



Strategy for Shaping the Religious Character of SDIT Students Through the Congregational Fardhu Prayer Program

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ABSTRACT

Education plays a crucial role in shaping the attitudes, mindset, spirituality, and character of students, which in turn benefits both individual development and society as a whole. One of the main goals of education is the formation of character based on religious values, which serves as a foundation for creating a quality generation. This study aims to analyze the efforts made by the school principal in enhancing the moral and religious character of students at SDIT Gondang. This research employs a qualitative approach with a field study method, aiming to explore in depth the formation of students' character through the implementation of congregational obligatory prayers during Dhuhur and Asr, which are an integral part of the full-day school program at SDIT Gondang. The data collected comes from interviews, observations, and documentation involving the principal and students, supported by relevant literature. The results of the study show that the congregational Dhuhur and Asr prayers program is expected to foster better and more religious character in students, which ultimately has a positive impact on their daily lives. The contribution of this research emphasizes the importance of integrating religious values into character education, Especially through the practice of congregational prayer in schools.

Informasi Artikel

Kata Kunci:
Karakter
Religius;
Program Shalat
Fardhu;
Sekolah Dasar

ABSTRAK

Pendidikan memegang peran yang sangat vital dalam membentuk sikap, pola pikir, spiritualitas, dan karakter siswa, yang pada gilirannya memberikan manfaat bagi perkembangan individu serta masyarakat secara keseluruhan. Salah satu tujuan utama dalam pendidikan adalah pembentukan karakter yang berbasis pada nilai-nilai religius, yang menjadi landasan untuk menciptakan generasi yang berkualitas. Penelitian ini bertujuan untuk menganalisis upaya yang dilakukan oleh kepala sekolah dalam meningkatkan moral dan karakter religius siswa di SDIT Gondang. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi lapangan, yang bertujuan untuk menggali secara mendalam mengenai pembentukan karakter siswa melalui pelaksanaan shalat fardhu berjamaah pada waktu Dhuhur dan Ashar, yang merupakan bagian integral dari program full day school di SDIT Gondang. Data yang diperoleh berasal dari wawancara, observasi, dan dokumentasi yang melibatkan kepala sekolah dan siswa, serta didukung oleh literatur yang relevan. Hasil penelitian menunjukkan bahwa program shalat fardhu berjamaah Dhuhur dan Ashar, diharapkan dapat mengembangkan karakter siswa yang lebih baik dan religius, yang pada akhirnya memberikan dampak positif dalam kehidupan mereka sehari-hari. Kontribusi penelitiannya menegaskan betapa pentingnya integrasi

nilai-nilai religius dalam pendidikan karakter, khususnya melalui praktik shalat berjamaah di sekolah.

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INTRODUCTION

The development of students' character can be shaped through the habituation of worship practices. In religious education, teachers and students can interact through various teaching activities, including fostering students' spirituality and morality. In this process, the family as an informal educational institution and the learning environment play a crucial role in the success of religious education in schools (Narimo, 2020). Religious education must be provided so that students develop character, attitudes, mindset, and spirituality that will be beneficial for them as they navigate the social dynamics of society (Akhyar, 2021; Iqbal et al., 2022).

Habituation of worship practices is defined according to Government Regulation No. 55 of 2007 as education, guidance, and teaching that provides information as well as assists students in developing personalities, attitudes, and practical skills related to the religious teachings they believe in (Aulia, 2016). Actually, this is applied to all levels of learning and current learning paths, in accordance with the National Education System Law (Sikdiknas) No. 20 of 2003. This law stipulates that national education seeks to develop the potential and character of students to realize a democratic human being, faith in God Almighty, noble character, physical and spiritual health, knowledgeable, and responsible.

The aforementioned legal regulations apply at all levels of education, including basic education. These various regulations list educational goals that basically aim to help the development of students' character. Therefore, this character helps strengthen the profile of Pancasila students, which includes the basic values of Pancasila such as critical thinking, creativity, respect for diversity, independence, and noble morals. These values are in line with the current curriculum centered on freedom of learning (Rahmadani & Hamdany, 2023). In a situation like this, Islamic religious teachers take on a new task to teach their students how to practice their religious teachings and internalize the values of Pancasila.

