidz instruction often encounters declining student motivation due to monotonous and insufficiently varied teaching methods. This phenomenon can be explained through Self Determination Theory, which emphasizes the fulfillment of autonomy, competence, and relatedness as essential factors in cultivating intrinsic motivation. From a cognitive perspective, tahfidz learning that relies predominantly on verbal repetition may impose excessive cognitive load, as articulated in Cognitive Load Theory, thereby reducing memorization effectiveness. Therefore, the use of visual stimuli such as color, as highlighted in Dual Coding Theory, along with the creation of a positive emotional learning environment as described in the Affective Filter Hypothesis, is considered capable of optimizing the memorization process and the internalization of Qur'anic verses.

Furthermore, although tahfidz learning is often individualized, it should be understood through Social Learning Theory, which asserts that individual learning behavior is shaped by social interaction, modeling, and environmental reinforcement. In the boarding school context, the residential environment provides a social ecosystem that enables the formation of Qur'anic learning communities that mutually motivate students and reinforce memorization. The success

of tahfidz programs is also strongly influenced by their integration into the institutional system and culture through boarding school based educational management, whereby tahfidz functions as a hidden curriculum. Within this framework, the One Day One Colour strategy is positioned as an innovative approach that integrates cognitive, emotional, social, and managerial dimensions, embedding tahfidz into students' everyday culture and offering a potential response to methodological and managerial challenges in the implementation of Qur'anic memorization programs in boarding schools.

METHOD

منهج

This study used a descriptive qualitative approach to gain a deep understanding of the implementation of the One Day One Colour strategy in the Qur'an memorisation program within the boarding school management system of MTs Negeri 3 Demak. This approach allows the researcher to describe real phenomena without intervention, allowing for a natural understanding of the social context and student behaviour. This aligns with the view of Bogdan and Taylor, as cited by Moleong, who state that qualitative research produces data in the form of observed words and behaviour, thus providing a complete picture of the reality being studied. The descriptive method was chosen to explain phenomena occurring in the current context (Sugiyono, 2010).

The research was conducted at MTs Negeri 3 Demak, with primary and secondary data sources (Moleong, 2014). Informants were determined using purposive sampling and snowball sampling (Yakin, 2023), including the madrasah principal, tahfidz teachers (murobbi), boarding students, and administrative staff. Data were collected through observations of learning activities and the boarding environment (Sukmadinata, 2012), structured in-depth interviews (Arikunto, 2010), and documentation of archives and learning documents (Moleong, 2018).

Data validity was tested using source and method triangulation (Pratiwi et al., 2022; Moleong, 2014). In addition, this study applied credibility, transferability, dependability, and confirmability tests as proposed by Sugiyono (2007; 2010) and Mahmud (2011), through extended observation, member checks, peer checks, and research process audits. Data analysis was carried out following the Miles and Huberman model, which includes data reduction, data presentation, and interactive conclusion drawing until data saturation (Miles & Huberman, 2009; Setyowati, 2019; Wijaya, 2018). This analysis ensures that the findings obtained are valid, consistent, and in line with the research focus related to the One Day One Colour Qur'an memorisation strategy at MTs Negeri 3 Demak.

In-depth interviews were conducted with 15 informants, consisting of one madrasah principal, two tahfidz teachers (murobbi), and twelve boarding students. The selection of student participants was based on variations in their Qur'anic memorization experience, including students with 1–2 years, 3–4 years, and more than four years of memorization practice, as well as consideration of the 12–15 age range characteristic of students at MTs N 3 Demak. This variation was intended to obtain a comprehensive understanding of the implementation of the One Day One Colour strategy from the perspectives of students with differing levels of experience and developmental stages.

During the research process, ethical principles were carefully observed by upholding informed consent and data confidentiality. Each informant was provided with a clear explanation of the research objectives, procedures, and potential benefits prior to the interviews and voluntarily agreed to participate. The identities of the informants, particularly the students, were

protected through the use of codes or initials to ensure anonymity and to prevent potential psychological or social risks. Accordingly, the data collection process was conducted ethically and responsibly in accordance with established qualitative research standards.

