



# The Role of the Principal in Motivating the Habituation of Dhuha Prayer and Fardhu Prayer in Congregation to Improve Student Discipline

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**Abstract:** A leader is a person who stands in front of every institution or organization he leads, a leader who is trustworthy, sincere, visionary and always makes changes for the better. In the scope of the school, the principal is a leader who is digugu and imitated every action and behavior. This research uses a literature study method that analyzes several journal references as a reference in determining a good school principal. The purpose of this research is to study and analyze the results of previous findings related to the role of the principal in motivating the habituation of dhuha prayer and fardhu prayer in congregation to improve the discipline of students. Based on the results of the reference analysis, it shows that a principal has an important role in the running of a program held at school. Doing the habituation of dhuha prayer and fardhu prayer together with direct monitoring by the principal is very effective so that students run it with discipline.

**Keywords:** habituation, dhuha and fard prayers, discipline

## Introduction

Education is a demand in the life of growing children, meaning that education is demanding all the natural forces that exist in children so that they as human beings and as members of society can achieve the highest safety and happiness (Al-Fandi, 2011). In addition to making a person achieve high safety and happiness, education will also lead a person to a dignified life, who believes and is devoted to God Almighty, has noble morals, is skilled, socialist, intelligent and independent. This is in line with the objectives of national education which aims to develop and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the pontensi of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Daryatno & Suryatri, 2013).

Schools as formal education institutions have the task of achieving institutional goals that have implications for the achievement of national education goals. Many parties play a role in the success of a school to achieve its goals. Among these parties is the leadership of the school principal. The principal has an important role because it is the principal who lays down various policies and rules related to the development of educational institutions, especially with the culture in Indonesia which still makes the role of the leader very dominant in the operational process of the organization. This is in line with what E. Mulyasa said, that: Principals have a very strong role in coordinating, mobilizing and harmonizing all educational resources available in schools. Principal leadership is one of the factors that encourage schools to be able to realize the vision, mission, goals and objectives of their schools through programs that are implemented in a planned and gradual manner. (Mulyasa, 2003). The principal is the leader of the education unit level who must be responsible for the progress of the school he leads. It is not uncommon for the principal to receive threats, if he/she cannot advance the school then he/she will be transferred or dismissed from his/her position. Therefore, school principals are required to have various abilities, both related to management and leadership issues, in order to develop and advance schools effectively, efficiently, independently, productively, and accountably (Mulyasa, 2012).

Based on Government Regulation No. 19 of 2005 concerning National Education Standards, it has provided several categories of people who can serve as school principals, from these categories it is expected that school principals can carry out their leadership duties properly. The principal as a school leader is inseparable from the various tasks he or she carries out, for example, as an administrator, manager of various resources in the school, and teaching leader. Principals who serve as functional personnel must have professional competencies as school leaders (Lumban & Siburian, 2018). The principal is the key to the school's success in development. So that activities to improve and improve programs in schools mostly lie with the principal himself. The role of the principal is very important, especially in running and managing education, especially Islamic education. Principals have an obligation to carry out school management in order to improve school quality.

School principals also have an obligation to help motivate students. Motivation to learn is everything that is intended to encourage or stimulate someone who is doing learning activities so that they become more active in learning to get better achievements (Atmaja, 2013).

Religious education is faith education, which is an attempt to instill faith in the hearts of children (Erduran, 2022; Estrada, 2019; Foley, 2023; Lafrarchi, 2020; Malla, 2021; Marzuki, 2020; Sejdini, 2022; Syahbudin, 2023; Tosun, 2023). What is formed in the minds of children will affect the level of their personality in the future. Therefore, the process of religious education is important so that children have good spiritual strength. If children have good religious spirituality then whatever they apply in life will be beneficial to their environment. Islamic methodology in conducting education is to take a comprehensive approach to the human form, so that nothing is left behind and neglected at all, both physical and spiritual aspects, and all activities on this earth. Islamic education with Islamic character is education that is in line with the noble values found in the Qur'an and Sunnah. The character of Islamic teachings which then becomes a differentiator between the science of education originating from the West with the science of Islamic education (Nata, 2009).