Islamic religious teachers can apply various strategies in order to increase student religiosity through various instructional activities. Educators have the flexibility to choose the type of activity that suits their competence as well as the availability of educational resources in the school environment. As individuals living in society, students are influenced by the social norms that apply around them. Therefore, this process is not a simple thing (Fahmi & Susanto, 2018). Thus, the selection and implementation of appropriate and efficient strategies is the key to improving students' religious attitudes.

The obligatory prayer program in congregation at the time of Dhuhur and Asr is one of the effective approaches to increase students' religiosity. The program provides students with the opportunity to join in worship together, which can foster a sense of responsibility and spiritual bonding (Yousaf et al., 2022). Making congregational obligatory prayers an important part of the school's daily routine is a very appropriate planning step.

The focus of this research is the implementation of obligatory prayers in congregation at the time of Dhuhur. The goal is to find out how students organize and perform such worship, and to find out how these habits impact their character growth. Students have the opportunity to incorporate the spiritual aspect into their daily life at school by attending congregational prayers at Dhuhur time, which is usually done after morning lessons and before the lunch break. In this case, the principal and Islamic religion teacher at SDIT Gondang decided to implement this program as a means to teach students about the importance of establishing a relationship with God and the value of togetherness when worshipping. This method was chosen because there was an understanding that children should be introduced to God through an understanding of His attributes at the age of six to twelve (Rahayu et al., 2021).

In several recent studies on religious education and character building, different types of research and methodologies have been created to understand how religious activities such as congregational prayers can affect students' character growth and prevent discriminatory behaviors as revealed in the results of research. Similar research also yielded findings that the practice of worship can improve mood (Park & Wilt, 2024).

Likewise, the results of Sarroub & Schroeder (2023), believes that the practice of habituation of worship can improve students' practical literacy. Also in the results of a literature review by Northover et al. (2024), it is known that the emphasis on the incorporation of spirituality in education is considered an important component in the formation of good social attitudes. An understanding of the values of Pancasila incorporated into religious lessons to build students who think critically, creatively, and responsibly is one of the important contributions in this field. As seen in various schools in Indonesia, activities such as congregational obligatory prayers have proven to be an effective way to support this goal (Rachman et al., 2024).

The results of the gap analysis of several previous studies concluded that Despite the fact that contemporary research and practice have emphasized how important worship activities such as congregational prayers are to support the growth of students' character, there are still several problems that need to be solved:

1. While there have been a number of studies exploring the relationship between religious education and student character, more in-depth research based on empirical data is needed to measure the extent to which congregational prayer habits contribute to specific aspects of character development, such as increased discipline, sense of responsibility, and tolerance among students.
2. There is little research showing how schools, teachers, parents, and communities work together to support religious education. These various educational approaches show that religious education is highly dependent on cooperation between teachers, schools, and parents as well as the strengthening of spiritual culture that supports social values.

It is hoped that by filling these gaps, a more complete picture and more efficient methods will be available to maximize the role of religious education in forming students who are qualified, noble, and morally high. This research can also make a significant contribution to the development of more comprehensive education policies that consider spirituality and ethics as essential components of learning. In addition, the results of this study also highlight how important it is for schools, parents, and the community to work together to support efforts to build students' religious character and create an environment that supports their personal growth.

The implementation of obligatory prayer in congregation as a habit in schools plays an important role in creating an environment that supports the growth of students' religious character as a whole. Therefore, performing obligatory prayers in congregation at school, especially before going home, is a very important component in the formation of students' character based on social and religious values. The program not only serves as a habit of worship, but also helps students develop a positive attitude toward discipline, social, and spiritual.

METHOD

The research method applied in this study is a field study approach using a qualitative research design. This approach was chosen to gain a deep understanding of the research object and subject. Primary data was collected through interview techniques, documentation, and observations conducted on the principal and students at SDIT Gondang.