RESULT | نتائج

The One Day One Colour Quran Memorisation Strategy in the Boarding School Management System at MTs Negeri 3 Demak

The research revealed that the One Day One Colour strategy was systematically implemented in the management of memorisation at MTs Negeri 3 Demak. This strategy was designed to integrate the memorisation learning process with the students' daily routines at the boarding school, so that memorisation becomes not only an academic activity but also an integral part of the students' daily culture. The One Day One Colour strategy utilises colour as a visual code associated with daily memorisation targets. Each colour represents a specific juz or surah and is implemented through memorisation sheets, schedule boards, and classroom decorations. This approach allows students to more easily recognise their memorisation targets, while also making it easier for teachers and caregivers to monitor memorisation progress (Fadhilah, 2023).

In addition, the implementation of the One Day One Colour strategy is enriched by the determination of structured daily themes, so that each day, students are directed to face different memorisation focuses. This approach integrates visual elements through the use of colour with a thematic approach in learning, which ultimately creates variation in memorisation activities. With this variation, the memorisation process is not monotonous, but rather becomes more interesting and enjoyable, and is able to increase student engagement and motivation in carrying out memorisation activities continuously. This is in line with the theory of cognitive psychology, which states that visual stimuli, such as colour, can improve memory and the effectiveness of information processing (Dzulkifli & Mustafar, 2013).

The One Day One Colour strategy is not implemented independently, but rather is comprehensively integrated into the boarding school management system. This integration is reflected in the students' daily schedules, which are designed based on colour divisions and specific memorisation themes. This scheduling encompasses the entire range of student activities in an integrated manner, from wake-up time, through murāja'ah (religious gatherings), worship activities, formal learning processes, and even rest periods. This allows memorisation strategies to align with the overall life of the students within the boarding school environment. Thus, memorisation activities align with the development of character, discipline, and the students' social lives (Bush, 2011).

Memorisation mentors play a strategic role in monitoring the progress and achievement of students' memorisation on a daily basis, providing guidance tailored to the needs and abilities of each student, and conducting periodic and ongoing evaluations. This approach enables structured and systematic supervision by simultaneously integrating academic and managerial aspects. Thus, the One Day One Colour strategy serves not only as a method for memorisation activities but also as a boarding school management instrument that supports the regularity, effectiveness, and sustainability of the student development process.

Based on observations and interviews, the One Day One Colour strategy has been shown to increase students' learning motivation and emotional engagement. The colours used daily serve as visual reminders, making it easier for students to recall memorised verses or chapters

(juz'). Several students reported that this strategy made the recitation process more enjoyable than traditional, monotonous methods. This finding is supported by research showing that the use of colour in learning can improve long-term memory and information retrieval efficiency (Liu, Zhang, & Chen, 2018). Thus, One Day One Colour serves as an innovative strategy that emphasises not only the quantity of memorisation but also the quality and depth of Quranic understanding.

The integration of the One Day One Colour strategy into the boarding school's daily schedule ensures that the memorisation program runs in harmony with various other aspects of development, such as strengthening religious character, instilling disciplinary values, and developing students' interactions and social life. Thus, the process of memorising the Quran is not positioned as a separate activity, but rather an integral part of the holistic education system implemented in the Islamic boarding school environment. However, the implementation of this strategy is not without challenges, including differences in memory capacity and memorisation speed among students, potential confusion regarding the meaning or use of colour codes, and the need for intensive and ongoing coordination between memorisation teachers and dormitory administrators. To address these challenges, the Islamic boarding school has implemented various adjustments, such as conducting regular evaluations, strengthening communication and coordination between educators, and organising training for teachers to align perceptions and improve competency in implementing the strategy.

Through these various adaptive steps, the One Day One Colour strategy has proven effective as an innovative memorisation learning method. This strategy focuses not only on achieving the quantity of memorisation but also emphasises improving the quality of memorisation and deepening understanding of the Quran's content, thus supporting the achievement of comprehensive and sustainable educational goals. To address these challenges, madrasas have implemented schedule adjustments, regular evaluations, and teacher training to ensure the effectiveness of the One Day One Colour strategy. These steps align with educational management principles that emphasise the importance of adapting learning strategies to student characteristics (Schunk, 2012).

