

IMPLEMENTATION OF THE HABIT OF DHUHA PRAYER IN FORMING THE RELIGIOUS CHARACTER OF STUDENTS AT MIS ROHMATUL UMMAH MOMPANG JAE

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Abstract

This study aims to describe the implementation of the Dhuha prayer habit and analyze its role in shaping the religious character of students at MIS Rohmatul Ummah Mompang Jae. This study uses a qualitative approach with descriptive methods. Data collection techniques were carried out through observation, interviews, and documentation involving the principal, Islamic Religious Education teachers, students, and parents. Data analysis was carried out through the stages of data reduction, data presentation, and drawing conclusions. The results of the study indicate that the Dhuha prayer habit at MIS Rohmatul Ummah Mompang Jae has been implemented routinely and programmed every day with teacher guidance. This activity is able to increase discipline, awareness of worship, and instill religious values such as responsibility, politeness, and gratitude in students. In addition, the Dhuha prayer habit also has a positive impact on student behavior in the family environment, marked by increased awareness of worship and respect for parents. Thus, it can be concluded that the implementation of the Dhuha prayer habit plays an effective role in shaping students' religious character in a sustainable manner.

Keywords: Habituation, Dhuha Prayer, Religious Character, Elementary School Students

INTRODUCTION

Education, in essence, aims not only to develop students' cognitive abilities but also plays a crucial role in shaping character and personality based on moral and religious values. In the context of Islamic education, the formation of religious character is a primary goal that must be internalized from an early age. Religious character reflects the attitudes and behaviors of individuals who are devout in practicing religious teachings, possess noble morals, and are able to implement Islamic values in their daily lives.

Madrasah Ibtidaiyah, as a basic educational institution with Islamic characteristics, has a strategic responsibility to instill religious values in students. One effort that can be done is through activities that foster religious habits, such as the sunnah Dhuha prayer. Dhuha prayer is a sunnah prayer with high spiritual value because, in addition to being a form of obedience

to Allah SWT, it also plays a role in fostering gratitude, discipline, and peace of mind (Khofi, 2024). When practiced regularly and in a planned manner, the habit of Dhuha prayer is believed to form positive habits that influence the development of students' religious character.

Habituation is an effective educational method for character formation because it is carried out repeatedly and continuously until the instilled values become part of the students' personalities. Through the habituation of Dhuha prayer in the school environment, students are not only taught the theoretical importance of worship but also trained to practice it directly in their daily lives. This process is expected to foster discipline, responsibility, and a strong religious awareness in students (Yugo, 2024).

In this context, research on the implementation of the habituation of Dhuha prayer at MIS Rohmatul Ummah Mompang Jae is highly relevant. As an Islamic educational institution committed to strengthening character education, it is important to understand how the habituation of Dhuha prayer is implemented and to what extent it contributes to the formation of students' religious character. Therefore, this study aims to describe the implementation of the habituation of Dhuha prayer and analyze its role in shaping students' religious character. The results of this study are expected to contribute to the development of Islamic education and serve as evaluation and reference material for strengthening character education programs in madrasas.

IMPLEMENTATION METHOD

This study uses a descriptive qualitative approach. This qualitative approach was chosen because it aims to understand and describe in depth the phenomenon of implementing the Dhuha prayer habit in character formation for students in madrasahs. Qualitative research focuses on exploring the meaning, processes, and dynamics that occur in a natural setting, allowing researchers to obtain a comprehensive picture of the implementation of the Dhuha prayer habit in character formation for students in madrasahs.

The descriptive approach was used because this study does not aim to test hypotheses or quantitatively measure relationships between variables, but rather to systematically describe the planning, implementation, and evaluation of the tahfidz program as it occurs in the field.

RESULTS

This study examines the implementation of the Dhuha prayer habit at the Rohmatul Ummah Mompang Jae Islamic Boarding School (MI Rohmatul Ummah), which has been implemented well and regularly. Based on observations, interviews, and documentation, the Dhuha prayer is performed daily. All students perform the Dhuha prayer daily during breaks in class under the guidance of teachers. Observations indicate that this activity has become a deeply ingrained routine for the students, as evidenced by their enthusiasm and discipline in attending the prayer without needing to be reminded by teachers.

Interviews with Islamic education teachers indicate that students have shown improvement in their discipline and awareness of worship. Students perform the Dhuha prayer in an orderly and responsible manner. The teachers also consider the activity an effective means of instilling positive religious and moral values, such as respect for teachers, good manners,

and mutual respect among peers. Meanwhile, interviews with students indicate that most feel calmer, more diligent, and more enthusiastic about learning after performing the Dhuha prayer. Students also understand that the Dhuha prayer is a form of gratitude to Allah SWT for the blessings and health He has given them. Furthermore, interviews with parents revealed that the practice of Dhuha prayer at school has had a positive impact at home. Children began to perform Dhuha prayers independently, and they became more polite, honest, and respectful to their parents.