This study aims to identify various variables that affect the success of the program and the difficulty of its implementation by conducting interviews with principals and students. The principal provides information about the school's policy on congregational prayer and the role of teachers in organizing and guiding students. They also explain how these activities can be incorporated into the school schedule without interfering with

other academic activities. In addition, interviews with students showed their experience in congregational prayer from a spiritual and social point of view, as well as how it impacted their behavior outside of worship.

It is very important to see how the congregational obligatory prayer is carried out to assess the solemnity and order of the activity, as well as the interaction that occurs between students during and after worship. In addition, documentation is used to collect images or notes that record important elements, such as student participation rates, prayer atmospheres, and the social impact of congregational prayers. By using this data analysis, this study can provide a clearer picture of the function of congregational obligatory prayer as part of the school program. This prayer not only serves as a mandatory worship but also serves as an effective way to instill discipline, religious character, and a sense of solidarity among students.

The triangulation of data carried out by these three collection methods is to verify similar results from various points of view, increasing the credibility and validity of the research results. In addition, this approach allows for a deeper understanding of the role of congregational obligatory prayer in the formation of students' religious character at SDIT Gondang. By utilizing source triangulation, this research is expected to produce more comprehensive and accountable results, which will provide a deeper understanding of how this program is implemented and has an impact on the development of students' character.

RESULTS AND DISCUSSION

A. Results

1. Implementation of the Congregational Fardhu Prayer Program in the Framework of Full Day School

SDIT Gondang is one of the educational institutions that implements a full-day school system. Students are educated from morning to evening. In this case, it is the responsibility of the school management, including the principal and all educators, to ensure that students fulfill their religious obligations, especially the Duhur and Asr prayers, which are obligatory (mandatory) worship according to Islam. To do this, the school designs and implements a congregational obligatory prayer program as part of students' daily activities.



Figure 1. Habit of Congregational Prayer for SDIT Gondang Students



Figure 2. Formation of Religious Character of SDIT Gondang Students Through Congregational Fardhu Prayer

Before the congregational obligatory prayer program began, the principal and all teachers made in-depth preparations. Developing lesson plans and activity planning is part of this preparation, which focuses on incorporating worship activities into the school routine. In addition, various facilities are prepared to support the implementation of the program. One of them is a prayer room or classroom with an adjustable design that allows a space for congregational prayers with a divider that can be opened as needed.

The effectiveness of the Duhur and Asr congregational obligatory prayer program has a positive effect both in shaping the religious character of students and in accordance with the expected character education goals at SDIT Gondang. In its habituation, preparation is done carefully and organized. After all preparations are completed, this activity begins to be carried out regularly in the students' daily activities.

Exploring more deeply about the implementation of the obligatory prayer program in congregation during Duhur and Asr at SDIT Gondang, interviews were conducted with the principal and several teachers who were directly involved in the implementation process of the program. This congregational obligatory prayer program is one of the efforts to incorporate religious values into the daily lives of students, said the Principal of SDIT Gondang in the following statement:

"As a school that implements a daily education system, we believe that it is important for us to not only concentrate on academic achievement but also build the character of students, including worship. A great way to teach togetherness, discipline, and piety to God is to pray in congregation. This program is part of reinforcing the moral principles that we have instilled since the beginning." (Interview: Wednesday, 13 March 2024)

The principal also added that although there were initially problems with the facilities and readiness of students, they continued to try to solve them with various innovations, such as giving students wirod readings that they had not memorized. Teachers involved in the program said that students benefit from the congregational obligatory prayer program in their social and mental development.

The teacher with the initials BM gave an explanation:

"I saw a big change in the students in terms of discipline and interaction with each other during this congregational prayer program. They care more about their friends and value time more. They not only learn to pray, but also about the importance of working together and supporting each other." (Interview: Wednesday, 13 March 2024)

In addition, the teacher emphasized how important the reward and punishment system used in this program is. While punishment in the form of wirid readings is given to help students who have not memorized certain readings, awards are given to students who show progress in worship. According to the teacher, although this method looks simple, it has proven effective in encouraging students to worship more seriously.