Table 1. One Day One Colour Quran Memorisation Strategy in the Boarding School Management System

Strategi Tahfidzul Qur'an One Day One Colour	Information
Strategy Implementation Mechanism	Using colour as a visual code for daily memorisation targets
Themes and Variations of Memorisation	Different memorisation Focus every day
Integration with Boarding School Management	Provide supporting facilities (books, boards, study rooms), and arrange schedules to balance with other academic activities
Strategy Effectiveness	The combination of colour media, teacher guidance, and management supports daily memorisation

Based on the results of observations and interviews, the One Day One Colour strategy was implemented through the use of colors as visual codes to designate daily memorization targets. Each color was displayed on tahfidz information boards, memorization control books, and learning space markers, serving as visual reminders for students. The use of color facilitated students' recognition of the daily memorization focus and contributed to a more structured and engaging learning environment. Beyond functioning as markers, the colors also represented variations in daily activity themes, such as the submission of new memorization, muraja'ah (revision), reinforcement of tajwid, and reflection on the meanings of verses. As a result, tahfidz learning was perceived as less monotonous, and students demonstrated greater mental

readiness to engage in the learning process.

As expressed by one tahfidz teacher during the interview:

“Each day we assign a specific color to indicate the students’ memorization target. The color is displayed on the tahfidz board and in the memorization control book. In this way, students immediately know the focus of the day, whether it is new memorization, muraja’ah, or tajwid reinforcement.”

Similarly, a student participant stated:

“When we see the color on the tahfidz board, we immediately understand the activities for that day. For example, the blue color usually indicates muraja’ah, so from the morning we are already prepared to revise our memorization.”

From an institutional perspective, the One Day One Colour strategy has been integrated into boarding school management through the provision of supporting facilities, systematic scheduling of tahfidz activities, and intensive guidance from tahfidz teachers. This integration enables students to achieve their daily memorization targets consistently without experiencing excessive pressure. Overall, the effectiveness of this strategy is supported by a combination of color-based media, teacher mentorship, and coordinated management, allowing it to function not only as a learning method but also as a managerial approach to enhancing the quality and sustainability of the tahfidzul Qur’an program at MTs Negeri 3 Demak.

Based on the table above, the One Day One Colour strategy at MTs Negeri 3 Demak is a memorisation learning approach that is designed and implemented in a planned, systematic, and integrated manner within the boarding school management. The use of colour as a visual code has been proven to help students remember daily memorisation, increase the variety and attractiveness of learning, and encourage motivation, enthusiasm, and active involvement of students in memorisation activities of the Al-Qur'an. The integration of this strategy with the daily schedule and activities makes the tahfidz program aligned with the development of religious character, discipline, and the development of the social life of students, so that the process of memorising the Al-Qur'an takes place holistically. Despite facing various challenges, such as differences in memorisation abilities, potential confusion in the use of colours, and the need for intensive coordination between educators, adjustment efforts through periodic evaluations, strengthening coordination, and teacher training are able to optimise the implementation of the strategy. Thus, the One Day One Colour strategy is effective as an innovative method that not only emphasises the quantity of memorisation, but also the quality and depth of understanding of the Al-Qur'an in supporting the achievement of sustainable educational goals.

The Impact of the Implementation of the One Day One Colour Strategy on the Motivation and Participation of Students in the Boarding School Management System at MTs Negeri 3 Demak

The results of the study indicate that the application of a colour-coding system differentiated by day and memorisation theme makes it easier for students to recognise and organise the material to be memorised. The colour differences serve as visual markers that help students build clearer associations between time, theme, and memorisation content. From a cognitive perspective, colour acts as a visual stimulus that supports the process of encoding information into long-term memory, while also facilitating the process of retrieving that information (retrieval) when students conduct muroja'ah or memorisation evaluations. This condition is in line with the findings of various studies that show that the use of colour-coding in learning materials is proven to be more effective in improving memory, understanding, and

information retention compared to materials presented without colour variations.

