

# The Role of Dhuha Prayer Habituation on Student Discipline at SMA Harapan Mekar Medan

## Peran Pembiasaan Shalat Dhuha Terhadap Kedisiplinan Siswa di SMA Harapan Mekar Medan

Amirah Arifah<sup>1\*</sup> 

<sup>1</sup>Universitas Muhammadiyah Sumatera Utara, Indonesia

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### ABSTRAK

Penelitian ini dilakukan karena pentingnya membentuk sikap disiplin sebagai bagian dari pendidikan karakter religius siswa. Disiplin di sini tidak hanya berarti patuh pada aturan sekolah, tetapi juga mencakup tanggung jawab spiritual yang muncul melalui kebiasaan beribadah. Salah satu ibadah sunnah yang diyakini dapat membantu menumbuhkan disiplin adalah shalat dhuha. Penelitian bertujuan untuk melihat bagaimana pelaksanaan shalat dhuha memengaruhi kedisiplinan siswa di SMA Swasta Harapan Mekar Medan. Metode yang digunakan adalah kualitatif dengan pendekatan deskriptif fenomenologis. Data dikumpulkan melalui observasi terhadap pelaksanaan shalat dhuha dan aktivitas sehari-hari siswa di sekolah pada Juli hingga Agustus 2025, lalu dianalisis melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa siswa yang terbiasa melaksanakan shalat dhuha memiliki kedisiplinan yang lebih baik, seperti mengatur waktu, menaati aturan, dan menjaga keteraturan perilaku, dibandingkan siswa yang kurang konsisten. Shalat dhuha juga membantu menumbuhkan kesadaran diri, sehingga disiplin bukan hanya muncul karena pengawasan guru atau aturan sekolah, tetapi juga menjadi bagian dari karakter pribadi siswa. Meski demikian, beberapa kendala muncul, seperti rasa malas, motivasi rendah, dan pengaruh lingkungan yang membuat sebagian siswa tidak konsisten. Sekolah menanggapi hal ini dengan pendekatan persuasif, pembinaan rutin, dan keteladanan guru. Kesimpulannya, pelaksanaan shalat dhuha secara individu berperan penting dalam membentuk kedisiplinan siswa, sekaligus menjadi sarana

pendidikan karakter yang efektif untuk menanamkan sikap kesadaran akan keteraturan dan tanggung jawab pada diri siswa.

### ABSTRACT

This study was conducted due to the importance of developing discipline as part of religious character education for students. Discipline here does not only mean obeying school rules, but also includes spiritual responsibility that arises through worship habits. One of the sunnah worship practices that is believed to help foster discipline is the dhuha prayer. The study aims to examine how performing the dhuha prayer affects student discipline at Harapan Mekar Private High School in Medan. The method used is qualitative with a descriptive phenomenological approach. Data was collected through observation of the implementation of the dhuha prayer and students' daily activities at school from July to August 2025, then analyzed through data reduction, data presentation, and conclusion drawing stages. The results of the study show that students who are accustomed to performing the dhuha prayer have better discipline, such as managing time, obeying rules, and maintaining orderly behavior, compared to students who are less consistent. The dhuha prayer also helps to foster self-awareness, so that discipline does not only arise because of teacher supervision or school rules, but also becomes part of the students' personal character. However, several obstacles arise, such as laziness, low motivation, and environmental influences that cause some students to be inconsistent. Schools respond to this with a persuasive approach, regular guidance, and teacher role modeling. In conclusion, the individual practice of the dhuha prayer plays an important role in shaping student discipline, while also

\*Corresponding author

E-mail addresses: [amihdra@gmail.com](mailto:amihdra@gmail.com) (Amirah Arifah)\*

serving as an effective character education tool for instilling an attitude of awareness of order and responsibility in students..

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## 1. INTRODUCTION

Education, in essence, is a conscious and planned effort to shape the personality of learners so that they can develop optimally in accordance with societal values and culture. Hasbulloh (2007 in Siti Sifa Fauziyah et al., 2023) states that education is an effort to nurture the potential of students in the form of knowledge, attitudes, and skills. In line with this, Wicaksono (2009 in Siti Sifa Fauziyah et al., 2023) emphasizes that the goal of education is to shape individuals who are noble in character, knowledgeable, and beneficial to their environment. This is also affirmed in the Law of the Republic of Indonesia No. 20 of 2003 on the National Education System, which states that education must develop spiritual strength, self-control, intelligence, noble character, and the skills required by individuals, society, the nation, and the state (Rahmalia et al., 2023).