Students also had the opportunity to take turns becoming imams and reciting wirid after prayer in the congregational obligatory prayer program at SDIT Gondang. Teachers actively supervise and guide students during worship to ensure that they increasingly understand and carry out their religious obligations properly. Students are also given wirid reading texts as a reference to help them memorize wirid readings. Therefore, it is expected that students will memorize the readings gradually along with participating in the program regularly. The Head of SDIT Gondang stated:

"The social and religious nature of students is greatly influenced by this congregational obligatory prayer program. All students indirectly memorize short surahs, prayer movements, and reading wirid and prayer. This process enhances students' understanding of their religious obligations and strengthens their commitment to daily worship." (Interview: Wednesday, 13 March 2024)

Furthermore, the principal emphasized that:

"By implementing this program, teachers and educators can identify the growth of students' social attitudes, courage, and faith. The program is also a good indicator to measure the extent to which students can internalize religious and social values applied in their daily lives. Thus, teachers and educators can observe the improvement of the quality of worship, mastery of prayer movements, and understanding of the reading of the Quran." (Interview: Wednesday, 13 March 2024)

2. Principal's Efforts in Improving Student Character Through the Congregational Fardhu Prayer Program

To make a program successful, of course, there must be an effort made (Agustina, 2018). In order to make the congregational obligatory prayer program a success, the principal and teachers at SDIT Gondang have taken various strategic steps. One of them is by providing examples of exemplary behavior that reflect traits that are in accordance with the main example in Islam, namely the Prophet PBUH. In addition, they also encourage the formation of good habits through the application of disciplined behavior, as well as teaching manners that are in accordance with applicable norms.

a. Setting an Example

Setting a good example to students has a very important role in shaping their behavior, as well as in instilling a solid moral and spiritual foundation. In the context of education, setting an example for others is one of the most fundamental elements (Cahyani & Masyithoh, 2023). Educators who have positive personalities can significantly influence students to develop positive traits in them. Therefore, educators have a responsibility to be an example for their students, both through examples of behavior shown in the classroom and outside the classroom (Astriana et al., 2023).

The principal and teachers at SDIT Gondang set an example for students by following the simple attitudes exemplified by the Prophet PBUH. In addition, in aspects of daily life, teachers also teach small manners that are very important, such as how to eat and drink well. For example, when eating and drinking, teachers remind students to sit in a way that is in accordance with the teachings of the Prophet PBUH. Likewise, in terms of walking, students are taught to raise their legs high.

In addition, considering that in classroom activities students do not use footwear, the principal and teacher also provide directions on the importance of turning the footwear over after being removed. This way, when students are about to put on footwear again, they don't have to twist their bodies. Although these actions seem simple, through these daily habits, the character and manners of students are slowly formed for the better. Because in fact, good manners are the main thing in character formation (Hariandi & Irawan, 2016). In an interview with the principal of SDIT Gondang, he explained:

"We believe that setting a good example for students is the most effective first step to shaping their character. Every small action we show, such as praying before an activity, eating in a good way, or walking attentively, becomes part of their character education. Students not only learn from what is taught, but also from what they see and set an example for teachers and principals." (Interview: Wednesday, 13 March 2024)

A teacher with the initials AK at SDIT Gondang also added:

"We always try to be a good example for students, both in big and small actions. For example, when we teach students to eat seated as taught by the Prophet PBUH, we do it too. We hope that students can imitate these habits in their daily lives. Simple actions like this, even if they seem small, can shape their character very effectively. We see a clear change in their behaviour, from discipline to respect for others." (Interview: Wednesday, 13 March 2024)

These two respondents emphasized that providing consistent and simple examples in daily life plays an important role in shaping the character and manners of students at SDIT Gondang. This statement underlines the importance of consistency in setting an example for students, which is the basis for the formation of good character and manners. Consistent and simple exemplification in daily life allows students to understand and

absorb moral and spiritual values more effectively, as they learn not only from what is taught, but also from what they see directly in the behavior of the adults around them.

