

THE IMPLEMENTATION OF CONGREGATIONAL PRAYER ACTIVITIES AS A MEANS OF CHARACTER EDUCATION FOR FIFTH-GRADE STUDENTS AT SD NEGERI 61 BENGKULU CITY

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Abstract

This study examines the implementation of congregational prayer activities as a means of character education for fifth-grade students at SD Negeri 61 Bengkulu City. The research aims to describe the implementation process, analyze the role of congregational prayer in shaping students' religious and disciplinary character, and identify supporting and inhibiting factors. A qualitative descriptive approach was employed to obtain in-depth and contextual data related to religious activities in the school environment. Data were collected through observations, interviews, and documentation involving teachers and students. The findings indicate that congregational prayer activities are implemented in a structured and consistent manner as part of the school's daily routine. These activities contribute significantly to the development of students' religious awareness, discipline, responsibility, and moral behavior. Supporting factors include strong institutional commitment, active teacher involvement, adequate facilities, and structured scheduling, while inhibiting factors involve differences in students' backgrounds, time management constraints, and limited facilities. Overall, congregational prayer activities function as an effective medium for character education in elementary school settings.

Keywords: *congregational prayer, character education, religious character, discipline, elementary school*

Introduction

Elementary education plays a strategic role in building the foundation of students' character development. Learning at the elementary school level is not solely focused on academic achievement but also on the formation

of attitudes, values, and behaviors. Character education becomes an integral part of the educational process that shapes students' moral awareness. Early character formation is essential to ensure the development of positive habits that persist into later stages of

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education. Schools serve as structured environments where character values can be systematically introduced and reinforced (Rakiib & Apriyanti, 2022).

Character education has become a central concern within the national education system. Schools are expected to cultivate students who demonstrate moral integrity, discipline, responsibility, and religious awareness. Religious character is considered fundamental because it influences students' ethical perspectives and daily behavior. Religious values function as internal controls that guide students in making responsible decisions. The cultivation of religious character requires continuous practice rather than theoretical instruction alone (Firmansah et.al, 2022).

Religious activities in schools provide concrete opportunities for character development. These activities allow students to experience religious teachings through direct practice. Experiential learning enables students to internalize values more effectively than abstract explanations. Repeated religious practices help transform values into habitual behaviors. School-based religious programs thus play an essential role in supporting character education objectives (Fawaid, 2017).

Congregational prayer is one of the most prominent religious activities implemented in Islamic elementary schools. This practice encourages students to perform religious obligations collectively under

structured guidance. Congregational prayer instills a sense of discipline through adherence to time and procedural rules. The activity fosters responsibility by requiring students to participate consistently. The collective nature of the practice also strengthens social awareness and cooperation among students (Rasyid, 2016).

The implementation of congregational prayer in schools contributes to the development of students' religious discipline. Regular participation in prayer activities helps students develop time management skills. The structured nature of prayer routines trains students to follow rules and respect order. Such discipline extends beyond religious activities and influences academic and social behavior. Consistent practice reinforces self-control and accountability in daily school life (Azizah & Nuha, 2023).

Congregational prayer also serves as a medium for cultivating moral values. Students learn respect, humility, and sincerity through prayer practices. These values are reflected in students' interactions with peers and teachers. Moral awareness developed through religious activities supports the formation of ethical behavior. The internalization of moral values strengthens students' character development holistically.

The role of teachers is crucial in the successful implementation of congregational prayer activities. Teachers act as role models who

demonstrate proper attitudes and behaviors during religious practices. Guidance provided by teachers helps students understand the significance of prayer beyond ritual performance. Effective supervision ensures that the activity is conducted consistently and meaningfully. Teacher involvement directly influences students' motivation and participation (Mudjib, 2022).

School policies also determine the effectiveness of religious activity implementation. Institutional support provides the structural framework necessary for sustainability. Clear scheduling and supervision contribute to orderly execution. Facilities and infrastructure support students' comfort and focus during prayer activities. Administrative commitment reinforces the importance of religious character education within the school environment (andiarini et.al, 2018).

Students' responses to congregational prayer activities vary based on individual backgrounds. Family environment influences students' familiarity with religious practices. School-based implementation helps standardize religious experiences among students. Consistent exposure fosters increased awareness and participation. The school environment thus becomes a complementary space for religious character formation (Khairani & Rosyidi, 22).