In addition to its positive impact on cognitive aspects, the use of colour also has significant implications for the affective and motivational aspects of students. The variety of colours in the memorisation material makes the memorisation process feel more interesting, dynamic, and not monotonous, thereby reducing the boredom that often arises in repetitive memorisation activities. Students feel that this method helps foster a sense of enthusiasm and higher involvement in participating in the tahfidz program. Management confirms that this condition contributes to maintaining students' intrinsic motivation, which ultimately has a positive impact on the consistency, discipline, and sustainability of students in carrying out their daily memorisation routine optimally.

Furthermore, the consistent and systematic use of colour plays a crucial role in establishing a focused, clear, and structured learning routine, a key principle in boarding school-based educational management (Bush, 2011). This approach helps create a learning pattern that is easily recognised and followed by students in their daily activities. Thus, students not only know and understand the memorisation targets they must achieve, but also have a clear basis for planning daily murāja'ah activities more effectively and in an organised manner. Consequently, the learning process becomes more manageable, thus minimising confusion and significantly reducing students' learning stress levels.

With the implementation of the One Day One Colour strategy, student participation in memorisation activities has shown a significant increase. This is evident in several observable indicators throughout the program. First, student attendance at memorisation and recitation sessions has become more disciplined. Students arrive on time and adhere to the memorisation schedule more consistently than before the strategy was implemented. This more disciplined attendance is not only due to the rules, but also because the daily colour serves as a visual reminder that marks the activities to be done, so students consciously prepare themselves to focus on memorisation according to the day's colour theme.

Second, students become more actively engaged in the learning process. They more frequently ask their teachers questions when they encounter difficulties memorising verses, help friends who are behind in their recitation, and participate in group discussions. This is largely driven by the shared colour identity within the group, which creates a sense of togetherness and solidarity. By wearing the same colour, students feel part of a team, thus motivating them to support each other and improve group performance, rather than solely focusing on individual interests.

Third, additional activities related to memorisation, such as memorisation competitions, Quran quizzes, or inter-group mentoring sessions, are now more popular among students. The daily colours serve not only as aesthetic symbols but also as symbols of competition and togetherness within the groups. Students are motivated to actively participate because they feel proud to be part of a group with a certain colour and want to demonstrate their memorisation skills in a healthy, competitive context. This effect creates a dynamic learning atmosphere, where students not only focus on individual memorisation but also learn to work together, motivate each other, and participate in activities that require collaboration and social interaction.

The integration of the One Day One Colour strategy into the daily activity schedule in the boarding school environment allows the tahfidz program to be implemented harmoniously and continuously with various other aspects of development, such as strengthening religious character, internalising disciplinary values, and developing social interactions and community life

for students. Through this integration, the activity of memorising the Qur'an is not placed as a stand-alone activity or separate from other educational activities, but rather is positioned as an inseparable part of the holistic education system implemented in Islamic boarding schools. Thus, the One Day One Colour strategy functions as an innovative approach that is not only oriented towards achieving the quantity of memorisation alone, but also emphasises improving the quality of memorisation and the depth of students' understanding of the contents of the Qur'an (Liu, Zhang, & Chen, 2018).

Overall, the implementation of the One Day One Colour strategy has proven effective in increasing student engagement in all aspects of tahfidz (memorisation) activities. This includes discipline in attending memorisation sessions, active and consistent participation in murāja'ah activities, and enthusiasm in participating in various additional activities that support the learning process. The use of daily colours serves not only as a visual motivational tool but also as a symbol of group identity that strengthens a sense of togetherness and collective responsibility. This approach makes student participation more structured, directed, and enjoyable, while creating a conducive learning environment. Thus, the One Day One Colour strategy supports the achievement of the overall learning objectives of tahfidz, not only in terms of the quantity of memorisation, but also in terms of the quality of students' understanding, consistency, and development of positive attitudes.

