

The Role of Islamic Religious Education and Character Education Teachers in Cultivating the Habit of Performing Dhuhr Prayer in Congregation Among 11th Grade Students at SMA Negeri 1 Gowa

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ABSTRACT

This aim to: 1) describe the role of Islamic and religious education teachers character in implant getting used to praying Dhuhr congregation participant educate class XI at SMA Negeri 1 Gowa , 2) describing factor supporters and obstacles of Islamic religious education and character teachers character in getting used to praying Dhuhr congregation participant educate class XI at SMA Negeri 1 Gowa , 3) describing efforts made to overcome inhibiting factors in instilling the habit of congregational Dhuhr prayers in class XI students at SMAN 1 Gowa. This research is a descriptive qualitative study. The research location is SMA Negeri 1 Gowa. The data sources in this study are primary data sources including Islamic religious education teachers, grade XI students, and members of the ROHIS organization of grade XI IPA. While secondary data sources include documents related to the research focus. The data collection methods used are observation, interviews, and documentation. The data analysis techniques used are using the steps of data reduction, data presentation, and verification or drawing conclusions. The results of this study indicate that: 1) there are several roles of Islamic religious education teachers in the habit of performing congregational Zuhur prayers for students at SMA Negeri 1 Gowa. It can be seen that the role of Islamic religious education teachers is to provide examples, guide, give advice, and provide motivation to students to form the habit of performing congregational Zuhur prayers. 2) the supporting factors are the existence of good cooperation between the principal and teaching staff, Islamic Religious Education teachers implementing rules for students in performing Zuhur prayers, and the influence of friends, while the inhibiting factors are inadequate prayer room facilities at the school. 3) the solution to the problem is by directing female students to the second floor while male students are on the ground floor, then giving sanctions to students who do not perform Zuhur prayers, namely giving less marks, then always providing advice and teaching about the importance of performing congregational prayers to students.

Keywords: *The Role of Islamic Religious Education Teachers in Instilling the Habit of Performing Zuhur Prayer in Congregation.*

1) INTRODUCTION

The introduction of this journal explains that education is a deliberate and well-planned effort to develop students' potential, particularly in the spiritual, moral, and personal dimensions, in which Islamic Religious Education (PAI) plays a significant role in shaping students' behavior and character in accordance with the mandate of the National Education System Law. Amid the increasing

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prevalence of deviant behavior among adolescents, the habituation of worship practices, especially the congregational Dhuhr prayer, is considered an effective effort to instill discipline, responsibility, and religious character, as prayer holds a central position in Islam and serves to prevent immoral and wrongful acts. Therefore, Islamic Religious Education and Character Education teachers have a central role as role models, mentors, advisors, and motivators in fostering this habit among students. Based on this background, the study was conducted to examine the role of Islamic Religious Education and Character Education teachers in instilling the habit of performing congregational Dhuhr prayer among eleventh-grade students at SMA Negeri 1 Gowa, including the supporting and inhibiting factors as well as the efforts made to overcome these obstacles.

2) METHODS

The study employed a descriptive qualitative research design aimed at systematically and factually describing the role of Islamic Religious Education and Character Education teachers in fostering the habit of performing congregational Dhuhr prayer. The research was conducted at SMA Negeri 1 Gowa. Primary data sources included Islamic Religious Education teachers, eleventh-grade students, and members of the Islamic student organization (ROHIS), while secondary data were obtained from relevant school documents. Data were collected through observation, unstructured interviews, and documentation. The data analysis technique applied the interactive model of Miles and Huberman, which consists of data reduction, data display, and conclusion drawing or verification.

3. RESULTS AND DISCUSSION

The findings and discussion of the study indicate that the role of Islamic Religious Education and Character Education teachers in fostering the habit of performing congregational Dhuhr prayer at SMA Negeri 1 Gowa is carried out through four main roles: as role models, mentors, advisors, and motivators. Teachers set a direct example by participating in the congregational prayer, guide students in understanding the procedures and importance of prayer, provide advice to those who neglect it, and offer motivation through attendance records and attitude assessments. The condition of students during the implementation of congregational prayer varies; some promptly go to the prayer room, some wait for their turn, while others demonstrate a lack of discipline. Supporting factors for the

success of this program include strong cooperation between the principal and teachers, the implementation of school regulations, and the positive influence of religious peers. Meanwhile, inhibiting factors consist of limited prayer room facilities, diverse student behaviors, and the lack of habituation within the family environment. To overcome these obstacles, teachers implement space division between male and female students to save time, provide sanctions and warnings to those who fail to participate, and continuously offer guidance and understanding regarding the importance of congregational prayer both at school and at home.

4. CONCLUSIONS

In conclusion, the study demonstrates that Islamic Religious Education and Character Education teachers play a significant role in fostering the habit of performing congregational Dhuhr prayer among eleventh-grade students at SMA Negeri 1 Gowa. Their role is manifested through exemplary conduct, guidance, advice, and motivation, which collectively contribute to shaping students' religious character and discipline. The success of this habituation program is supported by effective collaboration between the school principal and teachers, the implementation of school regulations, and positive peer influence. However, the program also faces several challenges, including limited prayer facilities, diverse student behaviors, and insufficient religious habituation within the family environment. To address these obstacles, teachers implement practical solutions such as organizing prayer arrangements more efficiently, enforcing disciplinary measures, and continuously providing religious guidance and moral reinforcement. Overall, the active involvement of teachers is essential in cultivating students' awareness and consistency in performing congregational prayer as part of their daily religious practice.

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