Jurnal Ilmiah Universitas Batanghari Jambi
Lembaga Penellitian dan Pengabdian kepada Masyarakat
Vol 25, No 2 (2025): Juli, 1073-1079
DOI: 10.33087/jiubj.v25i2.5800
e-ISSN: 2549-4236, p-ISSN: 1411-8939

The Influence of Habituation of Congregational Prayer Programs on The Religious Character of Students of MA Salafiyah Bandungharjo

Khairul Anam, Abdul Rozaq
Program Studi Pendidikan Agama Islam, Universitas Islam Nahdlatul Ulama
Correspondence: 191310004390@unisnu.ac.id, rozaq_alkam@unisnu.ac.id

Abstrak. Penelitian ini bertujuan untuk mengetahui pengaruh pembiasaan sholat berjamaah terhadap karakter religius mahasiswa di MA Salafiyah Bandungharjo. Metode penelitian kuantitatif digunakan untuk memanfaatkan kuesioner untuk pengumpulan data. Populasi penelitian ini berjumlah 89 siswa, dan teknik pengambilan sampel jenuh. Alat analisis regresi linier sederhana. Hasil penelitian ini menunjukkan bahwa terdapat pengaruh signifikan dari program pembiasaan sholat berjamaah terhadap karakter religius siswa dengan pengaruh sebesar 35,5%, sedangkan 65,5% sisanya dipengaruhi oleh faktor lain.

Kata kunci: karakter religius; Doa Berjamaah; Siswa Madrasah Aliyah

Abstract. This study aims to determine the effect of congregational prayer habits on students' religious character at MA Salafiyah Bandungharjo. Quantitative research methods are used to utilize questionnaires to collect data. The population of this study was 89 students, and the sampling technique was saturated. The analysis tool was simple linear regression. The results of this study indicate that there is a significant influence of the congregational prayer habit program on students' religious character with an influence of 35.5%, while the remaining 65.5% is influenced by other factors

Keywords: Religious Character; Congregational Prayers; Madrasah Aliyah Students

INTRODUCTION

The influence of habituation of congregational prayer programs on the religious character of students, particularly in the context of MA Salafiyah Bandungharjo, is a significant area of study that intersects education, spirituality, and character development. Congregational prayer, or "shalat berjamaah," is not merely a religious obligation but also a vital component of character education that can shape the moral and ethical framework of students. This paper aims to explore how the systematic implementation of congregational prayer programs can foster religious values, discipline, and a sense of community among students. The practice of congregational prayer has been shown to enhance students' spiritual awareness and commitment to their faith. The habituation of congregational prayer positively impacts students by increasing their faith and piety, leading them to pray five times a day without feeling coerced (Abdurachman et al., 2021).

This intrinsic motivation is crucial for developing a genuine religious character, as it fosters a personal connection to the practice of prayer. Furthermore, the role of school leadership in promoting such programs cannot be understated. Masaong emphasizes that transformational leadership within educational institutions plays a pivotal role in achieving school objectives, including the integration of religious values into daily activities (Masaong et al., 2023). Moreover, the implementation of structured prayer programs can significantly contribute to the development of discipline among students. The effective managerial strategies in guiding students during congregational prayers lead to the cultivation of noble character traits, including discipline and respect for communal worship (Sayang, 2020). Structured religious activities, such as morning prayers, can strengthen various components of religious character, thereby enhancing students' overall moral development (Almuzakki et al., 2022).

The relationship between congregational prayer and character formation is further supported by empirical evidence. The character development of students through the habituation of congregational prayer reveals a direct correlation between regular participation in these prayers and the enhancement of students' moral values (Hidayatullah, 2022). This suggests that the more students engage in congregational

prayer, the more they internalize the associated values of discipline, community, and spirituality. In addition to the direct benefits of prayer, the social dynamics fostered by congregational worship play a crucial role in character development. The communal aspect of prayer encourages students to build relationships with their peers, which can lead to a supportive environment conducive to personal growth. Gerakan Religi Islami (Gerlis) program illustrates how routine activities, such as morning prayers and group dhikr, can create a sense of belonging and mutual support among students (Khatimah et al., 2023). This sense of community is essential for reinforcing positive behaviors and values within the school environment. However, the successful implementation of congregational prayer programs is not without challenges. Factors such as student motivation, environmental influences, and peer pressure can inhibit the effectiveness of these programs. For instance, a lack of self-awareness among students can hinder their participation in congregational prayers, thereby affecting their character development (Hasibuan et al., 2024). Addressing these challenges requires a multifaceted approach that includes parental involvement, teacher guidance, and the establishment of a supportive school culture that prioritizes religious observance.