The integration of congregational prayer into daily school routines

strengthens the consistency of character education. Routine implementation helps students internalize values through repeated practice. Habituation plays a key role in transforming external guidance into internal motivation. Character development achieved through routine activities tends to be more enduring. The process supports the long-term formation of positive behavior patterns.

Challenges often arise in the implementation of congregational prayer activities. Differences in students' motivation and understanding may affect participation levels. Limited facilities can influence the effectiveness of the activity. Time management within the school schedule requires careful planning. These challenges necessitate adaptive strategies to ensure successful implementation (Mukti et.al, 2023).

Evaluation of congregational prayer implementation is necessary to assess its impact on character education. Observation of students' behavior provides insight into value internalization. Changes in discipline and responsibility can indicate the effectiveness of the program. Systematic evaluation supports continuous improvement. Assessment results help schools refine religious character education strategies (Alqudsi et al., 2023).

Research on the implementation of congregational prayer in elementary schools remains relevant. Empirical

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studies contribute to understanding the relationship between religious activities and character development. Findings can inform educators and policymakers in designing effective programs. The study conducted at SD Negeri 61 Bengkulu City provides contextual insights into practical implementation. Such research supports the advancement of character education in elementary school settings.

Method

This study employed a qualitative research approach using a descriptive method to examine the implementation of congregational prayer activities as a means of character education for fifth-grade students at SD Negeri 61 Bengkulu City. The qualitative design was selected to obtain in-depth and contextual data related to religious activities and character formation within the school environment. Data were collected through classroom and school observations, semi-structured interviews with teachers and students, and documentation review. The collected data were analyzed through data reduction, data display, and conclusion drawing to ensure systematic and credible research findings.

Result and Discussion

Implementation of Congregational Prayer Activities in Fifth-Grade Students at SD Negeri 61 Bengkulu City

The implementation of congregational prayer activities at SD Negeri 61 Bengkulu City is carried out as part of the school's religious education program. These activities are integrated into the daily school routine to ensure consistency and continuity. Congregational prayer is conducted at scheduled times under the supervision of teachers. The school views this activity as an effective medium for instilling religious values through direct practice. Students are guided to understand both the procedures and the meanings of prayer. The implementation emphasizes habituation rather than mere formality (Khiyarusoleh, 2016).

Preparation for congregational prayer activities begins with structured planning by the school. Teachers coordinate prayer schedules to align with academic timetables. Designated spaces are prepared to accommodate students comfortably and orderly. Clear instructions are provided to students regarding prayer procedures. Teachers ensure that students are physically and mentally prepared before the activity begins. This preparation supports the smooth execution of congregational prayer.

Teacher involvement plays a significant role in the implementation

process. Teachers act as facilitators and role models during prayer activities. Their presence helps maintain discipline and seriousness among students. Guidance is provided to correct students' movements and recitations when necessary. Teachers also offer brief explanations related to the importance of prayer. Such involvement strengthens students' understanding and engagement (Bruce Joyce, 2016).

Students' participation in congregational prayer activities reflects varying levels of religious awareness. Some students demonstrate strong discipline and enthusiasm during the activity. Other students require continuous guidance to maintain focus and order. Regular implementation gradually improves students' participation levels. Habituation helps students adapt to the structured prayer routine. Over time, students become more accustomed to collective religious practices.

The implementation process emphasizes discipline through punctuality and orderly behavior. Students are required to prepare and attend prayer sessions on time. Orderly rows and adherence to prayer rules are strictly maintained. This structure trains students to respect time and procedures. Discipline developed during prayer activities influences students' behavior in other school activities. The consistency of

implementation reinforces positive habits.

Congregational prayer activities also encourage responsibility among students. Students are taught to take personal responsibility for their participation. Preparation for prayer, such as cleanliness and readiness, becomes part of students' awareness. Responsibility is reinforced through repeated practice. Students gradually develop a sense of accountability toward religious obligations. This responsibility extends beyond prayer activities (Ainiyah, 2013).

The school environment supports the effective implementation of congregational prayer. Administrative policies reinforce the importance of religious activities. Facilities provided by the school contribute to students' comfort during prayer. Clear rules help maintain order and consistency. Support from school leadership strengthens program sustainability. Institutional commitment ensures the continuity of the activity.

Parental background influences students' responses to congregational prayer implementation. Some students are already familiar with regular prayer practices at home. Others rely more on school guidance to understand prayer routines. The school provides equal opportunities for all students to practice. Consistent implementation helps bridge differences in students' religious experiences. The school

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environment plays a complementary role to family education.

