

Cultivation Of Religious Character Values Through Getting The Habit Of Dhuha Prayer Activities In Children Aged 5-6 Years At Permata Hati Kindergarten-Centerislamic Preschoolmataram

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Abstract

Instilling religious character values through the habituation of Dhuha prayer activities in children aged 5-6 years at Permata Hati Kindergarten, Islamic Preschool, Mataram. Dhuha prayer was chosen as a medium because it is believed to develop spiritual values, discipline, responsibility, and obedience in early childhood. This study uses a descriptive qualitative approach with a field research type. Data were collected through non-participant observation, semi-structured interviews, and documentation. Data analysis used an interactive model that includes data reduction, data presentation, and conclusion. Data validity was assessed through diligent observation, source triangulation, technical triangulation, and the adequacy of references. The results of the study indicate that: (1) the instillation of religious character values is carried out through three main strategies, namely: (a) religious education is not only delivered formally but through habituation; (b) providing opportunities for students to express themselves through demonstrations and exercises; (c) creating a religious situation by explaining commands and prohibitions as well as rewards and punishments in a simple manner. (2) The religious character of children that is formed includes: believing in and obeying God, discipline, patience, self-confidence and independence, and honesty, which is reflected in daily behavior. (3) Supporting factors include parental support and adequate facilities, while inhibiting factors are schedule conflicts with extracurricular activities, outing class, and meetings that use the hall.

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1. INTRODUCTION

Character education is a fundamental foundation that needs to be instilled in children from the earliest stages of life. The habituation process in early childhood religious character education must be aligned with the child's level of moral development and age. The essence of character education lies in strengthening religious character values. A person's religiosity is directly related to God Almighty, while also encompassing relationships with humans, nature, and the surrounding environment (Zubaedi, 2013). Therefore, instilling religious character values from an early age is both the core and the primary foundation of character education.

Character education instilled in children from an early age is not only obtained from teachers at school; parents must also set good and positive examples, so that positive personal development is achieved through the application of goodness. To achieve a golden Indonesia, the character traits that must be developed in character education are honesty, discipline, leadership skills, cooperation, emotional intelligence, the ability to speak, negotiate, and adapt to a changing environment (Devianti et al., 2020).

Education in Indonesia explicitly recognizes that education can shape a person's character. As demonstrated by William Stern's Convergence Theory, each individual is influenced by their innate factors, environment, and education. Meanwhile, "character education" is the process of guiding and teaching an individual or group to become independent, healthy, and virtuous

(Deviantid kk, 2020).

The media chosen to instill a religious character is through the habit of performing the Dhuha prayer.

The Dhuha prayer is a sunnah prayer performed in the morning, between 7:30 and 11:15 a.m. It can consist of a minimum of 2 rak'ahs and a maximum of 8 rak'ahs. It is a sunnah prayer with many special qualities, typically performed to seek forgiveness from Allah SWT, gain spiritual benefits, and seek sustenance. It can also foster a high spiritual level and enhance happiness, personality, and mental health (Kholilah, 2023).

In the Big Indonesian Dictionary (KBBI), the meaning of Dhuha prayer time is the time before noon, "approximately 10:00" (KBBI edition V). Ubaid Ibnu Abdillah stated that the time for Dhuha prayer is: a piece or approximately 7 cubits high and ends at sunset (around 07:00 until Duhur time), but it is sunnah to do it at the end of the time when the sun is high and a bit hot. Performing Dhuha prayer is sunnah mu'akad or highly recommended, so that people who want to get rewards must do it, and there is no difficulty or sin if left out (Kholillah, 2023).

Given the many privileges achieved, internalizing the values of the Dhuha prayer from an early age is crucial. Simple efforts made by teachers at school can help improve children's religious development and discipline, namely by getting them into the habit of performing the Dhuha prayer in congregation. Habituation requires patience and perseverance, and the results will be visible over many days, even months. However, lasting character can be instilled through repeated practice, even becoming a habit and a recurring trait. Habituating the Dhuha prayer in early childhood will teach children to know God through the practice of the Dhuha prayer (Muzahrah, 2021).