Considering that Islamic Education institutions must be trusted by the community to produce superior outputs, Islamic Education institutions must be able to satisfy the community and know what the community wants, not merely advertising and promotions that trick the community to be interested in the programs offered. However, Islamic Education institutions must be able to convince and prove to the public as consumers of education that Islamic Education institutions are truly of high quality. For example, the principal must familiarize or model dhuha prayers in congregation and fard prayers in congregation so that students, teachers and employees are motivated. With the habit of the school principal in carrying out dhuha prayers and congregational fard prayers, students, teachers and staff will create noble morals and discipline in performing dhuha prayers and congregational fard prayers (Achour, 2021; Albatnuni, 2020; Aldossary, 2023; Alshkaki, 2021; Anwar, 2020; Aqel, 2020; Callender, 2022; Dar, 2023; Harun, 2020; Jamari, 2021; Mastor, 2023; Osama, 2019; Pfeifer, 2021; Williamson, 2018). Dhuha prayer is one of the sunnah prayers recommended by Rasullullah SAW (Boy, 2021, 2023). Many explanations of the scholars, even the statement of Rasullullah SAW which mentions the various virtues and privileges of dhuha prayer for those who perform it. As we know, that humans do not only consist of physical and psychological dimensions and feel enough with the fulfillment of these needs will certainly cause imbalance in us, because such a way cannot fulfill our needs as a whole. Therefore, one of the virtues of dhuha prayer is to fulfill the needs of both dimensions of self.

## Research Methods

This research is a literature study, which is a search and summarizes some empirical literature that is appropriate and relevant to the theme. The literature used is relevant to this

study and has been printed or published. This research is then reviewed using a literature review that discusses the importance of the topic and compares the results with the findings in other studies and on the same topic and ultimately produces an idea. To collect data, the author used sources found in libraries such as books, journals, and the internet.

## Results and Discussion

### A. Results

Based on the results of the search for literature studies, 6 journals were obtained that identified the Principal's Role in Motivating the Habituation of Dhuha Prayers and Praying Fardhu Berjama'ah to Improve the Discipline of Students which are presented in Table 1.

**Table 1.** Relevant research

No	Year	Title	Author	Method
1	2018	The role of the principal in creating a religious culture of students case study at SDN Grenjeng Cirebon City	Novianti Muspiroh	Qualitative
2	2019	The principal's leadership role in improving student discipline at SDN Embung Tangar, West Praya Sub-district	Febria Kurniasih, Hadi Wijaya	Qualitative
3	2023	Implementation of dhuha prayer habituation in improving the discipline of 8th grade students of MTS Aswaja Terpadu Burat Kepil Wonosobo	Nurul Afni Amalia, Nurul Mubin, Ahmad Robihan	Qualitative
4	2017	The role of the teacher in habituation of congregational prayer	Lathifatul Izzah, Ratna Purwaningsi	Qualitative
5	2017	Habituation of Praying Dhuhur Berjama'ah in Improving Student Discipline of SMA Negeri 1 Lhoknga Aceh Besar	Muhammad Fazil	Qualitative
6	2023	Principal's Leadership Role as Motivator in Islamic Culture Development	Khairul Umam, Endin Mujahidin, Maemunah Sa'diyah (Jurnal)	Qualitative

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The results of research from Novianti Muspiroh (2018) state that the role of the principal in running an Islamic-based school program at Grenjeng Elementary School is manifested in the role of leader, manager, educator, innovator, administrator, and supervisor. And realizing a religious culture in students, namely by holding BTQ lessons, habituation of smiles and greetings, implementing prayers in congregation, wearing headscarves (for Muslims, and holding PHBI) (Muspiroh, 2018).