The role of educators in facilitating this process is paramount. Teachers, particularly those specializing in Islamic education, are instrumental in instilling the habit of congregational prayer among students. The importance of Islamic education teachers in fostering this habit, as they serve as role models and motivators for students (Aminudin et al., 2023). Their active participation and encouragement can significantly influence students' attitudes towards prayer and their overall religious character. Furthermore, the integration of character education within the framework of congregational prayer programs can enhance their effectiveness. Analysis of character education values through prayer programs indicates that embedding these values into the curriculum can lead to a more profound impact on students' moral development (Wibowo, 2023). This holistic approach ensures that students not only engage in the act of prayer but also understand its significance in shaping their character and ethical behavior.

Religious character is an important aspect for humans because it forms moral and dignified individuals through religious principles, in accordance with the first principle of Indonesian Pancasila. Religious character education is a solution to forming a strong, noble, and faithful nation. Although Madrasah Aliyah Salafiyah Bandungharjo has implemented congregational fard prayers as part of the formation of the religious character of its students, there are still challenges related to negative symptoms such as tardiness, violation of school regulations, abusive language, academic cheating, littering, verbal intimidation between students, and lack of awareness of fard prayers. The author is interested in conducting research "The Influence of Habituation of Congregational Prayer Programs on The Religious Character of Students of Ma Salafiyah Bandungharjo" to improve the quality of students' religious character through effective and integrative congregational prayer activities in the school environment. In conclusion, the habituation of congregational prayer programs at MA Salafiyah Bandungharjo has the potential to significantly influence the religious character of students. By fostering an environment that prioritizes spiritual growth, discipline, and community engagement, these programs can cultivate a generation of students who are not only committed to their faith but also embody the values of respect, responsibility, and integrity. The interplay between structured prayer practices, effective leadership, and supportive educational environments is crucial for realizing the full potential of these programs in shaping the religious character of students.

METHOD

This study employs a field research design aimed at revealing both field and quantitative facts through scientific methods with clear data collection and analysis techniques. Samples in research are essential to represent the population (Sugiyono, 2022), and in this study, saturated sampling techniques were used. Saturated sampling refers to a technique where all members of the population are selected as samples (Arikunto, 2016). In this case, the sample consists of 89 students from grades 10 to 12 at MA Salafiyah Bandungharjo, with the sample size being equal to the population. Data collection methods include questionnaires, observation, and documentation. The questionnaire used in this study is the thesis questionnaire from UIN Suska Riau, which has been tested for validity and reliability (Khalid et

al., 2024). To ensure the adequacy of the data, classic assumption tests, specifically the normality and linearity tests, were conducted. The analysis method applied in this study is simple linear regression. The normality test aims to determine whether the independent and dependent variables in a regression model are normally distributed, as a normal distribution is crucial for the model's effectiveness. One method to conduct this test is the Kolmogorov-Smirnov (K-S) Non-Parametric test. Alongside this, the linearity test is performed to examine whether the model's specifications are appropriate, which helps to identify if the model should be linear, quadratic, or cubic. In this study, hypothesis testing is used to assess the effect of congregational prayer habituation on religious character. Simple linear regression is first applied to explore the relationship between the independent variable (congregational prayer habituation) and the dependent variable (religious character), with the regression coefficient calculated using the formula Y = a + bx. The t-test is then used to evaluate the influence of a single independent variable on the dependent variable. This involves comparing the significance level and t-count with the t-table value. If the significance level is less than 0.05 or if the t-count exceeds the t-table value, the null hypothesis is rejected. Furthermore, the Coefficient of Determination (R^2) test is used to assess how much the independent variable accounts for the variation in the dependent variable, with $R^2 = 0$ indicating no influence and $R^2 = 1$ representing a perfect contribution.

