



Implementation of Congregational Dzuhur Prayer Activities in Improving Religious Character for Grade VI Students in Elementary Schools

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Abstract

Some sixth-grade students still do not participate in the congregational Dzuhur prayer. When the teacher encourages them to join the prayer, these students ignore the instruction—some go to the school canteen, while others leave the school premises. This study aims to describe the implementation of congregational Dzuhur prayer activities as a means of instilling religious character in elementary school students. The research employs a qualitative method with a descriptive approach. Data collection techniques include observation, interviews, and documentation. The research informants are Islamic Religious Education teachers and the school principal, selected through observation, interviews, and documentation. The collected data were analyzed using qualitative analysis procedures, which consist of data reduction, data presentation, conclusion drawing, and verification. To ensure data validity, the study uses source and technique triangulation. The findings reveal that congregational Dzuhur prayer activities have a significant impact on shaping students' spiritual character. Students require not only broad knowledge and insight but also a deeply rooted religious and spiritual foundation. These prayer activities contribute meaningfully to the development of that foundation.

INTRODUCTION

An important and decisive factor in the life of a cultured nation is education. A cultured nation is highly dependent on the level of education obtained by its people. Departing from these functions and objectives is a form of the school's demand to instill positive and religious values in its students, especially forming human beings who believe in and fear God Almighty (Shavkidinova et al., 2023). In this case, to form religious in students, it is necessary to have activities that can instill religious character, one of which is congregational prayer activities (Agarwal et al., 2020). Prayer is a special worship in Islam, as seen from the commands received by the Prophet Muhammad directly from God and other dimensions.

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Arabic means to pray and expect virtue and praise to Allah SWT., while in essence it contains the meaning of "surrender to Allah and have fear of Him, cultivate a sense in the soul of His majesty, His greatness, and the perfection of His power (Fadhilah & Nirwana, 2023).

وَإِذَا كُنْتَ فِيهِمْ فَأَقَمْتَ لَهُمُ الصَّلَاةَ فَلْتَقُمْ طَائِفَةٌ مِنْهُمْ مَعَكَ

It means: "And if you are in the midst of them and you want to pray with them, then let a group of them stand with you... (QS. An-Nisa': 102). In this verse, it is explained to order the Prophet Muhammad to continue to pray in congregation even in the conditions of raging wars. In addition, this verse gives instructions that the demands of implementing pilgrims in a safe state are certainly harder to fulfill.

Character also shows how a person behaves disrespectfully, dishonestly, and lies; then someone who has these character traits is manifesting bad character. Meanwhile, when a person behaves honestly, politely, and helpfully, the person who behaves manifests a good and noble character. And when a person's behavior is in accordance with moral rules (Abraham et al., 2022). Religious attitudes are an important part of becoming a person who has a good and noble character.

Religious attitude can be understood as an action based on a belief in the values of truth that it believes in. To instill religious character in each student, the role of the school here is very important (Pennycook et al., 2020). Especially for Islamic religious education teachers, they have a responsibility to show their professionalism as PAI teachers. In formal schools at the elementary level, students from various backgrounds also greatly influence their religious character (Retnasari et al., 2023). Their honest, disciplined, polite, and responsible behavior towards the creator will also be formed by activities that instill religious character in students.

The activities of congregational prayer in instilling students' religious character are very important to study to understand the character possessed by students and to provide progress in the development of Islamic religious education through religious activities. In formal schools, especially at the elementary level, religious activities are very necessary, as the guidance and direction from religious teachers and all school staff greatly influence students' character. The lack of attention to religious education that students receive at home will affect their character.

Based on the data obtained by the author through observation, there are still many 6th-grade students who do not participate in the Dzuhur prayer in congregation. When the teacher urges to perform the Dzuhur prayer in congregation, the student ignores the call from his teacher to pray Dhuhur in congregation. Religious character education instilled in students through congregational prayer will help students become human beings who have faith and piety, have a sense of responsibility to religion, have a disciplined attitude of time, noble morals, a sense of solidarity, politeness and courtesy, and students' love for places of worship such as mosques/prayer rooms will grow by themselves. There is no need for coercion because of the habit of congregational prayer activities that train students to be closer to their religion and god.

METHODS

The method used to study the Implementation of Congregational Dzuhur Prayer Activities in Elementary Schools is a qualitative method. Qualitative research methods are often called naturalistic research methods because the research is carried out in natural settings. The research was conducted on natural objects. A natural object is an object that develops as it is, is not manipulated by the researcher, and the presence of the researcher does not affect the dynamics of the object. With a descriptive research approach, namely research shown to describe existing phenomena that take place today or in the past, it aims to describe and describe

systematically, actually, and accurately the problems in this research. The informants of this research are Islamic religious education teachers and school principals, where the informants are taken through observation, interviewed, and documented. The collected data is analyzed through qualitative analysis, namely in the following order: data reduction, data presentation, conclusion, and verification. The technique of checking the validity of the data uses source triangulation and other techniques.

