

The Effect of Dhuha Prayer Habituation on the Awareness of Performing Fard Prayers among Madrasah Ibtidaiyah Students

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Abstract

This study examines the influence of Duha prayers on students' daily performance of fardhu prayers. A quantitative approach was utilized, involving surveys, questionnaires, and interviews for data collection. Descriptive statistical analysis was conducted. The research findings indicate a correlation between regular Duha prayers and students' adherence to fardhu prayers at home, with a 20.5% and 79.5% difference in performance before and after implementing the Duha prayer, respectively, which can be attributed to various factors. This percentage demonstrates the impact of the habit of Duha prayers on students' consciousness in fulfilling fardhu

prayers, with the main contributing factor being the students' awareness developed through consistent practice at school. The consistent practice of habits can significantly influence a person's personality. Similarly, incorporating the habit of performing the Duha prayer is essential in shaping students' personalities. The implementation of fardhu prayers at home has a noticeable impact on students. Since fardhu prayers are obligatory for Muslims, it is essential to have a supportive process to ensure their fulfillment.

Keywords: duha prayer; fardhu prayer; madrasah ibtdaiyah students

INTRODUCTION

Prayer holds immense significance in the daily lives of Muslims. In Surah Al-Ankabut, verse 45, the Qur'an affirms this, stating, "Indeed, prayer prevents evil and evil deeds." This verse serves as a powerful motivator for Muslims to continue both sunnah and obligatory prayers (Faqih et al., 2024).

Extensive research highlights the spiritual and physical benefits of prayer (Lekhak et al., 2020). It promotes inner calm, relaxation, and self-focus, with each movement offering profound benefits (Salsabila, Samawi, & Astuti, 2023). By centering on oneself and placing hope in Allah (Swt), prayer becomes a soothing experience for the heart and mind (Nurhadi, 2021).

A study by Sibyan (2022) reveals a significant correlation between prayer and daily piety, showing that those who perform the five daily prayers exhibit strong spirituality. The discipline and commitment of regular worshippers reflect their dedication and potential for personal growth.

Fard prayers, mandatory for Muslims, must be performed five times daily; neglecting them incurs sin, while fulfilling them is rewarded. Sunnah prayers, while not obligatory, bring rewards upon completion without penalty for omission (Shobri, 2024).

An alternative viewpoint often overlooks sunnah prayers, as they are not obligatory. However, sunnah prayers complement obligatory ones and have a positive psychological impact, calming the heart and mind (Rahmalia et al., 2024).

According to recent data from the Directorate General of Population and Civil Registration, Ministry of Home Affairs, the majority of Indonesia's population practices Islam, accounting for 87.08%, followed by Christians at 7.40%, Catholics at 3.07%, and Hindus at 1.68% (Muhamad, 2024).

Devotion to religious practices plays a crucial role in sustaining life and empowering individuals to navigate its complexities. It fosters a meaningful sense of identity in the face of challenges and instills a deep belief in God, which in turn nurtures optimism and calmness throughout life's journey (Hossini et al., 2023).

Maintaining a positive outlook is believed to be closely tied to adherence to religious principles. Starting with a pure heart, this mindset extends to a clear mind, enabling individuals to handle life's challenges effectively. Those devoted to their worship are often better equipped to navigate difficulties. Within the religious community, there is a strong

emphasis on demonstrating unwavering devotion to God, particularly through the performance of obligatory prayers (Sari & Sutrisno, 2024).

According to the Decree of the Minister of Religion of the Republic of Indonesia Number 347 of 2022, which addresses the Guidelines for Implementing the Independent Curriculum in Madrasah, religious habituation is emphasized. The decree explains that habits are formed through conditioning the learning environment in a simple manner, allowing the purification of the soul (*tazkiyatun nufus*) through the struggle against desires (*mujahadah*), seeking Allah's blessing, and training the soul to resist negative influences (*riyadlah*) (Kementerian Agama Republik Indonesia, 2022).

There is a need for active habituation from early childhood to develop the practice of prayer (Muhammad et al., 2024). Habituation plays a significant role in shaping an individual's personality (Lickona, 2022). Through repeated practice, motor skills are developed, influencing cognitive, affective, and psychomotor aspects (Muhammad et al., 2021).

The process of habituation is emphasized in character development due to its role in fostering familiarity with positive behaviors (Muhammad et al., 2023). As a result, individuals who were not previously inclined to engage in positive activities can become accustomed to them (Jereb et al., 2023). Therefore, habituation should be integrated into the educational curriculum. In the independent curriculum, it is the most crucial component that teachers should instill in their students (Syahbana et al., 2024).

The habituation process begins with ideas put into action (Muhammad et al., 2024). When an action is repeated, it becomes a habit, and with continued repetition, this habit becomes part of one's character (Taja et al., 2021).