According to Abdullah Nasih Ulwan, the habituation method is an effective way to shape and nurture children in preparing them for life (Amaliati, 2020). This habituation requires patience and diligence, but lasting character can be instilled through repeated practice, even becoming ingrained habits and traits.

Based on initial observations conducted on May 2, 2025 at KB-TK Permata Hati *Islamic Preschool* Mataram, found several character values that have become habits of children, such as after arriving at school, children immediately greet and say goodbye to their parents, always say hello every time they meet teachers and friends, after the bell rings, children rush to take ablutions, and there are even some children who immediately direct their friends to perform the dhuah prayer without being asked by the teacher.

Providing children with the importance of religious values requires creating an environment and real-life examples of adult behavior and actions. This ensures the religious character values they wish to instill in their children are firmly embedded. After performing the Dhuha prayer, teachers also explain the wisdom of the Dhuha prayer, such as promoting discipline, peace of mind, and drawing closer to God. They also relate the Dhuha prayer to everyday life values such as honesty, cooperation, and caring.

This study aims to: (1) determine the penname of religious character values through the habit of Dhuha prayer activities in children aged 5-6 years; (2) determine the religious character of children aged 5-6 years; (3) determine the supporting and inhibiting factors in instilling religious character values through the habit of Shuha prayer activities in KB-TK Permata Hati *Islamic Preschool* Mataram.

2. RESEARCH METHODS

Research methods are essentially scientific ways to obtain data based on specific goals and uses (Sugiyono, 2018). In this study, the researcher used a descriptive approach. Qualitative research with descriptive research. According to Bogdan and Taylor, qualitative research is a research procedure that produces descriptive data in the form of speech or writing and the behavior of observed people (Khilmiyah, 2016). Descriptive research aims to present all data or research objects, analyze and

compare them based on current facts, and attempt to provide solutions to problems that are relevant (Rengkuan, 2023).

This study conducted data collection using non-participant observation, semi-structured interviews, and documentation, and data analysis using an interactive model that includes data reduction, data display, and conclusion (Sugiyono, 2018). Data validity was checked through observation provisions, source triangulation, technical triangulation, and reference adequacy (Macarisce, 2020).

The primary data sources in this study were the class A teachers, class B teachers, and class B children who carried out the shuha prayer activities. Secondary data sources included the principal, as well as documentation from observations, interviews, and documentation that had been collected.

3. RESEARCH RESULTS AND DISCUSSION

A. Instilling Religious Character Values through the Habit of Dhuha Prayer

Based on the results of research at KB-TK Permata Hati Islamic Preschool Mataram, the instillation of religious character values through the habit of performing the Dhuha prayer is implemented through three core strategies that refer to the theoretical framework of Sutardjo Adisusilo (in Siswanto et al., 2021).

- 1) Religious education is not only delivered formally; teachers also instill habits. This habituation is applied to children from the time they enter school. An introduction to the Duha prayer begins with the child performing it under the guidance and direction of the teacher, in accordance with religious teachings. This habituation also teaches children to perform ablution before beginning prayer and to recite the Duha prayer recitations and other short verses.

This education also aligns with Nova Ardi Wijayani's opinion that habituation methods are very effective for early childhood because they will become ingrained in the child's personality in the future (Kholillah, 2023). Observations by the researchers also showed that through consistent habituation, children in class B were able to perform the Dhuha prayer independently, even under teacher supervision.

- 2) Providing opportunities for students to express themselves through practice and demonstration methods. Initially, the teacher provides direct examples of ablution and prayer procedures. Once the students become accustomed to the procedures and are in Grade B, the teacher provides more supervision and provides opportunities for the students to practice on their own.

This method effectively fosters independence, courage, and self-confidence in children. This aligns with the theory that providing students with opportunities to express their interests and talents in religious skills can foster creativity in religious education (Isnaini, 2019).