RESULT AND DISCUSSION

Planning of Congregational Dzuhur Prayer Activities in Instilling Religious Character for Elementary School

Congregational prayer is a prayer that is performed together. The word jama'ah comes from the Arabic language, which means to gather. Jama'ah, according to the term, can be interpreted as the implementation of worship together led by an imam (Afrida et al., 2021). Based on observations that have been made at elementary schools on June 5, 2023, the planning of congregational prayer activities in instilling religious character for students in elementary school was initially present as an encouragement for students to have an attitude of discipline and responsibility for their obligations, obey their leaders, and are expected to be able to increase the faith and devotion of students in elementary school. Congregational prayer activities started around 2015. The idea of congregational prayer activities was formed by PAI teachers, namely Mr. Abdurrahman S.Sos.I waited until the congregational prayer activities were approved by the principal.

The school tries to prepare congregational prayer activities as best as possible so that congregational prayer activities can run well and effectively, not only in terms of preparation in terms of facilities and infrastructure, but also the support and motivation provided by teachers for students. Although at the beginning of this activity, the facilities and infrastructure were not as developed as the current Mushalla, and some students were very difficult to direct (E. Engkizar, Jaafar, Muslim, et al., 2025). Because, according to some students, congregational prayer activities at school take up their time to do other activities, and also take up their time to go home immediately (Dudin et al., 2019; Husna & Thohir, 2020).

Religious situations or circumstances must be created in educational institutions. In this case, it aims to introduce students to the meaning of prayer and the procedure for carrying out the prayer in daily life. It also shows the development of religious life in educational institutions, which is illustrated by the daily behavior of various activities carried out by teachers and students (E. Engkizar et al., 2022). The purpose of the elementary school congregational prayer activity is to instill the religious character of students and create people who are intelligent, accomplished, have character, and have an environmental culture based on faith and piety to Allah SWT.

The congregational prayer activity involving all teachers and students in elementary school is to motivate students that prayer is an obligation for all Muslims. And prayers that are carried out in congregation are expected to be able to provide good examples and reflections for students, not only at school but also in their daily lives (E. Engkizar, Jaafar, Masuud, et al., 2025). In congregational prayer activities, all teachers must participate. At first, before congregational prayer activities became a habit to make students' character even better, some students were still stubborn and still needed stricter supervision before congregational dzuhur prayer activities were carried out properly (Masngut et al., 2024; Masruri et al., 2025). Congregational prayer activities at elementary schools have been carried out since 2015 (Cahyanto et al., 2024; Nugraha et al., 2025).

Implementation of Congregational Dzuhur Prayer Activities in Instilling Religious Character for Elementary Schools

In the implementation of congregational prayer activities in elementary schools, the muadzin schedule is directly appointed by PAI teachers or teachers who were in charge of being imams at that time. Some students are appointed immediately, willing and confident; some students need to be forced and brave to sound the adhan. In instilling religious character for students, the role of Islamic Religious Education teachers is very influential in the success of this activity. So that congregational prayer activities can run effectively and conductively in accordance with the direction of Islamic Religious Education teachers. The activeness of students in participating in this activity must be observed and monitored by other teachers. One of the aspects of congregational prayer can be known through class absence, as has been done in elementary schools. The activeness of students in congregational prayer is known through class absences, which are coordinated by the class leader and handed over to the homeroom teacher (Rahmiati et al., 2023).

Teachers also sanction students who do not participate in congregational prayer activities (Maulana, 2022). The sanctions given by the teacher are for the absences that have been handed over to the homeroom teacher. Then, the homeroom teacher records the names of those who do not participate in congregational prayer activities. After finishing the prayer, the names are called and collected. For the first warning, students are given directions and guidance. If they still violate, the student is given sanctions, namely memorizing short letters, and if they still violate again, the teacher will call the student to be given the previously agreed-upon sanction (Harianto & Kandedes, 2023; Rianawati & Nurhamid, 2020).

The implementation of congregational prayer activities is also not spared from obstacles in its implementation, namely that some students find it difficult to be directed by Islamic Religious Education teachers (Syafi'i & Mulya, 2024). Because of the lack of supervision from other teachers to discipline students for congregational dzuhur prayer activities, at the time the adzan was sounded, the teacher was still in the teacher's room. The success of the implementation of congregational prayer activities in instilling religious character for students also involves not only students and imams, but also all teachers and other staff (Atika & Sumiarti, 2022; Fatimah, 2024).

Congregational prayer activities, in their implementation, make students have a sense of responsibility because congregational prayer activities have become a mandatory program for every student to participate in these religious activities. So that students feel that it has become a habit in their daily lives. The activeness of students in congregational prayer activities is known through attendance (Syafi'i & Mulya, 2024). So that if students do not participate in the dzuhur prayer in congregation, then students will get sanctions. The sanctions given by the school have been considered beforehand, according to the child's condition.