Performing Duha prayers has become a regular practice in Islamic and public schools and continues to be implemented today. Typically, these prayers are held in the morning before the school day begins, usually between 6:30 and 7:15, in accordance with school policy. They are often conducted in congregations led by PAI teachers or the Student Affairs section.

This discussion highlights the significant impact of habitual prayer on personality. Consistent, habitual practice can extend its influence to other activities as well. Therefore, further research into the effects of habituation is necessary to confirm its positive impact.

A study by Rahmalia (2024) found that performing Duha prayers can enhance students' disciplinary attitudes, with 66.5% of participants indicating that this habit positively influences their behavior. Similarly, a study by Abriellia et al. (2024) revealed that the habit of Duha prayers improves morality, leading to greater patience, discipline, and spirituality.

Through interviews with teachers, researchers have found that Duha prayer helps cultivate a devout Muslim identity among students. Schools, as centers for character development, aim to nurture obedient worshippers and Duha prayer serves as a strong foundation for instilling obedience in worship.

This study examines the impact of regular participation in Duha prayer at school on students' performance of Fardu prayers both at school and at home. Despite being a voluntary prayer, Duha prayer significantly influences an individual's character. Consistent engagement with small acts of worship gradually yields a powerful positive impact.

SDIT Zakia, located in the Banjaran area of Bandung Regency, has implemented a daily Duha prayer program. Teachers set an example and express love towards students during the practice, fostering unique positive traits. The habit of Duha prayer at school has generated positive responses, particularly in students' commitment to performing obligatory prayers at home. Parents have reported that the school's regular Duha prayer program has supported their children's prayer habits at home. Consequently, this research investigates the influence of habitual Duha prayer on students' performance of Fardu prayers at home.

METHODS

This study employs a quantitative approach using a field survey method (Sugiyono, 2019). This approach was chosen to investigate the impact of implementing the Duha prayer at school on adherence to the Fardu prayer at home, given that students' regular practice of Fardu prayers significantly influences their habits. The study collected data from 37 students and their parents

at Zakia Integrated Islamic Elementary School in Banjaran, Bandung Regency, West Java, Indonesia. The school is known for its

comprehensive Islamic education and its emphasis on instilling strong moral values in students. A key program at the school, the Duha prayer habituation program, was the focus of this research. The strategic location of the school facilitated efficient data collection.

Both students and their parents played essential roles in providing valuable insights. Parents, as key respondents, offered firsthand observations on the impact of the Duha prayer practice.

The sampling technique employed was probability sampling, specifically simple random sampling. The researcher carefully selected the sample to ensure its appropriateness, which helped enhance the reliability of the study.

Data collection involved two instruments. First, a questionnaire was distributed to the parents of 37 students, focusing on the practice of Duha prayers at school and students' adherence to Fardu prayers at home. Second, interviews were conducted with both parents and students to explore the habit of Duha prayers and its influence on the performance of Fardu prayers. Interviews were conducted randomly, with structured questions to gather comprehensive data. The questionnaire aimed to analyze patterns of Fardu prayer performance among students before and after incorporating Duha prayers into their routine. The interview design focused on the communication dynamics between parents and students, providing evidence of parental recognition of the influence on students after habituation.

Data analysis was conducted using descriptive statistical methods to thoroughly examine the impact of Duha prayer practice. The data were collected, processed, and presented to generate meaningful insights. Additionally, an overview of results from other data collections was provided to conclude the influence of Duha prayer habituation. The data analysis was meticulously applied to form well-founded conclusions.

DISCUSSION

The study involved distributing questionnaires to the parents of students to investigate the impact of Duha prayers on students' adherence to Fardu prayers under parental guidance. The findings were positive. The questionnaires were distributed to 37 participants as part of the research sample.

Before analysis, preparatory tests were conducted to determine whether the sample data represented a normal or abnormal population. The criteria for the normality test are as follows: if the significance value is > 0.05 , then H_0 is accepted; if the significance value is < 0.05 , then H_0 is rejected. The results of the normality test are presented in Table 1:

Table 1. Classic Assumption Analysis

Assumption	Tests	Statistical Value	Testing Criteria	Conclusion
Normality	One-Sample Kolmogorov-Smirnov	$p = 0.090$	$p > 0,05$: Data is normally distributed	Fulfilled
Multi-collinearity	Tolerance / VIF	Tolerance = 1.000, VIF = 1.000	VIF < 10 & Tolerance $> 0,1$: There is no multicollinearity	Fulfilled

Table 2. Hypothesis Testing

Hypothesis	Tests Used	Statistical Indicators	Statistical Value	Testing Criteria	Conclusion
Model Significance Test	ANOVA (Test F)	F Statistic	9.013	$p < 0.05$: Significant model	Significant
Coefficient of Determination	R-Square	R^2 , Adjusted R^2	$R^2 = 0.205$, Adjusted $R^2 = 0.182$	Adjusted R^2 high enough	Fulfilled
Test t	T test on individual regression	t-statistics, p-value	-	$p < 0.05$: Significant coefficient	Test

Table 1 presents the classical assumption test, which validates the regression model, while Table 2 focuses on hypothesis testing to assess the significance of the model and individual variables. The data used in this study meet the classical assumption criteria.

