

## Improvement of Congregational Prayer Discipline Through Habituation Method in Grade IV Elementary School at SDN 0311 Hutabaru, Sosopan District

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**Abstract:** This Class Action (PTK) research aims to improve the discipline of grade IV students of SDN 0311 Huta Baru, Sosopan District, Padang Lawas Regency in carrying out congregational prayers through the habituation method. Discipline in worship, especially congregational prayer, is an important part of character education that must be instilled from an early age. Initial observations show that many students are not used to performing congregational prayers regularly, so an effective strategy is needed to build this habit.

This research was carried out in two cycles which included planning, implementation, observation, and reflection stages. The subject of the study was a fourth grade student of SDN 0311 Huta Baru, Sosopan District, Padang Lawas Regency, with data collection techniques in the form of observation, interviews, and documentation. The habituation method is applied through the strategy of giving examples by teachers, direct mentoring, providing motivation, and evaluating student attendance and involvement in congregational prayers.

The results of the study showed that the habituation method significantly increased student discipline in carrying out congregational prayers. In the first cycle, there was an increase in participation, although there were still obstacles in the consistency of attendance and students' understanding of the importance of congregational prayer. After the improvement in the second cycle, the number of students active in congregational prayers increased significantly, accompanied by a change in a more positive attitude towards worship and religious responsibility.

**Keywords:** Classroom Action Research (PTK), student discipline, congregational prayer, habituation methods, character education, observation, learning strategies.

## **INTRODUCTION**

Congregational prayer is one of the worships that has many virtues in Islam. In addition to having a greater reward value than the prayer itself, congregational prayer also instills the values of discipline, togetherness, and obedience to the rules. In the context of education, especially at the elementary school (SD) level, the habit of congregational prayer is very important to form students' religious character from an early age. However, based on initial observations in grade IV SDN 0311 Huta Baru, Sosopan District, Padang Lawas Regency, it was found that many students lacked discipline in carrying out congregational prayers, both at school and at home. Some of the factors that cause this include lack of motivation, ignorance of the importance of congregational prayer, and lack of assistance in this habit of worship.

Discipline in carrying out congregational prayers needs to be instilled through effective methods so that students not only understand the importance of this worship but also make it part of their daily routine. One of the methods that can be applied is the habituation method, where students are continuously directed, given examples, and accompanied in carrying out congregational prayers. Thus, this method is expected to increase student discipline in carrying out congregational prayers both at school and in daily life.

Habituation methods in education have an important role in shaping positive character and habits in students. When an action is carried out repeatedly in a supportive environment, it will develop into a habit that is inherent in daily life. In the context of congregational prayer, the habituation method can be done through giving examples by teachers, direct assistance in the implementation of prayers, providing motivation, and evaluating student attendance and involvement.

The habit of congregational prayer also has wider benefits in the social life of students. In addition to practicing discipline, this worship also teaches the values of togetherness, tolerance, and responsibility. By carrying out congregational prayers regularly, students will get used to interacting with their peers in an atmosphere full of solemnity and peace. This can form a better personality and increase the sense of solidarity among fellow students.

Based on the above background, there are several main questions that want to be answered in this study. First, how is the application of the habituation method in improving the discipline of congregational prayer in grade IV students of SDN 0311 Huta Baru, Sosopan District, Padang Lawas Regency? Second, to what extent is the effectiveness of the habituation method in increasing student discipline in carrying out congregational prayers?

This study aims to analyze the application of habituation methods in improving the discipline of congregational prayer among grade IV students of SDN 0311 Huta Baru, Sosopan District, Padang Lawas Regency. In addition, this study also aims to determine the effectiveness of habituation methods in improving student discipline in carrying out congregational prayers. By knowing the effectiveness of this method, it is hoped that this research can provide new insights in the world of Islamic education.

This research has significant theoretical and practical benefits. Theoretically, this research can add insight and reference in the field of Islamic religious education, especially related to strategies to improve student worship discipline. In addition, this research can contribute to the development of habituation methods in character education based on Islamic values.

Practically, this research provides benefits for various parties, including teachers, students, and schools. For teachers, this research can be a reference in applying habituation methods to improve student discipline in congregational prayer. With a structured strategy, teachers can more easily guide and supervise the development of student worship.

