Strengthening Dhuha Prayer to Foster Student Piety At Smp Swasta Bunayya Gayo Lues

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ABSTRACT
Strengthening religious character is an essential part of the educational process because education is aimed not only at academic achievement but also at shaping the moral character and personality of students. One form of religious habituation that can be implemented in schools is the practice of Dhuha prayer. This study aims to describe the strengthening of Dhuha prayer to foster student piety at SMP Swasta Bunayya Gayo Lues. The study used a descriptive qualitative approach with data collection techniques comprising observation, interviews, and documentation. The results show that the habituation of Dhuha prayer can serve as a medium for strengthening students' religious character through the formation of discipline, responsibility, orderliness, independence, and worship awareness. Strengthening is carried out through routine habituation, teacher modeling, assistance, motivation, and supervision. These findings align with several recent studies showing that Dhuha prayer habituation in schools can support the formation of students' religious character and discipline. Results from university seminars/proceedings also indicate that consistent worship habituation involving teachers and parents can reinforce students' religious character. Thus, strengthening Dhuha prayer can be used as a strategy for fostering student piety at SMP Swasta Bunayya Gayo Lues.

***Keywords**: Dhuha prayer, student piety, religious character, habituation, Islamic education.*

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Introduction

Education plays a strategic role in developing students who possess not only intellectual abilities but also character, moral values, and spiritual awareness. In Islamic education, educational success cannot be separated from the formation of student behavior that reflects Islamic values in daily life. Religious character needs to be built through a systematic and continuous process. One approach that schools can adopt is through the habituation of religious activities. Habituation enables students to gain direct experience in practicing religious values so that these values do not stop at the cognitive level but develop into attitudes and behaviors.

One form of habituation that can be implemented is the Dhuha prayer. Research by Bachruddin, Darmiyanti, and Ferianto [3] indicates that Dhuha prayer habituation can be used in developing students' religious character because students are guided to perform sunnah prayers according to religious teachings. Research by Haryanto, Firmansyah, and Rosadi [4] also found that Dhuha prayer habituation can support the development of students' religious character and accustom students to performing both sunnah and obligatory prayers in the school environment.

More recent research strengthens these findings. Yugo (2024) [12], for instance, examined the effect of Dhuha prayer habituation on students' worship discipline and reported a relationship between Dhuha prayer practice and students' religious character. Furthermore, research conducted on students at SMP Negeri 1 Kecamatan Harau in 2025 [13] specifically examined the formation of religious character through Dhuha prayer habituation as well as its supporting and inhibiting factors.

Accordingly, Dhuha prayer habituation holds strong relevance in the context of character education. However, the formation of student piety is determined not only by ritual execution but also by teacher modeling, school culture, supervision, motivation, and continuity of guidance. SMP Swasta Bunayya Gayo Lues is an educational institution responsible for nurturing students who possess both intelligence and good character. Therefore, strengthening Dhuha prayer can be one of the strategies to build a religious culture in school. Based on this context, this study is titled **"Strengthening Dhuha Prayer to Foster Student Piety at SMP Swasta Bunayya Gayo Lues."**

Research Methodology

This study employed a **descriptive qualitative approach**. This approach was chosen because the study sought to describe in-depth the execution of Dhuha prayer habituation and the school's efforts to foster student piety. The study was conducted at **SMP Swasta Bunayya Gayo Lues**. Data collection techniques included, **Observation**, **Interviews**, **Documentation**, to obtain supporting data such as activity schedules, event photos, school regulations, and institutional documents. Data analysis was carried out through data reduction, data display, and conclusion drawing.

Results

3.1 Implementation of Dhuha Prayer

The implementation of Dhuha prayer at SMP Swasta Bunayya Gayo Lues is one form of religious habituation activity. This activity aims to provide direct experience for students in practicing sunnah prayers. Implementation is structured through student preparation, prayer execution, and teacher guidance. Teachers play a role in directing students to participate in an orderly manner. This model of habituation aligns with research showing that routine Dhuha prayer execution can serve as a means of student character building. Research by Polem et al. (2024) [7], for example, shows that scheduled and consistent Dhuha prayer execution can foster religious character, discipline, honesty, and responsibility.

3.2 Strategies for Strengthening Dhuha Prayer

Strengthening Dhuha prayer activities can be achieved through several strategies:

a. **Routine habituation:** Repeated activities help students build habits. Consistency is a key factor so that Dhuha prayer is performed not merely due to school regulations, but gradually becomes a part of students' lives.
b. **Teacher modeling:** Teachers hold a vital position as role models. Teacher involvement in religious activities provides direct examples to students regarding the importance of worship.
c. **Motivation:** Students need to be given an understanding of the purpose and spiritual value of Dhuha prayer. Motivation helps students realize that the activity is not just a school rule.
d. **Assistance/Mentoring:** Assistance is required, especially for students who have not yet developed the habit of performing sunnah prayers. Teachers can provide guidance regarding prayer procedures and recitations.
e. **Evaluation:** Schools need to conduct periodic evaluations to determine the level of activity implementation and the obstacles faced by students.