The results from the questionnaires were corroborated by interviews with the parents of students at Zakia Integrated Islamic Elementary School. In general, the parents reported noticeable changes following the implementation of the Duha prayer habit, which positively impacted the performance of Fardu prayers at home. Students showed increased discipline and self-awareness in performing their Fardu prayers. Some students even took the initiative to pray on time and encouraged their parents to join in congregational prayers. Additionally, the practice of Duha prayer influenced the affective and psychomotor aspects of the students, contributing to greater maturity in their actions based on religious

principles. Parents expressed satisfaction with the program and provided positive feedback on the implementation of Duha prayer practices at school.

Several key aspects emerged from our discussion, highlighting the impact of incorporating Duha prayers into the daily routine at Zakia Integrated Islamic Elementary School. These include habituation, discipline, and motivation—elements that are clearly reflected in the Duha prayer habituation activities. These factors play a significant role in fostering students' commitment to performing Fardu prayers at home.

Habituation

The habit of performing Duha prayer, a voluntary prayer observed by Muslims after sunrise and before noon, has a significant impact on students' adherence to Fardu prayers at home. Zakia Integrated Islamic Elementary School has successfully instilled habits that positively shape students' character. The school is committed to the holistic development of its students, demonstrating a clear focus on excellence in education. In contrast to institutions that prioritize quantity over quality, this strong commitment yields positive, high-quality results.

Ardi (2024) emphasizes that schools' ability to influence students' cognitive processes and behavior is a crucial aspect that requires ongoing attention. Instilling the importance of consistently practicing even simple tasks is no easy feat. Schools must cultivate a collective dedication among their members to create a supportive, motivating environment (Muhammad et al., 2024).

Key steps for achieving academic success through habit formation in schools include: 1) Implementing strategies focused on efficiency, effectiveness, productivity, and relationship-building to reinforce positive habits within the school environment; 2) Preparing dedicated educators committed to sustainable training; 3) Implementing an active process supported by specialized components rooted in school management; 4) Aligning the design, targets, and objectives to be achieved; 5) Evaluating activities collectively and reaching mutual consensus; 6) Demonstrating unwavering commitment; and 7) Incorporating essential quality components in policy formulation (Aziz et al., 2020).

Lickona (2022) defines habituation as the principle of balance in the learning process, where individuals develop through repetition and self-synchronization. Implementing habits involves moral aspects across the cognitive, affective, and psychomotor domains, resulting in a disparity between those who are accustomed to certain habits and those who are not. Those familiar with these habits find it easier to perform the expected actions, while those who are not accustomed face greater challenges (Khilmiyah & Wiyono, 2021).

Encouraging habituation in children is a positive step in their development (Hartkopf et al., 2019). Getting accustomed to performing positive actions plays a crucial role in character and moral development (Tafsir, 2018). These habits not only hold intrinsic value but also significantly impact both the body and soul. Structured and sustainable

habits can lead to immeasurable goodness, benefiting both oneself and others (Taja et al., 2024).

Discipline

At Zakia Integrated Islamic Elementary School, there is a strong emphasis on the discipline of performing Duha prayer. The school encourages every student to engage in Duha prayer daily, aiming to instill the importance of this practice. This focus on discipline effectively highlights the benefits of Duha prayer, ultimately influencing students' performance of Fardu prayers at home.

Discipline is crucial in education, helping individuals develop structured and well-directed behaviors (Welsh & Little, 2018). It is essential for setting and pursuing goals effectively, maximizing one's potential. Conversely, a lack of discipline can disrupt an individual's thought processes and emotional patterns, steering them away from their objectives (Ndiung et al., 2019).

The discipline cultivated through regular Duha prayer significantly shapes character, prompting individuals to take necessary actions and instilling discomfort when the practice is neglected. This sense of unease emphasizes the parallel between building habits and character development. Over time, discipline becomes intrinsic to an individual's personality, driving them to strive for excellence (Norman et al., 2023).

Implementing rules, coupled with rewards and punishments, is an effective way to instill discipline (Zaini, 2023). When students do not participate in the Duha prayer practice, reprimands or other supportive

activities can serve as corrective measures. These rules aim to foster mutual understanding and thorough evaluation.