Challenges occasionally emerge during the implementation process. Differences in students' concentration levels affect the quality of participation. Limited space can influence students' comfort during prayer sessions. Time constraints within the school schedule require careful management. Teachers address these challenges through adaptive supervision. Continuous evaluation helps minimize implementation barriers.

Monitoring and supervision are integral parts of the implementation. Teachers observe students' attitudes and behaviors during prayer activities. Feedback is provided to improve students' performance and understanding. Supervision ensures that the activity remains meaningful. Behavioral changes are noted as indicators of successful implementation. Observation results support ongoing improvement efforts.

Overall, the implementation of congregational prayer activities at SD Negeri 61 Bengkulu City demonstrates structured and consistent practice. The integration of prayer into daily routines supports character development. Students gradually show improved discipline, responsibility, and religious awareness. Teacher guidance and institutional support strengthen the implementation process. Continuous practice ensures sustainability and effectiveness. The activity serves as a

practical foundation for religious character education in elementary school students.

The Role of Congregational Prayer in Shaping Students' Religious and Disciplinary Character

Congregational prayer plays a significant role in shaping students' religious character at the elementary school level. This activity provides students with direct experience in practicing religious obligations collectively. Repeated involvement in prayer helps internalize religious values in students' daily behavior. Religious character develops through consistent exposure to worship practices rather than theoretical instruction alone. The collective nature of prayer strengthens students' spiritual awareness. These practices gradually form a sense of devotion and religious responsibility (Abbas et al., 2022).

Religious character formation through congregational prayer emphasizes obedience to religious rules. Students learn to follow prayer procedures accurately and respectfully. This obedience fosters awareness of religious norms and ethical conduct. Regular practice helps students distinguish appropriate and inappropriate behavior. Religious values become internal guidelines that influence students' actions. Such internalization supports moral

development within and beyond the school environment.

Congregational prayer also strengthens students' sense of discipline. The activity requires students to attend prayer sessions punctually. Time discipline becomes an essential aspect of students' daily routines. Structured prayer schedules train students to manage time effectively. Orderly lines and coordinated movements reinforce behavioral discipline. These habits gradually influence students' academic and social activities.

Disciplinary character developed through prayer activities is reflected in students' consistency. Students are trained to follow rules without constant reminders. Compliance with prayer schedules encourages responsibility and self-control. Discipline practiced in religious activities transfers to classroom behavior. Students demonstrate increased attentiveness and rule adherence. The routine nature of prayer reinforces discipline as a habit.

Congregational prayer fosters discipline through structured supervision. Teachers guide students to maintain focus and seriousness during prayer. Clear expectations help students understand acceptable behavior. Supervision ensures that discipline is consistently enforced. Students gradually develop self-discipline through repeated practice.

This process reduces reliance on external control.

Religious discipline developed through prayer encourages sincerity and commitment. Students learn that prayer is not merely an obligation but a meaningful act of worship. Understanding the purpose of prayer strengthens intrinsic motivation. Religious commitment grows as students engage more deeply with the practice. This motivation supports sustained participation in religious activities. Commitment enhances both religious and moral character development (Annisa, 2019).

The social dimension of congregational prayer contributes to character formation. Students learn cooperation by performing prayer together. Mutual respect is developed through shared religious activities. Social discipline emerges from collective responsibility. Students become more aware of others' presence and rights. These experiences strengthen communal values within the school environment.

Congregational prayer also reinforces moral discipline. Students are encouraged to behave respectfully before, during, and after prayer. Respect for teachers and peers is emphasized through proper conduct. Moral discipline supports the development of ethical behavior. These values influence students' interactions in broader social contexts. Moral

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awareness becomes an integral part of students' character (Annisa, 2019).

Consistency in implementing congregational prayer strengthens character outcomes. Regular practice ensures continuity in value formation. Inconsistent implementation may weaken the impact on character development. Continuous routines help transform external guidance into internal discipline. Habituation plays a crucial role in sustaining character values. Consistency enhances long-term behavioral change.

Challenges in shaping character through prayer require adaptive strategies. Differences in students' understanding affect value internalization. Teachers play a key role in addressing these differences. Guidance and reinforcement support students' character development. Reflective supervision helps improve students' religious awareness. Adaptive approaches ensure inclusive character formation.