b. Teaching Good Behavior with Habituation

A key component in habituation is actions that are consistently practiced. According to [Krisnawati et al. \(2024\)](#), habituation refers to actions that are carried out through a directed learning process, which ultimately occurs automatically and settled. In an effort to form a better character of students, the principal and teachers at SDIT Gondang implement various habituation activities, such as congregational prayers, reading Asma' al-Husna, saying greetings, eating and drinking by sitting, and other habits. By repeating this habit, over time the habit will be formed automatically, so that students become accustomed to it and do it without coercion. This good habit will certainly contribute to the formation of a more positive student character ([Sari & Puspita, 2019](#)).

Through activities that are carried out repeatedly, students' character slowly begins to form. For example, in the habit of congregational obligatory prayer, students will get used to carrying out these obligations and no longer feel burdened. In addition, they are also increasingly familiar with the teachings of Islam and feel closer to Allah SWT. As the results of the interview with the principal of SDIT Gondang, he explained:

"The habits that we apply at SDIT Gondang are not just routine activities, but more than that, we want to shape the character of students through meaningful actions. For example, by getting students used to praying in congregation, they not only carry out their religious obligations, but also feel closeness to Allah SWT. We do this habit with full consistency, so that over time students get used to it and no longer feel heavy in carrying it out." (Interview: Wednesday, 13 March 2024)

Regarding the results of the interview, the teacher at SDIT Gondang also added:

"We see a positive impact of this habituation activity, especially in the habituation of congregational prayers. Students who initially felt burdened with this obligation, now it has become a habit that they live with full awareness. In addition, they also get to know and deepen the Islamic religion better. With habituation activities that continue to be carried out consistently, students' character and discipline are increasingly developed." (Interview: Wednesday, 13 March 2024)

This respondent's statement emphasized that through consistent and directed habituation, students' character can be formed well, and they will get closer to religious values and carry out their obligations with full responsibility.

c. Teaching Good Discipline and Manners

Discipline is a very important factor for students' development, as it can drive their academic success in the future. With discipline, students will be motivated to pursue their goals and ideals (Faruq et al., 2024). In addition, discipline also plays a crucial role in teaching students to respect predetermined schedules and rules, which in turn will help them achieve various positive goals. Discipline is a trait that needs to be nurtured and applied consistently in daily life, both in the learning process and in the formation of students' character (Yunanto et al., 2022).

Research conducted at SDIT Gondang shows that discipline management, both in terms of time management and the implementation of dress codes at school, starts from the example of the principal and teachers. The purpose of enforcing this dress code is to set a good example to students, as well as encourage them to wear uniforms according to existing guidelines. Time management also affects students' discipline in terms of attendance, which requires them to arrive at school early. In addition, related to congregational obligatory prayer activities, discipline in this case aims to maintain the obligations of students in carrying out the prayer and train them to be istiqomah in carrying out congregational obligatory worship. In an interview with the principal of SDIT Gondang, he stated:

"Discipline is a basic value that we instill in students from the beginning. We believe that through discipline, students will not only succeed in academics, but also in their daily lives. In this case, we give students direct examples, such as in dress rules and time management. By educating them to respect time and follow established dress codes, we hope that they can understand the importance of discipline and apply it in all aspects of their lives." (Interview: Thursday, 28 March 2024)

Meanwhile, a teacher representative at SDIT Gondang added:

"Time management and discipline in terms of dress are indeed our main concerns. As educators, we must show that discipline is a value that we practice ourselves, and that it must be imitated by students. In addition, the congregational prayer activities that we implement are also part of efforts to educate students to be more disciplined in carrying out their religious obligations. By carrying out congregational prayers regularly, students are taught to be more responsible and consistent in worship." (Interview: Thursday, 28 March 2024)

These two interviews underscore the importance of the role of educators in instilling the value of discipline in students. Through example and good time management, students not only get used to respecting the rules, but also learn to better manage their responsibilities, both in academic and spiritual contexts.