Discipline also requires role models. Those who practice Duha prayer must demonstrate strong personal commitment. As students progress through their education, they encounter individuals who serve as role models, guiding their behavior. This highlights the importance of each person's role in shaping students' actions and making them feel valued in the educational process (Sanusi et al., 2024).

Before introducing the practice of Duha prayers, which involves discipline, it is essential to gain mutual agreement from parents. This agreement ensures collaboration between the school and parents in guiding students to maintain positive behaviors. While positive behaviors are often seen as confined to the school, with parental involvement, these practices can be reinforced at home, making them an integral part of the student's education and development (Alhamuddin et al., 2023).

Motivation

The impact of cultivating the habit of Duha prayers on students' commitment to performing Fardu prayers is closely linked to motivation. Teachers play a crucial role in motivating students by introducing positive stimuli that alter their thought patterns and behaviors.

Hubley (2024) emphasizes that motivation is essential for a fulfilling life. A lack of motivation can lead to decreased enthusiasm and aimlessness. Insufficient motivation has been associated with low self-confidence,

susceptibility to illness, and inconsistency in daily routines (Chamberlin et al., 2018).

Motivation can be defined as the encouragement that fosters a sense of drive (Maslow, 2023). Motivated learning is highly beneficial, as it transforms one's mindset and cognition, fostering personal development, broadening perspectives, and enhancing insight. Maintaining a forward-looking outlook can boost creativity and promote innovative thinking (Nurhakim et al., 2024).

In all areas of activity, motivation is key to achieving desired objectives (Lin et al., 2017).. Within the classroom, teachers are central motivators for students (Sincer et al., 2019), conveying messages of peace and working to foster progress (Cohan & Howlett, 2017). Students who lack enthusiasm should be approached and guided to reignite their motivation for learning.

The development of both intellectual and spiritual intelligence within an individual's personality is deeply rooted in motivation (Goleman, 2021). As inherently social beings, humans rely on the support of their social environment, making motivational influences essential for personality development (Nur'aeni & Ramdan, 2023). This is especially important in enhancing emotional intelligence, which is closely linked to emotional well-being.

Motivation involves several key steps: 1)Acquiring knowledge that promotes positive behavior; 2)Communicating clearly and purposefully; 3)Maintaining an optimistic outlook in interactions;

4) Approaching situations with thoughtful consideration; and 5) Striving for self-improvement (Akpapuna et al., 2020).

The habit of performing the Duha prayer among students significantly impacts their commitment to fulfilling obligatory prayers, driven by strong motivation. Motivation plays a crucial role in guiding one's actions. By familiarizing students with the Duha prayer and guiding them on its benefits, as well as the importance and rewards of obligatory prayers, teachers can encourage consistency in both voluntary and obligatory prayer practices.

While this research provides valuable insights, there are several limitations that could be addressed through future studies. These limitations highlight the need for continuous research updates to reflect changing generational dynamics and ensure the ongoing optimization of findings.

Firstly, the research focuses on elementary school students to examine the impact of the Duha prayer on Fardu prayer performance. Expanding the study to explore additional factors that reinforce this influence in daily life would offer a broader perspective.

Secondly, the study is limited to a three-month duration. Extending the research period to one year would allow for more thorough data collection, enabling researchers to make more conclusive, objective findings.

Lastly, due to budget constraints, the scope of the study is limited. Adequate funding could facilitate the expansion of the research to include multiple locations, both nationally and internationally, thus enhancing its scope and impact.

The research contributes to the field by emphasizing the importance of habituation in the learning process. It highlights how habits formed in schools can significantly influence students' characteristics, with long-lasting effects on their development, particularly fostering a consistent, optimistic attitude.

From a practical standpoint, the research supports the implementation of regulations to incorporate Duha prayers into school routines. Emphasizing the habit of Duha prayer is seen as a way to enhance students' spirituality, particularly within the framework of Islamic Religious Education. Schools with predominantly Muslim populations are encouraged to consistently instill the habit of Duha prayers.

CONCLUSION

The habit of Duha prayers has a significant impact on students' adherence to Fardu prayers at home, with adherence increasing from 20.5% before enrollment to 79.5% after attending SDIT Zakia. Key contributing factors include consistent habituation, discipline, and motivational guidance provided by teachers, alongside parental collaboration. This synergy between schools and parents plays a pivotal role

in fostering students' character, morals, and spiritual attitudes, promoting discipline and purpose in their daily lives. Parents express satisfaction and trust in the school's program, recognizing its positive influence on their children.

Future research should explore making the Duha prayer a mandatory daily school practice through binding regulations. Additionally, further studies should examine how the Duha prayer habit extends its influence to other worship activities, including generosity, social interactions, economic behavior, and health, within the educational framework.

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