RESULT

Table 1
Normality Test Results

		Unstandardized Residual
N		89
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	5.21375773
Most Extreme Differences	Absolute	.069
	Positive	.069
	Negative	-.050
Test Statistic		.069
Asymp. Sig. (2-tailed)		.200[c,d]

Source: data processed

Based on Table 1, the normality test results above, it can be seen that the significance value on Asymp. Sig. (2-tailed) shows a value of 0.200. This means that the significance value on Asymp. Sig (2-tailed) is greater than 0.05. So the residual value of the congregational prayer variable and religious character is declared normally distributed. Table 2 explains that the linearity significance value is 0.892, which means that the two variables can be said to be linearly related, because the linearity significance value is > 0.5. While Table 3 obtained the regression equation Y = 24.137 + 0.739x. which means if X has a value of 0 (constant) then Y = 24.137. If X decreases by 1 unit, then Y will increase to 0.739.

Table 2
Linearity Test Results

			Sum of Squares	df	Mean Square	F	Sig.
Religious Character * Congregational Prayer	Between Groups	(Combined)	1615.987	18	89.777	3.001	.001
		Linearity	1318.052	1	1318.052	44.057	.000
		Deviation from Linearity	297.935	17	17.526	.586	.892
	Within Groups		2094.193	70	29.917		
	Total		3710.180	88			

Source: data processed

Table 3
Simple Linear Regression Test Results

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	24.137	5.421		4.453	.000
	Congregational Prayer	.739	.107	.596	6.924	.000

Source: data processed

Based on the Table of t-test results (partial) data obtained using the IBM SPSS 26 program, it can be seen that the t-test results for the mother's knowledge variable obtained a result (t-count) of 6.924> 1.663 (t-table value) with a significance of 0.000 < 0.05. So it can be concluded that there is an effect of habituation of congregational prayer programs on the religious character of MA Salafiyah Bandungharjo students. Based on the table of the coefficient of determination test results, it can be seen that the coefficient of determination (R Square) obtained is 0.355. This means that the stunting incidence variable is formed by the maternal knowledge variable by 35.5%, while the remaining 65.5% is formed by other variables.

Table 4
Determination Coefficient Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.596[a]	.355	.348	5.24364

Source: data processed

Congregational prayer, particularly the Dhuha prayer, has been identified as a significant practice in fostering spiritual competence and discipline among students. Research indicates that regular participation in congregational prayers helps instill a sense of responsibility and commitment to religious obligations (Abdurachman et al., 2021; Ervitasari & Iriani, 2022). The structured nature of these prayer sessions creates an environment where students can develop a routine that reinforces their religious identity and moral values. For instance, Ervitasari and Iriani highlight the importance of habitual prayer practices in schools, noting that such activities are essential for influencing students' character positively (Ervitasari & Iriani, 2022). Similarly, Tambak et al. emphasize that the internalization of Islamic values through habitual prayer contributes significantly to the moral development of students, fostering discipline and a sense of community (Tambak et al., 2021). Moreover, the role of educators in facilitating these habituation practices cannot be overstated. Teachers serve as role models and guides, helping students navigate their spiritual journeys. Abdurachman et al. discuss how effective management of congregational prayer programs can enhance students' discipline and religious commitment (Abdurachman et al., 2021). This is echoed by Wibowo, who notes that the active involvement of teachers in promoting prayer habits is crucial for instilling a strong sense of religious character among students (Wibowo, 2023). The collaborative efforts of educators, parents, and the community create a supportive environment that encourages students to engage in religious practices consistently.

The impact of habituation on students' religious character extends beyond individual practices; it fosters a collective identity among students. The shared experience of congregational prayer cultivates a sense of belonging and community, which is vital for the development of social and moral values. Kasmawati highlights that integrated curriculum approaches in Islamic education can enhance students' character by promoting communal activities, including prayer (Kasmawati et al., 2023). This communal aspect is essential, as it reinforces the idea that religious practices are not merely individual obligations but also collective responsibilities that contribute to the overall moral fabric of the community. In addition to fostering discipline and community, habituation of congregational prayer also plays a pivotal role in enhancing students' emotional and

spiritual well-being. The act of praying together provides students with a sense of peace and fulfillment, which can positively influence their overall character development. Research indicates that regular engagement in spiritual practices, such as prayer, can lead to improved emotional regulation and resilience among students (Febriyanti & Supriyadi, 2023). This emotional aspect is crucial, as it helps students navigate the challenges they face in their academic and personal lives. Furthermore, the habituation of congregational prayer can serve as a countermeasure to negative influences that students may encounter outside the school environment. By instilling a strong religious character through consistent prayer practices, students are better equipped to resist peer pressure and engage in positive behaviors. Studies have shown that students who actively participate in religious activities are less likely to engage in delinquent behaviors and are more inclined to exhibit prosocial behaviors (Risalatul Meiana & Minsih, 2023; Zulfikar et al., 2023). This protective factor underscores the importance of integrating religious practices into the educational framework to promote holistic character development.