One important aspect of education is the development of discipline. Discipline is the key to students' success in learning because it is directly related to academic achievement as well as character formation. In Islamic teachings, discipline is not only obedience to school rules but also adherence to religious obligations, including consistency in worship. Prayer (shalat), as the main act of worship, functions to cultivate discipline, order, and responsibility. Among the voluntary prayers, Dhuha prayer carries spiritual significance while also training discipline. Allah SWT commands believers to perform prayer as stated in Q.S. Al-Hajj verse 77, and affirms the purpose of human creation as worship in Q.S. Adz-Dzariyat verse 56 (Rahmalia et al., 2023).

Preliminary observations show that SMA Swasta Harapan Mekar Medan has implemented the Dhuha prayer program for all school members, including students. This program aims to build discipline and consistency in worship through habituation. Mustofa (2010 in Rahmalia et al., 2023) emphasizes that Dhuha prayer has virtue in shaping students' noble character. Worship habituation is believed to instill values of discipline, responsibility, and orderliness (Syaifuddin & Fahyuni, 2019). However, challenges remain, such as lack of awareness, low discipline, and inconsistency among some students in performing the Dhuha prayer.

The theory of habituation explains that disciplined behavior can be formed through continuous practice until it becomes a habit. Wahyudi (2018 in Siti Sifa Fauziyah et al., 2023) highlights that although behavior may initially arise from external encouragement, over time it grows into awareness and eventually forms character. In the context of Islamic education, habituating Dhuha prayer not only instills time discipline but also internalizes religious values within students. Previous studies have shown a positive correlation between worship habituation and student discipline. Riyadi (2015 in Siti Sifa Fauziyah et al., 2023) found that the habituation of Dhuha prayer fosters discipline, independence, and responsibility. Another study by Wulandari & Rafiq (2018) affirms that student discipline is shaped through habituation processes, one of which is the habituation of voluntary worship such as Dhuha prayer. Similar findings were presented by Dalimunthe & Syahfitri (2024), who reported that consistent implementation of Dhuha prayer in schools contributes to students' learning focus, responsibility, and noble character.

The focus of this research is on the role of Dhuha prayer habituation in shaping students' discipline at SMA Swasta Harapan Mekar Medan. The purpose of this study is to describe the influence of Dhuha prayer habituation on students' disciplinary character. Theoretically, this research is expected to enrich the body of knowledge in Islamic education, particularly regarding the integration of worship habituation and character education. Practically, the findings can serve as input for schools, teachers, and students to optimize the Dhuha prayer habituation program as a strategy for improving discipline.

## 2. METHOD

This study employs a qualitative method with a descriptive phenomenological approach. Qualitative research is a procedure that produces data in the form of descriptions expressed through words and observable behaviors (Moleong, 2019). The phenomenological approach was chosen because this study seeks to understand students' real experiences in participating in the habituation of Dhuha prayer and its relation to their discipline at school. The research was conducted from July to August 2025 at SMA Harapan

Mekar Medan, with the main focus on the habituation activities of Dhuha prayer attended by students. Data were collected through direct observation, both during the performance of Dhuha prayer and in students' daily activities at school. Additional data were obtained from books, articles, and relevant journals.

The observation was carried out to identify teachers' strategies in habituating students to perform Dhuha prayer and to examine its influence on student discipline, as well as to provide an overview of how this religious habituation impacts students' disciplinary attitudes. Data analysis was conducted using Miles and Huberman's model, which consists of three stages: data reduction, data display, and conclusion drawing. Data reduction was performed by selecting information relevant to the research objectives. The selected data were then presented in a structured manner to make them more comprehensible. The final stage was conclusion drawing, which provides an overall picture of the role of Dhuha prayer habituation in fostering student discipline.

### 3. RESULT AND DISCUSSION

This research was conducted at SMA Swasta Harapan Mekar Medan with a focus on the habituation of Dhuha prayer performed individually by students. Based on observations, this habituation is not merely intended as the practice of a voluntary prayer, but also as a school strategy to instill the value of discipline in learners. Dhuha prayer is established as a routine activity before the start of lessons, with the expectation that students will develop spiritual, emotional, and mental readiness to engage in the learning process. The habituation of Dhuha prayer thus serves as a medium to train orderliness, responsibility, and spiritual awareness, which ultimately fosters discipline.

Discipline itself is a crucial aspect of education. Elizabeth B. Hurlock asserts that the purpose of discipline is to shape a person's behavior so that it conforms to the roles determined by the cultural group in which the individual belongs (Az Zahra, 2024). This statement shows that discipline has a broad social meaning: not only to regulate individual behavior, but also to enable individuals to adapt to the values and rules that prevail in their environment. Charles Schaefer further explains that the aims of discipline are divided into short-term and long-term goals. The short-term aim is to train and control children's behavior by teaching them proper conduct or unfamiliar behaviors, while the long-term aim emphasizes the development of independent self-control without relying on external influence (Az Zahra, 2024). In line with this, the habituation of Dhuha prayer at school can be seen as an initial step (short-term) to train order and obedience among students, which later develops into personal awareness (long-term), enabling them to remain disciplined even without direct instruction from teachers or school authorities.