3. Obstacles, Solutions, and Reflections of Moral Values in the Implementation of the Congregational Prayer Program at SDIT Gondang

Every educational program certainly faces challenges and obstacles that affect its smooth operation. Similarly, in the implementation of the congregational obligatory prayer program at SDIT Gondang, there are initial obstacles, both in terms of facilities and in the ability of students. However, the results of observations and interviews conducted by the researcher show that all of these obstacles can be overcome effectively by the school, especially by the principal and teachers. One example of an obstacle found is that some students are not able to chant or memorize wirid readings fluently. To overcome this, teachers distribute wirid reading sheets to students so that they can follow and gradually memorize the readings.

These actions not only reflect responsive problem-solving efforts, but also contain deep moral values. Through the implementation of the congregational obligatory prayer program, students are faced with the obligation to carry out worship on time and together. This regularity instills moral values such as discipline, honesty, and responsibility, which are integral to the development of a student's spiritual character.

Discipline is a clearly visible value in the habit of students following a predetermined prayer time, which teaches them to manage their time well and keep their promises. Honesty is reflected in the implementation of worship that is carried out with sincerity without any coercion, as well as sincerity in following the reading of prayers and wirid. Responsibility is also beginning to be seen, both in terms of maintaining the cleanliness of places of worship, maintaining order during congregational prayers, and in playing an active role as an imam who leads his friends. All these moral values, although not directly visible, slowly begin to take shape and be seen in the daily habits of students. In an interview conducted with the principal and teachers of SDIT Gondang, they explained that the congregational obligatory prayer program has a significant impact on the formation of students' character, especially in instilling positive moral values. The principal of SDIT Gondang revealed:

"Since the implementation of this congregational prayer program, we have seen a significant change in student attitudes, especially in terms of discipline, responsibility, and honesty. Our students are now more organized in their daily routines, both at school and at home. They are also increasingly aware of their respective responsibilities, both in terms of carrying out worship and in supporting their friends during congregational prayers." (Interview: Thursday, 28 March 2024)

In addition, a teacher with the initials AH who was directly involved in the implementation of this program also added:

"Through the habit of congregational prayer, students are not only accustomed to carrying out worship, but they also begin to understand the importance of discipline in daily life. For example, they are more punctual in participating in class activities, and they are more responsible in maintaining the cleanliness of places of worship. I also saw a change in their attitude, being more honest and respectful of others, both in their daily interactions and in carrying out the tasks given by the teacher." (Interview: Thursday, 28 March 2024)

This illustrates that moral values such as discipline, responsibility, and honesty have begun to take root in SDIT Gondang students, as a positive impact of the habit of congregational obligatory prayers that they do. The habituation carried out in this school not only leads to the formation of students' religious character, but also brings a great influence on their social and moral attitudes outside the context of worship. Thus, the implementation of the congregational obligatory prayer program at SDIT Gondang not only succeeded in overcoming existing obstacles, but also made a significant contribution to the formation of student character. The program has successfully instilled deep spiritual values, which are reflected in students' attitudes and behaviors in their daily lives, both inside and outside the school environment.

B. Discussion

The obligatory prayer program in congregation at Dhuhur and Asr implemented at SDIT Gondang is a very appropriate strategic step in supporting the implementation of the full day school program at the school. The determination of this program not only provides opportunities for students to carry out worship in congregation, but also in line with the educational goal of forming students' religious character consistently throughout the school day (Charan et al., 2020).

Through this program, the time allotted for congregational prayers becomes an important opportunity to integrate spiritual values into their academic routine (Strube, 2024). In the context of full day school, where students spend most of their time at school, congregational prayer is an effective means of refreshing the soul and mind, as well as maintaining a balance between mundane and spiritual activities (Putri & Fanan, 2023; Rezki, 2020). In addition, by performing congregational prayers during Dhuhur and Asr, students are taught to be disciplined in managing time, respecting schedules, and prioritizing worship as part of daily life.