Furthermore, research from Febria Kurniasih and Hadi Wijaya (2019) states that the Principal has implemented several competencies that have been owned by the Principal of SDN Embung Tangar, namely: Personality competence, managerial competence, entrepreneurial competence, supervision competence, and social competence. The forms of discipline at Embung Tangar Elementary School in West Praya are aspects of discipline in obeying rules, time discipline, learning discipline, and discipline in doing assignments (Kurniasih & Wijaya, 2019).

In an article written by Nurul Afni Amalia, Nurul Mubin, Ahmad Robihan (2023) states that by practicing dhuha prayer at school is very influential in improving student discipline. The implementation of dhuha prayer to improve discipline includes planning, implementation, and evaluation (Amalia, dkk., 2023).

Research conducted by Lathifatul Izzah and Ratna Purwaningsi (2017) shows that the role of teachers in habituation of congregational prayer is as educators, teachers, mentors, advisors, models and role models, and view generators. The role of the teacher is very important, because without the teacher, students will not carry out the habituation of congregational prayer. The role of the school is also very much, namely the school facilitates a place of ablution and a spacious and clean place of worship. The school vision and student discipline also support the creation of religious learners (Izzah & Purwaningsi, 2017).

The results of Muhammad Fazil's research (2017) show that the habituation of dhuhur prayer in congregation so that students pray on time and students will be able to appreciate time, the realization of habituation of dhuhur prayer in congregation at SMA Negeri 1 Lhoknga is good even though there are several obstacles, there are several policies taken by teachers in carrying out habituation and most students perform dhuhur prayer in congregation on time. Meanwhile, student discipline is very adequate (Fazil, 2017).

In an article written by Khairul Umam, Endin Mujahidin, Maemunah Sa'diyah (2023) shows that management and planning activities for the development of Islamic culture begin with deliberations between principals and teachers. The movement is carried out in the form of motivation and guidance to produce an Islamic culture including moral development, worship, and Islamic learning materials (Umam, dkk., 2023).

The conclusion of some of the research results above shows articles that contain the role of the principal in carrying out the habituation of dhuha prayer and fardhu prayer in congregation, as well as creating a religious culture in schools so as to create students who are morally good and also make disciplined students supported by various other programs.

## **B. Discussion**

Principals as policy makers in schools must also function their role optimally and be able to lead schools wisely and purposefully and lead to the achievement of maximum goals in order to improve the quality and quality of education in their schools which of course will have an impact on the quality of student graduates so that they are proud and prepare a bright future.

Based on Government Regulation Number 19 of 2005 concerning National Education Standards, it has provided several categories of people who can serve as school principals, from these categories it is expected that school principals can carry out their leadership duties properly. The principal as a school leader cannot be separated from the various tasks he carries out, for example, as an administrator, manager of various resources in the school, and teaching leader. The role of the principal in the context of habituation of dhuha prayer and fardhu prayer in congregation, can be grouped into 7 roles, namely as educator, manager, administrator, inovator, motivator, supervisor, leader.

Teaching and learning activities are the core of the educational process and teachers are one part of it. In addition, the principal in this case plays a very important role in the process of educational activities that he leads. In carrying out his role as an educator, the principal must show a high commitment and focus on curriculum development and teaching and learning activities in his school by paying attention to the level of competence possessed by his teachers. In addition to focusing on core activities, the principal as an educator must also focus on activities or programs held at school, one of which is the habituation program for dhuha prayer and fardhu prayer in congregation where the principal can teach and model directly to students about this, so that the program runs smoothly and the goal of increasing student discipline is achieved. The principal's role as a manager is to manage resources to achieve the institution effectively and efficiently. The principal also has the authority to make every decision, therefore as a manager at school he is expected to be able to arrange programs related to school activities, both daily, monthly and annual activities. In addition, he must also be able to organize all existing policies to support the progress of education in the school he leads. In carrying out all these points, the principal in collaboration with the teachers will encourage all teachers to always actively participate in every activity carried out. Because every activity held at school whether successful or not depends also on the participation of the teacher, and the principal also carries out all its activities also in collaboration with the teachers. In carrying out all existing

programs, he cooperates by prioritizing the principle of togetherness. This is done as an effort to improve the professionalism of teachers, besides good cooperation and the active role of teachers in every activity will also have an impact on the progress of the quality and success of education in schools.