DISCUSSION

1. Habituating the Dhuha Prayer

Habitization is an educational method that is carried out repeatedly until it becomes a habit that becomes ingrained in students. Many people consider behavior and manners to be merely habits, so habituating is an important aspect of daily life. Through habituation, students not only learn moral values but also directly apply religious behavior in their daily lives. Continuously and repeatedly instilling positive habits in children will foster good character and traits. It is difficult to unlearn something that has long become a habit (Wahid & Heri, 2024).

The Dhuha prayer is a sunnah prayer performed from sunrise until midday. It holds high spiritual value because, in addition to being a form of obedience to Allah SWT, it also serves as a means of developing morals and discipline in students. According to Mustofa (2022), the Dhuha prayer is not only a ritual act but also a form of spiritual training that can calm the soul, foster gratitude, and cultivate discipline and responsibility (Firdaus et al., 2025).

Habitizing the Dhuha prayer in the school environment is one strategy for forming good habits (habit formation) in students. Habituating the Dhuha prayer for students can improve discipline. (Email, 2026). Through routine activities, students will become accustomed to performing religious services consciously and without coercion. This habit will gradually shape religious character, as the values of consistent worship will be internalized in daily behavior.

2. Students' Religious Character

Character is the value of human behavior related to God, oneself, others, the environment, and behavior or speech that is formed within an individual. Character can be described as a person's identity based on their experiences, moral values, thought patterns, and attitudes. Religious character is the most important character that must be developed in children as early as possible, because religious teachings are fundamental to the lives of individuals, communities, nations, and states, especially in Indonesia (Azurazmi et al., 2024). Because Indonesia is a religious society, and humans can determine right and wrong through religious guidance, religious character education is a strategy for shaping children's behavior. Religious character education is the initial foundation for creating a generation with noble morals and character. Religious character education is initially implemented in the home and school environments, where parents and schools play a crucial role in shaping children's religious character. (Al-afthoni et al., 2025).

In the school context, the formation of religious character is one of the primary goals of education, particularly in Islamic educational institutions. The implementation of religious values is carried out through routine activities such as congregational prayer, Quran reading, morning recitation, and Dhuha prayer (Pembiasaan et al., 2023). These activities not only

strengthen students' spirituality but also foster noble morals, discipline, and social awareness.

3. Implementing the Dhuha Prayer Habit to Develop Religious Character

The implementation of the Dhuha prayer habit in schools aims to instill religious values concretely through daily spiritual activities. Glok and Stark's view in Lies Arifah, as cited by Miftahul Jannah, divides religious character into five aspects:

- a. Religious belief, namely belief in the existence of God and everything related to the supernatural world and acceptance of dogmatic aspects of one's religious teachings.
- b. Religious practice, or the aspect of worship, relates to a person's attachment, encompassing the frequency and intensity of a number of behaviors determined by their religion, such as the procedures for performing worship.
- c. Religious feeling, or the aspect of appreciation, which describes the feelings a person experiences in their religion or the extent to which they engage in religious rituals, such as devotion during worship.
- d. Religious knowledge, or the aspect of knowledge, which relates to increasing knowledge of their religion.
- e. Religious effect, or the effect of practice, which refers to the application of what they learn from their religion in their daily lives (Azurazmi et al., 2024).

The practice of Dhuha prayer at MIN II Jombang is practiced routinely and rotates between classes every morning, and the results show an improvement in students' religious character, particularly in terms of discipline and responsibility. The implementation of this activity reflects the application of a role model and habituation approach in character education. When students perform the Dhuha prayer consciously, it demonstrates the development of intrinsic motivation and spiritual awareness. This aligns with Al-Mafani's (2015) opinion, which states that Dhuha prayer can calm the heart, clear the mind, and strengthen the spiritual connection with Allah SWT (Khasanah et al., 2025). Thus, implementing the habit of Dhuha prayer has proven effective in sustainably shaping students' religious character.

CONCLUSION

Based on the research results and discussion outlined above, it can be concluded that the implementation of the Dhuha prayer habit at MIS Rohmatul Ummah Mompang Jae has been carried out routinely, systematically, and consistently, under the guidance of teachers. This activity forms part of the madrasah's religious culture, integrated into daily learning activities, thereby fostering positive habits in students.

The Dhuha prayer habit has been proven effective in shaping students' religious character, as reflected in increased discipline, awareness of worship, responsibility, manners, and gratitude to Allah SWT. The religious values instilled through this activity not only impact students' behavior at school but also positively influence their families, such as increased independence in worship and respect for parents.

Therefore, the Dhuha prayer habit can be used as an effective strategy for religious character education in elementary madrasahs. The implementation of this activity on an ongoing basis and accompanied by exemplary behavior from educators is expected to be able to strengthen the internalization of Islamic values in students, so that individuals who are faithful, have noble morals, and have a religious character in their daily lives are formed.

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