This program supports the development of students' discipline in living a more structured and organized daily routine (Pura et al., 2024; Siregar, 2017). Likewise, the understanding of worship practices such as congregational prayer is not solely understood from what is seen from social media platforms (Al-Zaman, 2022; Hamrah,

2011) and real rituals that others do, but more than real practice in person at school (Johnson, 2004).

This congregational prayer program also serves as a forum for character building, such as discipline, togetherness, and a sense of responsibility (Hussain et al., 2019). Students are not only taught about religious values, but are also invited to appreciate the importance of togetherness in worship, which can then strengthen the sense of solidarity and harmony between them (MacGregor, 2008).

This is very relevant to the goal of character education which emphasizes the formation of students who have noble character, have high discipline, and are able to adapt well in social life (You et al., 2019). With congregational prayers, students learn to work together to achieve a common goal, which is to worship with a sense of responsibility, and this creates an atmosphere that supports positive social interaction at school.

The Dhuhur and Asr congregational obligatory prayer program at SDIT Gondang makes a significant contribution in achieving more holistic educational goals. The program supports the academic, social, and spiritual aspects of students, making it an example of successful integration between religious and academic education in the context of full day school (Parra, 2022). Thus, this congregational prayer program not only teaches religious values, but also shapes students' character as a whole, which will ultimately prepare them to become individuals who are not only academically successful, but also morally and spiritually (Hidayah et al., 2023; Kurniawan et al., 2024).

Simple role models, such as praying before activities, maintaining manners in eating and drinking, or mindful walking, even if they may seem small, have a big impact in shaping student behavior. These attitudes teach students the importance of maintaining politeness, discipline, and responsibility in every action they take (Alfawzan et al., 2024). By familiarizing themselves with these simple but meaningful actions, students begin to internalize these values in their daily lives, both at school and outside of school. This example also strengthens the formation of religious character that continues to be fostered in students' daily lives.

Consistent role models are also very influential in strengthening the relationship between teachers, principals, and students. When educators show behaviors that are in accordance with the values taught, students will more easily imitate and apply them. This creates a positive climate in the classroom and school, which supports the development of students' overall character (Siddique, 2024). In addition, consistency in setting an example also shows that these values are not just theories taught in the classroom, but are part of the culture and real life applied in every aspect of their lives.

For example, when the principal and teachers at SDIT Gondang routinely show the habit of praying before starting activities or maintaining good manners in eating, students will slowly realize that it is an important habit and should be followed. This habit, although simple, shapes the mindset of students to always maintain manners, not only in a religious context but also in their daily social interactions (Rissanen, 2012). Thus, the habituation of moral values and manners carried out through consistent

examples will play a very important role in shaping the personality of students who have good character, discipline, honesty, and responsibility. The congregational obligatory prayer program is one of the integral strategies that strengthen students' character by making discipline, togetherness, and responsibility part of their daily habits.

CONCLUSIONS

The study found that implementing the congregational obligatory prayer program at SDIT Gondang, which is implemented in a full-day school system, has succeeded in improving students' spiritual, social, and emotional development. The program not only helps students fulfill their religious obligations, but it also helps them learn discipline, responsibility, and honesty in everyday life. Congregational prayer programs can gradually shape the character of students, both inside and outside the school, by planning well and implementing a reward and punishment system. It is possible that initial obstacles, such as the inability of some students to memorize wirid readings, can be overcome by providing reading texts and supportive learning strategies gradually. In this situation, moral values such as discipline, responsibility, and honesty are seen in students' attitudes and actions. It is evident that principals and teachers play an important role in building the character of students by setting an example and applying habits regularly. This method not only teaches students about worship, but they also gain life experiences that teach them better social attitudes, such as working together and supporting each other. As a result, the implementation of the congregational obligatory prayer program improves the quality of student worship in addition to strengthening the moral values that determine their character. Apart from the fact that the congregational prayer program at SDIT Gondang has been running well, it is recommended that the school continue to improve facilities that support worship, such as a more adequate prayer room and other facilities that make students feel comfortable when praying in congregation. In addition, making the subject matter more interesting and easy for students to understand, such as interactive learning media to memorize wirid readings, can make learning easier for students.

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