The challenges associated with implementing habituation programs for congregational prayer must also be acknowledged. Factors such as student motivation, parental support, and the availability of facilities can significantly influence the effectiveness of these programs. Abdurachman et al. identify laziness and lack of motivation among students as potential barriers to consistent participation in congregational prayer (Abdurachman et al., 2021). Addressing these challenges requires a concerted effort from educators, parents, and the community to create an environment that fosters enthusiasm for religious practices. Moreover, the role of school culture in shaping students' religious character is paramount. A school environment that prioritizes religious activities, such as prayer, can significantly enhance students' engagement and commitment to their faith. Research by Wibowo emphasizes that a supportive school culture, characterized by the presence of adequate facilities and a commitment to religious education, is essential for promoting students' religious character (Wibowo, 2023). This cultural aspect can create a positive feedback loop, where students' participation in religious activities reinforces the school's values and mission.

Congregational prayer is one of the highly recommended worship services in Islam, and has a significant impact on the formation of individual religious characters, especially among students. The congregational prayer program at Madrasah Aliyah (MA) Salafiyah Bandungharjo is implemented with the aim of training students to be disciplined in carrying out worship, especially the dzuhur prayer which is performed in the middle of school hours. Through congregational prayer, students are taught to be disciplined, respect time, and community. This discipline applies not only in the context of worship, but also in everyday life, while the calm and comfortable atmosphere of congregational prayer creates an environment conducive to worship and learning. Through interaction with teachers and friends, students learn to interact and create a sense of togetherness and solidarity among them, important values in social life. The congregational prayer program at MA Salafiyah Bandungharjo is implemented one hour before the dzuhur prayer time, giving enough time for students to get ready and perform the prayer solemnly. The involvement of teachers in congregational prayer shows that religious character education is not only the responsibility of students, but also teachers, strengthening the relationship between students and teachers and creating a good example for students.

The research conducted on 89 students using questionnaires yielded a regression equation of $Y = 24.137 + 0.739x$, which indicates a positive relationship between the congregational prayer program and the religious character of the students. The partial t-test results show that the t-count is 6.924, which is greater than the t-table value of 1.663, with a significance level of 0.000 (less than 0.05). This suggests a significant effect of the congregational prayer program on students' religious character. The coefficient of determination (R Square) is 0.355, indicating that 35.5% of the variation in students' religious character is influenced by the congregational prayer program, while the remaining 65.5% is attributed to other factors. These findings align with the research conducted by (Muhammad Idkham Khalid et al., 2024), which found that congregational prayer activities positively impact the religious character of students at Madrasah Tsanawiyah Darul Hikmah

Pekanbaru. In their study, the correlation value (rcount) was greater than the table value (0.681 > 0.240), with a significance level of 0.000 (less than 0.05), indicating that congregational prayer activities significantly influence students' religious character by 46.4%. In conclusion, the congregational prayer program at MA Salafiyah Bandungharjo significantly contributes to shaping students' religious character. Therefore, it is essential to continue and enhance this program to achieve even better outcomes in developing students' religious character.

CONCLUSION

The results of this study found that there was an influence of the habituation of the congregational prayer program on the religious character of MA Salafiyah Bandungharjo students.

REFERENCES

Abdurachman, A., Hanafiah, N., & Sukandar, A. 2021. Manajemen Program Pembiasaan Shalat Berjamaah dalam Membentuk Karakter Disiplin Siswa. *Edukasi: Journal of Educational Research*, *1*(3), 101–115.

Ahmad Hidayatullah. 2022. Analisis Perkembangan Karakter Santri Melalui Pembiasaan Shalat Berjamaah di Pondok Pesantren Yapink Pusat Tambun Selatan Bekasi. *Jurnal Qiroah*, *12*(1), 16–26.