Field observations indicate that students who consistently perform Dhuha prayer tend to be better at managing their time, maintaining order, and demonstrating consistency in fulfilling academic as well as non-academic responsibilities. Initially, some students carried out the Dhuha prayer simply because it was required by the school. However, over time, personal awareness emerged, and they began to feel uneasy if they missed it. This demonstrates a shift from externally driven discipline toward internal discipline. Lickona affirms that character is formed through habituation, that is, the consistent repetition of behavior until it becomes ingrained within an individual (Az Zahra, 2024). Therefore, the habituation of Dhuha prayer can be understood as a form of religious habituation that ultimately fosters students' disciplinary character.

Tu'u identifies several factors that influence discipline, including self-awareness, obedience, educational tools, and punishment (Az Zahra, 2024). In practice at SMA Swasta Harapan Mekar Medan, these four factors are evident in students' daily lives. First, self-awareness emerges when students understand that discipline is vital for their success, for example, by performing Dhuha prayer as a form of spiritual responsibility. Second, obedience is reflected in students' compliance with school rules, including the implementation of Dhuha prayer even individually. Third, educational tools are represented by teachers' roles in modeling and motivating students to perform Dhuha prayer sincerely. Fourth, punishment is not heavily emphasized in the form of strict sanctions, but rather through persuasive and educative approaches for students who are not yet accustomed. External factors such as parental support and the school's religious atmosphere also reinforce the development of student discipline.

Indicators of student discipline can be measured through three aspects identified by Tu'u: time discipline, behavioral discipline, and rule/norm discipline (Az Zahra, 2024). Time discipline is reflected when students arrive at school on time, manage their learning activities, and complete assignments within the given deadlines. Behavioral discipline is seen in students' compliance with teachers' instructions,

seriousness in attending lessons, and the habit of not procrastinating. Meanwhile, rule and norm discipline is demonstrated in students' adherence to school regulations, maintaining environmental cleanliness, and wearing uniforms according to established standards. Based on observations, these three indicators showed positive development, particularly among students who regularly performed Dhuha prayer individually, suggesting that worship practices reinforced through habituation can strengthen students' discipline.

The practice of Dhuha prayer also has broader impacts on students' personal development. It fosters regularity in daily activities, nurtures spiritual responsibility, and provides inner peace, which ultimately improves learning concentration. Mustofa (2010:79 in Az Zahra, 2024) states that Dhuha prayer shapes students into strong characters with noble morals. Similarly, Ibn Qayyim explains that noble character is formed through consistent habits that eventually become permanent traits within a person (Az Zahra, 2024). Thus, the habituation of individual Dhuha prayer is not merely a ritual act of worship but also a means of cultivating a disciplined personality that supports both academic and social life.

Nevertheless, this study also found challenges in the practice of individual Dhuha prayer. Some students remained inconsistent in performing it, whether due to arriving late, laziness, or lack of personal motivation. Environmental factors outside the school, such as families unaccustomed to voluntary worship, also posed barriers to maintaining the practice consistently. To address these challenges, the school made efforts to provide additional motivation through persuasive approaches, emphasizing the benefits of Dhuha prayer for academic life, and ensuring that teachers served as role models for students to emulate. Through such measures, obstacles could be gradually overcome, and the habituation of Dhuha prayer could continue effectively.

From this explanation, it can be understood that the habituation of individual Dhuha prayer at SMA Swasta Harapan Mekar Medan plays an important role in shaping student discipline. The practice of Dhuha prayer not only instills religious values but also fosters discipline, responsibility, and awareness of complying with existing rules. The discipline formed through this activity is not a superficial discipline born out of coercion, but rather an internalized discipline that grows from within the students themselves.

#### **4. CONCLUSION**

Based on the findings at SMA Swasta Harapan Mekar Medan, it can be concluded that the habituation of individual Dhuha prayer plays a significant role in shaping student discipline. This religious practice not only instills spiritual values but also trains orderliness, responsibility, and self-awareness in adhering to school rules. Students who consistently perform Dhuha prayer tend to be more disciplined in managing their time, completing tasks, and maintaining behavior in accordance with prevailing norms. In addition, the habituation of Dhuha prayer fosters the development of internal discipline, so that over time discipline is no longer merely the result of teacher supervision or school regulations, but becomes part of the students' personal character. Obstacles such as laziness, low motivation, and environmental influences can be addressed through persuasive approaches, guidance, and teachers' role modeling. Thus, Dhuha prayer can be regarded as an effective instrument in character education, while also supporting students' academic and social development.

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