In addition to improving the technical aspects of memorisation, this strategy also impacted the students' attitudes and learning behaviour. Students demonstrated a higher level of discipline in adhering to the established memorisation schedule, as well as greater consistency in carrying out their daily memorisation routines. This condition indicates that the One Day One Colour strategy is not only effective in improving academic memorisation achievement but also plays a role in forming positive and sustainable learning habits in the tahfidz program. This is in line with research stating that the use of colour-coding can improve memory performance and assist the process of learning long texts or memorisation (Dzulkifli & Mustafar, 2013; Mahn & Martinsen, 2012).

The students gave positive reviews of the One Day One Colour strategy, which they considered not only enjoyable but also very helpful in maintaining their focus on the tahfidz program. In their experience, implementing this strategy made memorisation activities more structured and systematic. They felt a clear pattern in their learning routine, allowing each memorisation activity to be carried out more focused and efficiently. Furthermore, the use of colour in the One Day One Colour strategy served as an effective visual reminder, helping students stay consistent and focused on their memorisation targets each day. These colours not only beautified but also formed mental associations that made it easier for them to remember the sequence of activities and memorisation priorities, making the learning experience more enjoyable and less monotonous.

From the perspective of tahfidz administrators and teachers, the One Day One Colour strategy is considered highly effective in increasing student motivation and participation overall. With a structured system, teachers can more easily manage memorisation activities, monitor each student's progress, and provide appropriate guidance as needed. This strategy also encourages a positive learning atmosphere, where students feel encouraged to compete healthily with one another, thus creating an environment that supports optimal development of Quran memorisation and understanding. Furthermore, this approach strengthens students' discipline, responsibility, and self-confidence because they can clearly see the progress they have achieved (Bush, 2011).

Academically, the One Day One Colour strategy makes a significant contribution to the development of an innovative tahfidz methodology that combines cognitive and psychological approaches. From a managerial perspective, this strategy demonstrates that integrating learning systems with boarding school routines can simultaneously improve the efficiency of educational management and character development. These findings provide an empirical basis for other madrasahs to adopt similar strategies in their boarding-based tahfidz programs, so that the positive impact of One Day One Colour can be felt more widely (Schunk, 2012).

Table 2. Impact of Implementing the One Day One Colour Strategy

The Impact of Implementing the One Day One Colour Strategy	Information
Implementation and Integration	The One Day One Colour strategy has been successfully implemented systematically, making memorising the Qur'an part of the daily culture of students and boarding school integration.
Visual Approach and Theme	The use of daily colours and themes effectively increases student engagement, makes it easier to recognise memorisation targets, and makes the learning process more enjoyable.
Time Management and Routine	A structured study schedule based on colour and theme helps build discipline, effective time management, and supports a balance between memorisation, worship, and academics.
Supervision and Cognitive Effectiveness	Regular teacher monitoring and visual stimulation through colour increases motivation, quality of memorisation, and long-term memory retention.
Challenges and Strategy Adjustments	The strategy requires intensive coordination, individual adjustments, consistency, and regular evaluation to address differences in student abilities and ensure long-term effectiveness.

The One Day One Colour strategy in this study has been demonstrated to be systematically implemented and integrated into boarding school life. Its application extends beyond the submission of memorization to daily student routines, including muraja'ah (revision), habitual religious practices, and scheduled independent study. This integration positions Qur'anic memorization as part of students' everyday culture rather than merely an academic activity. The visual approach, using color and daily themes, enhances student engagement in the tahfidz process, makes memorization activities more enjoyable, facilitates the recognition of memorization targets, and supports time management and discipline, allowing memorization, religious practice, and academic activities to proceed in a balanced and structured manner.

As one tahfidz teacher stated during the interview:

“With the daily color system, it is easier for us to guide students toward their memorization targets. The schedule is clear and integrated with dormitory activities, so students do not feel burdened. We can also monitor memorization progress more efficiently because each day has a distinct focus.”

Similarly, a student participant reported:

“When colors are used, I remember more easily what I need to submit today. Memorization does not feel monotonous, and I am more motivated because the target is clear.”

From the perspective of supervision and cognitive effectiveness, routine monitoring by tahfidz teachers, supported by visual stimulation, contributes positively to students' motivation,

memorization quality, and long-term retention. Teachers can track memorization progress more efficiently, while students are motivated to achieve their established daily targets. Nevertheless, the implementation of this strategy faces several challenges, such as the need for intensive coordination among stakeholders and differences in students' memorization abilities, which require flexibility and individual adjustment. Therefore, regular evaluation is necessary to ensure that the One Day One Colour strategy remains effective and adaptive to the dynamic needs of the students.