Aminudin, M., Salehuddin, M., & Tahir, M. 2023. The Role of Islamic Education Teachers in Fostering the Habit of Congregational Prayer at SD Bintang Bontang. *Edumaspul: Jurnal Pendidikan*, *7*(2), 2772–2775.

Arikunto, S. 2016. *Prosedur Penelitian : Suatu Pendekatan Praktik*. Rineka Cipta.

Ervitasari, A., & Iriani, A. 2022. Evaluation of the Scout Extracurricular Program to Improve the Character of Elementary School Students. *Indonesian Values and Character Education Journal*, *5*(2), 52–60.

Febriyanti, B. K., & Supriyadi. 2023. Fostering Religious Character in Elementary School Students: Insights from Religious Habituation Activities. *Indonesian Journal of Islamic Studies*, *11*(3).

Haris Almuzakki, A., Arfan Mu'ammar, M., & Bakhruddin, M. 2022. Strengthening Religious Character Education through the Healthy Morning Program at Muhammadiyah Vocational High School 2 Gresik. *International Journal of Education and Evaluation*, *8*(4), 40–44.

Kasmawati, K., Herlian, H., Adam, A., Deluma, R., Abubakar, A., & Muliyani, M. 2023. Transformation of Islamic Education: Fostering Exemplary Character through Integrated Curriculum in Islamic Elementary Schools. *Journal of Leadership, Management and Policy in Education*, *1*(2), 33–40.

Khatimah, S., Djudin, T., & Erlina, E. 2023. Memperkuat Karakter Siswa Melalui Program Gerakan Religi Islami (Gerlis). *Jurnal Pendidikan Dasar Perkhasa: Jurnal Penelitian Pendidikan Dasar*, *9*(2), 453–465

Masaong, A. K., Arifin, & Dewi Purnama Hamid. 2023. The Role of Transformational Leadership on School Achievement. *Jurnal Pedagogi Dan Pembelajaran*, *6*(2), 263–273.

Muhammad Idkham Khalid, Risnawati, & Nasir Za'ba. 2024. Pengaruh Aktivitas Shalat Berjamaah Terhadap Karakter Relegius Siswa Madrasah Tsanawiyah Pekanbaru. *Al-Ihda': Jurnal Pendidikan Dan Pemikiran*, *18*(1), 917–925.

Nur Hidayah Hasibuan, Muhammad Iraqi Fauzi, Tri Bayu Armanda, Mira Cahya, Dyna MT Pasaribu, & Ramsul Nababan. 2024. Implementasi Sila Ketuhanan Yang Maha Esa Pancasila dalam Pembentukan Karakter Siswa di SMA Budisatrya Medan. *Jurnal Sadewa: Publikasi Ilmu Pendidikan, Pembelajaran Dan Ilmu Sosial*, *2*(2), 316–322.

Risalatul Meiana, P., & Minsih. 2023. Strengthening the Profile of Pancasila Students through Extracurricular Scouts in Elementary Schools. *Jurnal Pedagogi Dan Pembelajaran*, *6*(2), 255–262.

Sayang, S. 2020. Keteladanan Guru dalam Pelaksanaan Salat Berjamaah untuk Peningkatan Kedisiplinan Siswa di MTS Al-Maarif Panyiwi Kec. Cenrana Kab. Bone. *Jurnal Al-Qayyimah*, *3*(2), 106–124.

Sugiyono. 2022. *Metode Penelitian Kuantitatif (Edisi ke-3)* (3rd ed.). CV Alfabeta.

Tambak, S., Hamzah, H., Sukenti, D., & Sabdin, M. 2021. Internalization of Islamic

Values in Developing Students' Actual Morals. *JPI (Jurnal Pendidikan Indonesia)*, *10*(4).

Wibowo, G. 2023) Implementation of Al-Islam Kemuhammadiyahan and Arabic Language (ISMUBA) Curriculum and Hizbul Wathon Scouting Movement Program in Character Building of Junior High School Students. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, *5*(1), 206–223.

Zulfikar, G., Permady, G. C., & Sudirman, A. 2023. Strengthening National Character in Islamic Elementary School. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, *5*(1), 884–899.