For students, this research is expected to help them form the habit of congregational prayer with more discipline and awareness. Consistent practice will help students understand the importance of congregational prayer and encourage them to make it a part of their daily lives, both at school and at home.

For schools, the results of this research can support the Islamic religion-based character education program by getting students used to carrying out worship consistently. Schools as educational institutions have the responsibility to not only provide knowledge but also shape the character of students to become religious individuals with noble character.

The implementation of the habituation method in congregational prayer requires a systematic approach. Teachers can start by giving direct examples, for example by always attending congregational prayers and inviting students to participate. In addition, teachers can also give appreciation or awards to students who show consistency in carrying out congregational prayers as a form of motivation.

In its implementation, the habituation method can also be combined with other approaches, such as persuasive and reflective approaches. The persuasive approach is carried out by providing students with an understanding of the importance of congregational prayer through stories, discussions, or light studies. Meanwhile, the reflective approach invites students to reflect on the benefits and wisdom of congregational prayer in their daily lives.

Evaluation of the effectiveness of habituation methods is also very important to be carried out periodically. Teachers can use direct observations, interviews, and student attendance records to see the development of their discipline in carrying out congregational prayers. If obstacles or obstacles are found in the implementation of this method, it is necessary to make strategic adjustments so that the expected results can be achieved.

Discipline in congregational prayer is not only about physical habits, but also forming a more religious character and mindset. Students who are used to carrying out congregational prayers with discipline will appreciate spiritual values more, have higher self-awareness, and be able to control their behavior better.

With this research, it is hoped that schools can be more serious in implementing the method of habituating congregational prayer as part of student character development. Islamic religious education in schools not only focuses on understanding theory, but also on real practices that can form positive habits in daily life.

## **METHODS**

Congregational prayer is one of the worships that has many virtues in Islam. In addition to having a greater reward value than the prayer itself, congregational prayer also instills the values of discipline, togetherness, and obedience to the rules. In the context of education, especially at the elementary school (SD) level, the habit of congregational prayer is very important to form students' religious character from an early age. However, based on initial observations in grade IV SDN 0311 Huta Baru, Sosopan District, Padang Lawas Regency, it was found that many students lacked discipline in carrying out congregational prayers, both at school and at home. Some of the factors that cause this include lack of motivation, ignorance of the importance of congregational prayer, and lack of assistance in this habit of worship.

Discipline in carrying out congregational prayers needs to be instilled through effective methods so that students not only understand the importance of this worship but also make it part of their daily routine. One of the methods that can be applied is the habituation method, where students are continuously directed, given examples, and accompanied in carrying out congregational prayers. Thus, this method is expected to increase student discipline in carrying out congregational prayers both at school and in daily life.

The method used in this study is Classroom Action Research (PTK) with the Kemmis and McTaggart model, which consists of four stages. The first stage is planning, which is designing a program to habituate congregational prayers at school. The second stage is acting, where the habituation program is carried out in stages. The third stage is observation, which is carried out to observe changes in student discipline in participating in congregational prayers. The fourth stage is reflection, which aims to evaluate the results and improve the program if needed. The study was conducted in two cycles, with each cycle covering one week of activities.

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The data sources in this study include primary and secondary sources. The primary source consisted of grade IV students of SDN 0311 Huta Baru who were the subjects of the

research as well as grade IV teachers and Islamic religious teachers. Secondary sources include documentation of congregational prayer attendance, teacher observation journals, and the results of interviews with students and teachers.

The data collection techniques used in this study consist of several methods. First, observation was carried out to observe the behavior of students in participating in congregational prayers before and after the habituation method was applied. Second, interviews were conducted to explore the opinions of students and teachers regarding the effectiveness of habituation methods. Third, documentation is used by collecting attendance lists, activity photos, and teacher records as supporting evidence. Fourth, questionnaires or questionnaires are used to measure changes in students' attitudes and motivation in participating in congregational prayers.

This study aims to analyze the application of habituation methods in improving the discipline of congregational prayer among grade IV students of SDN 0311 Huta Baru, Sosopan District, Padang Lawas Regency. In addition, this study also aims to determine the effectiveness of habituation methods in improving student discipline in carrying out congregational prayers. By knowing the effectiveness of this method, it is hoped that this research can provide new insights in the world of Islamic education.