Principal as an administrator, especially in improving the performance and productivity of schools, can be analyzed based on several approaches, both the nature approach, behavioral approach, and situational approach. In this case, the Principal must be able to be situational, according to the existing situation and conditions. However, the Principal must prioritize tasks, so that the tasks assigned to each educational staff are carried out as well as possible. As an innovator, the Principal must have the right strategy to establish harmonious relationships with the environment, seek new ideas, integrate every activity, provide examples to all education personnel at school, and develop innovative learning models. Principal as an innovator will be reflected in the way he does his work constructively, creatively, rationally and objectively, pragmatically, exemplary, disciplined, and adaptable and flexible.

The Principal as a motivator must have the right strategy to motivate education personnel in carrying out their various tasks and functions. This motivation can be done through setting the work atmosphere, discipline, encouragement and appreciation effectively. In addition to providing motivation to education personnel, principals also need to motivate all students, because to achieve a school goal, it needs support from the principal, education personnel, and students themselves. Then the role of the principal as a supervisor, in essence supervision contains several main activities, namely continuous coaching, development of professional abilities of personnel, improvement of teaching and learning situations, with the ultimate goal of achieving educational goals and personal growth of students. In other words, in supervision there is a service process to help or foster teachers, this coaching causes improvement or increase in ability then transferred into teaching behavior so as to create a better teaching and learning situation, which ultimately also increases the growth of students.

Finally, there is the role of the principal as a leader. Principal as a leader, has the responsibility to mobilize all resources in the school so as to create a high work ethic and productivity in achieving goals. According to the author, the role of the Principal as a leader is not only limited to being a performance and image, but how the attitude of a Principal can provide an example for all components in the school so that it can provide authority in carrying out its duties.

Based on the literature study in this study, the role of the principal has an important role in the running of a program held at school. Doing the habituation of dhuha prayer and fardhu prayer together with direct monitoring by the principal is very effective so that students run it with discipline. The research results cited in this literature study include 6 random journals related to the role of the principal in motivating the habituation of dhuha

prayer and fardhu prayer in congregation to improve discipline. According to Novianti Muspiroh (2018) states that the role of the principal in running an Islamic-based school program is manifested in the role as leader, manager, educator, innovator, administrator, and supervisor. And realizing a religious culture in students, namely by holding BTQ lessons, habituation of smiles and greetings, implementing prayers in congregation, wearing headscarves (for Muslims, and holding PHBI) (Muspiroh, 2018). This shows that the principal has an important role in realizing the habituation program of dhuha prayer and fardhu prayer in congregation, as well as realizing the attitude of religious students.

## Conclusion

Based on the results and discussion, it can be concluded that the role of the principal is very important in motivating the habituation of dhuha prayer and fardhu prayer in congregation to improve the discipline of students. Efforts made by school principals in motivating the habituation of dhuha prayers and congregational prayers to improve student discipline, namely: (1) The role as an educator, where the principal maximizes his role as an educator to educators and students, (2) Manager, manages all existing policies to support the progress of education in the school he leads, (3) Administrator, the principal is able to be situational, according to the existing situation and conditions, (4) Innovator, the principal has the right strategy to establish harmonious relationships with the environment, look for new ideas, integrate every activity, set an example to all elements of the school, (5) Motivator, the principal always motivates all educators and students, (6) Supervisor, the principal provides continuous guidance to educators and students, (7) Leader, responsible for mobilizing all resources in the school so that the planned goals are achieved.

Thus, in order to improve the discipline of students through habituation of dhuha prayers and congregational fard prayers, the principal must be able to play a role as mentioned above, so that all educators and students can imitate the principal and the principal can protect all students to always perform dhuha prayers and congregational fard prayers held at school, so that disciplined students are created.

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