Results of Congregational Dzuhur Prayer Activities for Students' Religious Character

The results of congregational prayer activities in instilling religious character for students are students' religious experiences in forming good character for students (Komariah & Nihayah, 2023). That a student is not only equipped with knowledge and broad insight but also needs a religious spiritual soul that is embedded in the student (Sultmann et al., 2021). This is not spared from the role of Islamic Religious Education teachers and also assistance from other teachers who guide students in carrying out congregational dzuhur prayer activities. The religious character embedded in every student is expected to be able to grow and function properly, foster positive thinking, and be able to improve the nation's civilization that

is competitive in world relations. In this case, not only the role of the education teacher but also school institutions and families must also support and supervise the spiritual experience felt by students (Mulang & Putra, 2023).

Through the dzuhur prayer activity in congregation on time, it will instill the religious character of students, namely discipline (Nadila et al., 2024). They show an orderly attitude and obey the rules that have been made by the school. The preparations that students make before the congregational prayer, before the call to prayer before the call to prayer are sounded are positive actions of students who begin to be embedded in discipline in their activities, so that when the call to prayer some students are ready to be in the mushalla occupying their respective shaf.

In addition to being punctual in congregational prayers, the religious character of student discipline is embedded when students queue up when performing as (Shafiera, 2025)(Maulana, 2022). Although the school has prepared ablution places in the mosque and in front of their respective classes, due to the large number of students, the facilities are still lacking when used together. Students can queue in an orderly manner (Jensen et al., 2019). Some queue for a long time, then wait for their friends to finish their ablution, others wait by playing with other friends, or just by sitting around while waiting for their friends to finish their ablution. The religious character of confident students is embedded through the courage of students to want to become muadzin in congregational prayer activities (Aimang, 2024; Khafid & Kamal, 2024).

Successful people are usually people who are aware of how they shape their character. In small cases, success can be obtained from people who know how to behave in places that are important for their success. The totality that we have is the process of conception, whether consciously or unconsciously which our character and ourselves are formed (Geniusas, 2025). Through small things such as the confident attitude that students have when appointed to sound the adhan, it is a process for students to be brave and show a good attitude for their future.

Honesty is one of the religious qualities that students must have. The cultivation of honest religious character is embedded through congregational prayer activities (Mawadda et al., 2024; Rachman et al., 2023). An honest religious character is very necessary for students to have. Honesty is a behavior that makes oneself a trustworthy person in words and deeds, both towards oneself and others. After the implementation, there must be results (Fitriah & Madjid, 2020; Rahmat & Yahya, 2021). After the implementation of congregational prayer activities in instilling the religious character of students, the results obtained from these activities, namely the religious character of students, develop and are embedded in students for the better. The results of this activity are not spared from the role of Islamic Religious Education teachers, and also the participation of other subject teachers in the implementation of congregational prayer activities, who always guide patiently and diligently in the implementation of congregational prayer activities (Engkizar Engkizar et al., 2021; Sauri et al., 2022).

CONCLUSION

Planning of Congregational Dzuhur Prayer Activities in Instilling Religious Character for Students at SD Negeri 04 Kampung Olo, deliberation with the principal and other teachers to determine congregational dzuhur prayer activities, arrange congregational prayer activities, agree that prayers are done in congregation, and make an imam schedule so that congregational prayer activities can run well and be structured. The implementation of the Dzuhur Prayer Activity in Congregation in Instilling Religious Character for Students at SD Negeri 04 Kampung Olo, the Dzuhur prayer activity is carried out in congregation. The Dzuhur prayer is divided into 2 SIFT, the first shift for grades 4 and 5, the 2nd shift for grade 6. Not only

students who carry out the congregational dzuhur prayer, but all teachers also carry out the congregational dzuhur prayer in the mushalla. All teachers are obliged to participate in the Dzuhur prayer in congregation because teachers must set a good example for their students and establish familiarity.

The Results of the Congregational Prayer Activities for the Religious Character of Students at SD Negeri 04 Kampung Olo Nanggalo, after the implementation of these activities, religious character is instilled in the students, including: a) Students perform the dzuhur prayer in congregation on time, b) Students queue when performing ablution, c) Students are willing to be appointed as muadzin, d) Students shake hands with their teachers and friends after finishing the congregational dzuhur prayer, e) Students tell the truth when the teacher asks who did not perform the shubuh prayer, f) There is a lack of supervision from other teachers before the congregational dzuhur prayer activity, for example, teachers do not pay attention to the proper ablution procedures, resulting in many students making mistakes in performing ablution. There are still students wandering around and shopping at the canteen when the azhan is called. (g) The implementation of the congregational dzuhur prayer is only monitored by PAI teachers, so there are still some students who are not supervised by PAI teachers, for example.

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