Based on the table above, the One Day One Colour strategy has proven effective in improving the quality of tahfidz learning in various aspects. Cognitively, the use of colour facilitates memorisation, strengthens memory, understanding, and retention of material. From a motivational and affective perspective, this strategy makes memorisation more engaging, reduces boredom, and increases student enthusiasm and engagement. This strategy also supports a structured learning routine, facilitates planning of muraja'ah (religious study sessions), and improves discipline and consistent attendance through visual reminders.

Furthermore, the application of colour encourages participation and cooperation, increases interaction among students, builds group solidarity, and makes additional activities such as competitions or quizzes more appealing. This positive impact is also reflected in attitudes and behaviour, with students becoming more disciplined and developing positive study habits. Assessments from students and teachers indicate that this strategy is enjoyable, improves focus, enhances memorisation, and simplifies management and supervision. From an academic and methodological perspective, this strategy represents a learning innovation that integrates cognitive and psychological approaches, while simultaneously improving educational efficiency and overall character development.

Time management and structured routines based on colour and theme help students build discipline, plan their muraja'ah effectively, and maintain a balance between memorisation, worship, and academic learning. Furthermore, regular supervision and monitoring by teachers, along with visual stimulation through colour, enhance students' motivation, memorisation quality, and long-term memory. Overall, One Day One Colour is not only effective in improving memorisation achievement but also creates a fun, structured, healthy, competitive, and sustainable learning environment.

DISCUSSION

مناقشة

The One Day One Colour strategy implemented at MTs Negeri 3 Demak demonstrates an effective integration between Quran memorisation methods and boarding school learning management. In this strategy, each memorisation target set for the day is associated with a specific colour. These colours serve as visual codes, making it easier for students to remember and track their memorisation daily. Thus, this approach not only supports systematic memorisation but also strengthens learning management in the boarding school environment through consistent visual stimulation. This approach aligns with the principles of cognitive psychology, which states that visual stimulation, including colour, can improve memory and information processing effectiveness (Dzulkifli et al., 2013). The use of colour allows students to intuitively recognise memorisation targets while also facilitating teachers and caregivers in monitoring memorisation progress.

In addition to influencing cognitive aspects, the One Day One Colour strategy also has a significant impact on the motivation and emotional engagement of students. With daily themes

combined with colour variations, the muraja'ah process becomes more interesting and enjoyable, thereby stimulating students' interest in learning more effectively. This approach also supports the formation of a culture of memorising the Qur'an as part of the daily routine at boarding schools, making memorisation not only an academic activity but also a means for internalising spiritual values and developing self-discipline. In other words, this strategy combines aspects of learning, motivation, and spiritual values into a consistent daily practice. This supports the formation of a culture of memorising the Qur'an as part of the daily routine at boarding schools, so that memorisation becomes not only an academic activity but also part of the internalisation of spiritual values and self-discipline (Nugraha et al, 2025).

From a managerial perspective, the One Day One Colour strategy allows for the comprehensive integration of tahfidz activities into students' daily schedules. These activities encompass various aspects of students' daily lives, from wake-up time, muraja'ah (recitation), worship, academic learning, and rest periods. This arrangement helps establish a structured and consistent learning routine, enabling students to manage their time more effectively. Furthermore, this integration supports a balance between Qur'an memorisation, character development, and social activities, making students' learning experiences more holistic and integrated. Regular supervision by tahfidz teachers (murobbi) also ensures that individual evaluations and guidance can be conducted in a structured manner (Bush, 2011).

Although the One Day One Colour strategy has proven effective in supporting memorisation and student learning management, its implementation still faces several challenges. One of these is the difference in memory abilities among students, which may cause some students to memorise more quickly than others. Furthermore, the use of colour as a visual code can be confusing if it is not applied consistently. Another challenge that arises relates to the need for intensive coordination between all related parties, including teachers, caregivers, and madrasah principals, so that this strategy can be implemented optimally and provide maximum benefits for all students. Therefore, madrasahs adjust schedules, conduct periodic evaluations, and provide teacher training so that One Day One Colour can run optimally according to student characteristics (Schunk, 2012).