Studies over the past three years show a consistent trend regarding the benefits of Dhuha prayer habituation. Research by Bachruddin et al. (2023) [3] demonstrates that Dhuha prayer habituation can be used to foster students' religious character. Haryanto et al. (2023) [4] found that Dhuha prayer habituation in schools helps form students with good morals through worship habituation.

Sholikhah et al. (2023) [10] examined the effect of Dhuha prayer habituation on students' religious character education and placed this habituation as part of strengthening religious character. In 2024, Yugo [12] reported a relationship between Dhuha prayer habituation and students' worship discipline. Polem et al. (2024) [7] also identified character values such as religiosity, discipline, honesty, and responsibility through Dhuha prayer habituation. Meanwhile, research in 2025 at UPTD SMP Negeri 1 Kecamatan Harau [13] showed that Dhuha prayer habituation can be used in shaping religious character in middle school students. These findings are relevant to the habituation program at SMP Swasta Bunayya Gayo Lues, particularly in establishing worship regularity and religious character among students.

In the 2025 PGRI Madiun University Basic Scientific Conference seminar [9], regarding the formation of students' religious character through Dhuha prayer habituation at SDN Dempelan 02, it was shown that routine congregational Dhuha prayer can serve as a medium to build religious character, discipline, honesty, responsibility, and independence. The program also involved teachers and parents, with regular evaluations conducted. This seminar is significant for SMP Swasta Bunayya Gayo Lues as it shows that the success of worship habituation is determined not only by student activities but also by teacher and family involvement.

In the SENADIKA 2024 Seminar [2], which addressed religious character development through religious habituation, it was concluded that activities such as congregational Dhuha prayer, joint prayers, Quran reading, and other religious activities support the formation of students' religious character. These results indicate that fostering student piety should be conducted through a comprehensive school culture. Dhuha prayer can serve as a core activity, supported by other religious activities.

The 2025 Seminar of the Faculty of Islamic Studies at Universitas Dharmawangsa [11] also showed that routine Dhuha prayer habituation helps build discipline, such as arriving on time and following applicable rules.

a. Dhuha Prayer and the Formation of Student Piety

Based on theoretical reviews and previous research, Dhuha prayer contributes to the formation of student piety across three dimensions:

1. **Spiritual dimension:** Students are accustomed to drawing closer to Allah SWT through sunnah worship.

2. **Personal dimension:** Routine execution trains discipline, responsibility, independence, and orderliness.
3. **Social dimension:** Collective execution trains students to be orderly, respect others, cooperate, and maintain social relationships.

Thus, strengthening Dhuha prayer must be reoriented from merely *"students performing prayer"* to *"students understanding, realizing, and practicing worship values in daily life."*

b. Supporting Factors

Several factors that support activity execution include:

1. Principal's commitment;
2. Teacher modeling;
3. Involvement of Islamic Religious Education teachers;
4. Worship facilities;
5. Clear activity schedules;
6. Parental support;
7. Activity evaluation; and
8. Religious school culture.

Parental involvement is also essential. Proceedings from PGRI Madiun University [9] show that involving teachers and parents alongside regular evaluations are integral parts of the Dhuha prayer habituation program.

c. Inhibiting Factors

Several factors that may hinder execution include:

1. Unequal levels of worship awareness among students;
2. Students participating solely due to rules;
3. Facility constraints;
4. Inconsistent supervision;
5. Peer environment influence; and
6. Lack of habituation continuity at home.

Therefore, the school needs to adopt persuasive, educational, and sustainable coaching approaches.

Conclusion

Strengthening Dhuha prayer can serve as a strategy to foster student piety at SMP Swasta Bunayya Gayo Lues. Routine and consistent habituation provides religious experience while training discipline, responsibility, independence, orderliness, and social care among students.

Previous research from 2023–2025 demonstrates that Dhuha prayer habituation is closely linked to strengthening religious character and student discipline. These findings are supported by university seminar proceedings emphasizing the importance of consistent habituation, teacher modeling, parental involvement, and evaluation in building religious character.

Accordingly, the practice of Dhuha prayer at SMP Swasta Bunayya Gayo Lues should not be positioned merely as a routine school activity, but as part of an **Islamic educational culture** aimed at producing students who are obedient in worship, well-mannered, disciplined, responsible, and capable of applying religious values in daily life.

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