Overall, congregational prayer serves as an effective medium for shaping religious and disciplinary character. The integration of worship into daily routines strengthens value internalization. Students demonstrate improved obedience, discipline, and moral awareness. Religious practices provide meaningful contexts for character education. Teacher guidance reinforces the effectiveness of prayer activities. Congregational prayer contributes significantly to holistic

character development in elementary school students.

Supporting and Inhibiting Factors in the Implementation of Congregational Prayer Activities

Several supporting factors contribute to the successful implementation of congregational prayer activities in elementary schools. Strong commitment from school leadership plays a crucial role in ensuring program sustainability. Clear policies provide structural guidance for daily implementation. Administrative support reinforces the importance of religious activities within the school culture. Institutional commitment ensures consistency and continuity. These factors create a supportive environment for effective implementation.

Teacher involvement is a significant supporting factor in the implementation process. Teachers serve as role models who demonstrate proper prayer behavior. Their guidance helps students understand both procedures and meanings of prayer. Consistent supervision increases students' discipline and seriousness. Teachers also provide motivation to encourage active participation. Such involvement enhances the overall effectiveness of prayer activities (Purnomo, 2019).

The availability of adequate facilities supports the smooth execution

of congregational prayer. Clean and comfortable prayer spaces enhance students' focus. Proper arrangements help maintain order during prayer sessions. Facilities contribute to students' sense of respect for religious activities. Adequate infrastructure reduces distractions and disruptions. This physical support strengthens the implementation process.

Structured scheduling serves as another supporting factor. Clearly defined prayer times help integrate activities into daily routines. Scheduling supports time discipline among students. Alignment with academic activities prevents overlap and confusion. Consistent scheduling reinforces habituation. Organized timing enhances students' readiness and participation.

Students' positive attitudes toward religious activities also support implementation. Motivation to participate encourages consistent attendance. Familiarity with prayer practices increases confidence. Peer influence fosters collective participation. Students who understand the importance of prayer demonstrate higher engagement. Positive attitudes strengthen the internalization of values (Ainiyah, 2013).

Despite strong supporting factors, several inhibiting factors affect implementation. Differences in students' religious backgrounds influence participation levels. Some students require more guidance to

maintain focus. Variations in understanding can affect the quality of engagement. These differences necessitate individualized supervision. Inhibiting factors require careful attention to ensure inclusivity (Siregar, 2025).

Limited facilities can become an obstacle in certain conditions. Insufficient space may cause discomfort during prayer sessions. Overcrowding affects students' concentration. Facility limitations may disrupt order and discipline. These conditions challenge effective supervision. Strategic management is needed to address physical constraints.

Time management poses another inhibiting factor. Academic demands sometimes reduce available time for religious activities. Schedule conflicts may affect consistency. Shortened prayer sessions can reduce effectiveness. Careful planning is required to balance academic and religious programs. Time-related challenges must be managed strategically (Hidayat & Malihah, 2023).

Students' varying levels of discipline also inhibit implementation. Lack of focus can disrupt collective activities. Some students require continuous reminders to follow procedures. Behavioral issues may affect group order. These challenges demand consistent guidance from teachers. Behavioral management becomes essential for successful implementation.

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Parental support influences the effectiveness of prayer activities. Limited reinforcement at home may weaken habituation. Differences in family practices affect students' consistency. Lack of communication between school and parents can reduce impact. Collaborative efforts are needed to strengthen reinforcement. Parental involvement supports continuity beyond school.

Addressing supporting and inhibiting factors is essential for sustainable implementation. Maximizing institutional support enhances program effectiveness. Adaptive strategies help overcome obstacles. Continuous evaluation supports improvement efforts. Balanced management ensures consistency and inclusivity. Understanding these factors strengthens the implementation of congregational prayer activities in schools.

Conclusion

The implementation of congregational prayer activities at SD Negeri 61 Bengkulu City plays an important role in supporting religious and character education for fifth-grade students. Consistent and structured implementation enables students to internalize religious values through direct and repeated practice. Congregational prayer contributes to the development of religious awareness, discipline, responsibility,

and moral behavior in students' daily lives. The success of the implementation is supported by school leadership, teacher involvement, adequate facilities, and structured scheduling. Inhibiting factors such as differences in students' backgrounds, time management issues, and facility limitations require adaptive strategies and continuous supervision. Overall, congregational prayer activities serve as an effective medium for shaping students' religious and disciplinary character in the elementary school setting.

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