Although the One Day One Colour strategy generally demonstrates positive effects, the study also revealed that not all students experienced uniform improvements in memorization. Based on interview and observation data, approximately five out of thirty boarding students continued to face difficulties in achieving their daily memorization targets, despite participating in learning activities guided by color and daily themes. These challenges were primarily related to limitations in short term memory, slower memorization pace, and the need for more intensive guidance compared to other students. These findings indicate that while the One Day One Colour strategy is effective as a general approach, it still requires individual adjustments to accommodate variations in students' cognitive abilities.

Beneath the overall effectiveness of the One Day One Colour strategy lies a structural dilemma that warrants critical consideration. Disparities in memorization abilities among students create challenges in implementing uniform targets, as the standardized use of colors and daily themes may impose greater pressure on students with slower memory capacity. The color-based visual approach can also generate cognitive confusion if consistency is not maintained or when students must adapt to rapidly changing themes. From an institutional perspective, this strategy demands a high administrative and coordination workload, including color-based scheduling, tracking memorization achievements, and synchronizing the roles of tahfidz teachers and dormitory supervisors. Such administrative pressures may shift educators'

focus from pedagogical guidance to procedural compliance if not supported by an adaptive management system. Therefore, the success of the One Day One Colour strategy depends not only on its methodological design but also on structural flexibility, human resource readiness, and the institution's capacity to manage diverse student abilities fairly and sustainably.

CONCLUSSION | خاتمة

The One Day One Colour strategy implemented at MTs Negeri 3 Demak has proven to be an innovative and comprehensive approach to Quran memorisation in a boarding school environment, as it integrates cognitive, affective, and managerial aspects. Research findings indicate that using colour as a visual code for daily memorisation targets makes it easier for students to remember and track memorisation progress, while simultaneously increasing motivation, emotional engagement, and interest in learning through consistent visual stimulation. This strategy contributes to establishing a culture of Quran memorisation as a daily routine integrated into all student activities, from waking up to muraja'ah (recitation), worship, academic learning, and even during breaks. This ensures that memorisation is not only academic but also serves as a means of internalising spiritual values and fostering self-discipline. From a managerial perspective, regular supervision and coordination between teachers, caregivers, and the madrasah principal enable effective individual guidance and evaluation of memorisation progress. Although challenges were encountered in the form of differences in students' memory abilities, potential inconsistencies in the use of colors, and the need for intensive coordination, efforts to adjust the schedule, regular evaluations, and teacher training were able to optimize the implementation of this strategy, so that overall it proved effective in improving the quality of memorization, student participation, and the formation of a spiritual culture and discipline.

The One Day One Colour strategy implemented at MTs Negeri 3 Demak demonstrates that successful Qur'anic memorization (tahfidz) learning cannot be achieved solely through technical repetition of memorization, but requires a holistic integration of cognitive, affective, and managerial aspects. From a cognitive perspective, the use of colors as visual codes aids students in processing information and strengthening long-term memory, thereby facilitating recognition and internalization of memorized content. In terms of affective aspects, increased motivation, emotional engagement, and learning interest were observed through daily thematic variations and a positive learning environment, which simultaneously fostered a culture of Qur'anic memorization as a daily routine and served as a means for internalizing spiritual values and self-discipline. From a managerial perspective, this strategy enables the integration of tahfidz activities into students' daily routines in a structured and balanced manner, supporting time management, memorization consistency, and character development. Supervision by tahfidz teachers, coordination with dormitory supervisors, and involvement of the school principal ensure that the strategy is implemented adaptively according to students' abilities, despite challenges such as differences in memory capacity and the need for intensive coordination. Accordingly, the One Day One Colour strategy underscores that modern tahfidz learning should be part of a holistic educational ecosystem, focusing not only on the quantity of memorization but also on the quality of value internalization, personal capacity development, and the sustainability of learning.

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