Data analysis in this study was carried out with a quantitative and qualitative approach. Quantitative analysis was carried out by calculating the percentage increase in the number of students participating in congregational prayers and comparing attendance before and after the habituation method was applied. Meanwhile, qualitative analysis was carried out by analyzing the results of interviews and observations regarding changes in students' attitudes towards congregational prayer and compiling descriptions of obstacles and supporting factors in the application of habituation methods.

This research has significant theoretical and practical benefits. Theoretically, this research can add insight and reference in the field of Islamic religious education, especially related to strategies to improve student worship discipline. In addition, this research can contribute to the development of habituation methods in character education based on Islamic values.

Practically, this research provides benefits for various parties, including teachers, students, and schools. For teachers, this research can be a reference in applying habituation methods to improve student discipline in congregational prayer. With a structured strategy, teachers can more easily guide and supervise the development of student worship.

For students, this research is expected to help them form the habit of congregational prayer with more discipline and awareness. Consistent practice will help students understand the importance of congregational prayer and encourage them to make it a part of their daily lives, both at school and at home.

For schools, the results of this research can support the Islamic religion-based character education program by getting students used to carrying out worship consistently. Schools as educational institutions have the responsibility to not only provide knowledge but also shape the character of students to become religious individuals with noble character.

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Evaluation of the effectiveness of habituation methods is also very important to be carried out periodically. Teachers can use direct observations, interviews, and student attendance records to see the development of their discipline in carrying out congregational prayers. If obstacles or obstacles are found in the implementation of this method, it is necessary to make strategic adjustments so that the expected results can be achieved.

Discipline in congregational prayer is not only about physical habits, but also forming a more religious character and mindset. Students who are used to carrying out congregational prayers with discipline will appreciate spiritual values more, have higher self-awareness, and be able to control their behavior better.

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## RESULTS

Based on the results of research conducted through the method of habituating congregational prayers, several important things were found as follows:

Before the habituation method was implemented, the average attendance of students in congregational prayers was only around 45%–55% of the total grade IV students. After the first cycle, there is an increase in attendance of up to 70%. In the second cycle, attendance increased to 85%–90%, indicating the effectiveness of the habituation method.

Initially, students seemed less enthusiastic and often absent from congregational prayers. After the habituation method is applied, students become more aware and enthusiastic about congregational prayers. Some students even began to invite their friends to join the congregational prayer without the need to be reminded by the teacher.

Some students still need extra encouragement, especially at the beginning of the implementation of the method. External factors such as lack of support from parents at home also affect student discipline. In addition, the existence of other activities at school that sometimes clash with congregational prayer schedules is also an obstacle.

The following is an overview of student attendance data in congregational prayers before and after the habituation method is applied:

Cycle	Number of Students	Attend congregational prayers	Attendance Percentage
Before the Habituation Method	30	14-16 students	45% - 55%
After Cycle 1	30	21 students	70%
After Cycle 2	30	26-27 students	85% - 90%

### Qualitative Data (Interview & Observation Results):

**Student:** "I was lazy to pray in congregation at first, but after getting used to it, I felt more comfortable and wanted to keep doing it."

**Teacher:** "We see a big change. Children are now more orderly and have their own awareness for congregational prayers."

### Data

### Verification

To ensure the accuracy of the data, several verification steps are carried out:

Data was obtained from various sources, namely the results of observations, teacher interviews, and student attendance in school documentation. The data was examined through direct observation, interviews, student questionnaires, and analysis of attendance list documents. The findings of the study are reconfirmed to students and teachers to ensure the validity of the results. Compare the results of the first and second cycles to see the trend of increasing student discipline in congregational prayer.

## **DISCUSSION**

The application of the method of habituating congregational prayer in grade IV of SDN 0311 Hutabaru, Sosopan District has shown a significant impact in improving student discipline. This study revealed that there were positive changes both in terms of attendance and students' attitudes towards congregational prayers. Based on the results obtained, it can be concluded that the habituation method makes a great contribution to improving student discipline in participating in congregational prayer activities at school.

Before the application of the habituation method, student attendance in congregational prayers only reached 45%–55%. This shows that most students are less motivated to participate in congregational prayers regularly. However, after the habituation method was implemented, there was a significant increase. In the first cycle, student attendance increased to 70%, and in the second cycle, student attendance reached 85%–90%. This increase shows that habits that are carried out continuously can form positive habits in students and increase their discipline in carrying out congregational prayers.

One of the important factors in the success of the habituation method is the change in students' attitudes and motivation. At first, many students were not enthusiastic and often absent from congregational prayers. However, after the application of the habituation method, students began to show higher awareness and enthusiasm to participate in congregational prayer activities. Some students even invite their friends to join the congregational prayer without needing to be reminded by the teacher. This shows that the habituation carried out by teachers not only has an impact on attendance, but also on the formation of more disciplined student character.

Although the habituation method has proven to be effective, there are several obstacles faced in its application. Some students still need extra encouragement, especially at the beginning of the implementation of the method. This shows that effective habituation requires time and patience from the teacher to guide students to stay consistent. In addition, external factors such as lack of support from parents at home also affect student discipline. If parents do not provide maximum support, then the habituation process at school becomes less than optimal. In addition, the existence of other activities that sometimes clash with congregational prayer schedules is also one of the obstacles faced in the application of this method.

To ensure the accuracy of the data obtained, this study uses various verification techniques, including source triangulation, method triangulation, member check, and data consistency analysis. Source triangulation is carried out by collecting data from various parties, such as teachers, students, and attendance documentation. Meanwhile, triangulation methods involve direct observation, interviews, student questionnaires, and attendance list analysis. Member checks were carried out by confirming the findings of the research to students and teachers, while data consistency analysis was carried out by comparing the results of the first and second cycles. All these steps indicate that the findings of this study are valid and reliable.

Overall, the application of the method of habituating congregational prayer in grade IV of SDN 0311 Hutabaru, Sosopan District has proven to be effective in improving student discipline. Increased student attendance in congregational prayers, changes in attitudes, and more positive student motivation suggest that consistent habituation can bring significant change. However, there are several obstacles that need to be considered, such as a lack of parental support and scheduling conflicts with other activities. Therefore, the success of this method requires cooperation between teachers, students, and parents to create an environment that supports the achievement of habituation goals.

## **CONCLUSION**

Based on the results of the study on "Improving Congregational Prayer Discipline Through the Habituation Method in Grade IV Elementary School at SDN 0311 Hutabaru, Sosopan District," it can be concluded that the habituation method has proven to be effective in improving the discipline of grade IV students in carrying out congregational prayers. Before the method was



implemented, student attendance in congregational prayers was still low, ranging from 45%-55%. After the first cycle, attendance increases to 70%, and in the second cycle it reaches 85%-90%. This shows that with continuous habituation, students are increasingly accustomed and disciplined in participating in congregational prayers.

The habituation method also has a positive effect on students' attitudes and motivation. Students who were initially reluctant to participate in congregational prayers became more aware and excited. Some students even began to invite their friends to participate without the need to be reminded by the teacher. The results of interviews and observations showed that there was an increase in students' awareness and understanding of the importance of congregational prayer.

Several obstacles in the application of habituation methods can be overcome with the right strategy. Challenges such as lack of early awareness of students, support from the home environment, and busy school schedules can be minimized with a more communicative approach and involving parents and educators. Teachers' consistency in providing motivation and example is a key factor in the success of this method.

The results of the study have been validated and show a high level of accuracy. The research data was verified through source triangulation, method triangulation, and consistency tests that showed valid and reliable results. Confirmation from teachers, students, and the school supports that the habituation method has a positive impact on student discipline in congregational prayer.

Based on the conclusion above, it is recommended that this method of habituating congregational prayers:

It is applied continuously and expanded to other classes at SDN 0311 Hutabaru to create a culture of discipline in worship.

Involve parents and the school community in supporting the habit of congregational prayer at home and in the surrounding environment.

Developed with a variety of strategies such as rewarding, competition between classes, and motivation-based approaches to make it more attractive to students.

With consistent application and support from all parties, it is hoped that this habituation method can be an effective solution in increasing student discipline in carrying out congregational prayers at school.

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