- 3) Creating a religious situation or circumstance, where the teacher explains commands and prohibitions, as well as rewards and punishments, in simple terms that children can easily understand. When children reach Grade B, the teacher introduces them to the concept of commands and prohibitions and their consequences.

Creating this religious situation aims to introduce students to the procedures for implementing religion in daily life, including understanding the consequences of each action (Isnaini, 2019).

B. Religious Character of Children Aged 5-6 Years

The habit of performing the Dhuha prayer at KB-TK Permata Hati Islamic Preschool Mataram has succeeded in forming several religious characters in children aged 5-6 years, which include:

- 1) Trust and Obey God (Love of God)

This character is gradually instilled through the Dhuha prayer. Teachers tell children how Allah loves His servants who obey His commands and avoid His prohibitions. As a result, the children perform the prayer happily without coercion. Observations by researchers showed that when the 9:00 a.m. bell rang, the children immediately rushed to grab and prepare their prayer equipment without being asked.

2) Discipline

Children's discipline is fostered through the habit of following a predetermined schedule. The children in Grade B already memorized the activities they were supposed to complete when the bell rang. They were not only disciplined in preparing themselves, but also actively encouraged their classmates to form prayer lines.

3) Patience

Patience is instilled through activities such as waiting in line for ablution, reciting prayers, and waiting for other students to gather. Observations by researchers indicate that children are able to patiently wait their turn and for their friends to prepare in the hall.

4) Self-Confident and Independent

Children are allowed to try performing ablution and performing the Dhuha prayer on their own without guidance from a teacher. This independence is evident when children can perform ablution without being told, wait their turn, and organize their prayer equipment on their own.

5) Honest

Honesty is instilled through simple questions before prayer about who has performed the dawn prayer at home. The children answer honestly, both those who have and those who have not, and provide reasons for not doing so.

These characters are in accordance with the religious character indicators of children aged 5-6 years old, which include: knowing the religion they follow, getting used to worshipping, understanding noble behavior (honest, helpful, polite, respectful), knowing good and bad behavior, and knowing religious rituals and holidays (Sa'adah, 2019).

C. Supporting and Inhibiting Factors

1. Supporting Factors

There are two supporting factors that researchers found in the field, namely:

- a. Support from Parents: Parents strongly support the program to promote the habit of praying Dhuha. The school received a positive response from all parents because it provided information regarding the children's activity schedule in advance. This aligns with the belief that developing religious character is not solely the responsibility of the school; parents must also guide their children at home (Kholilah, 2023).

- b. Adequate School Facilities

Although the school lacks a mosque or prayer room due to limited space, it provides a spacious hall to support the Dhuha prayer, along with microphones and speakers for guidance, fans, and drinking water for the children. Teachers are also creative in teaching the prayer recitations manually, using short, easy-to-remember surahs (chapters).

2. Inhibiting Factors

The main inhibiting factor in the practice of performing the Dhuha prayer is scheduling conflicts. These scheduling conflicts result in the Dhuha prayer being delayed due to school activities such as extracurricular activities, outings, and the monthly meeting schedule set by the school for parents, which requires the use of the hall. This results in the Dhuha prayer being postponed.

Observations conducted by researchers show that within a period of one month, the Dhuha prayer activity was not carried out around 2-3 times. This resulted in the consistency

of the implementation of the activity being disrupted and had the potential to reduce the optimal impact of the process of instilling religious character values.

4. CONCLUSION

Based on the research results and discussion, the following conclusions can be drawn:

- A. The instilling of religious character values through the habit of praying Dhuha at KB-TK Permata Hati Islamic Preschool Mataram is implemented through three core strategies: (1) religious education is not only delivered formally but through habituation; (2) providing opportunities for students to express themselves through demonstrations and exercises; (3) creating a religious situation by explaining commands and prohibitions as well as rewards and punishments in a simple manner.
- B. The religious character of 5-6-year-old children, formed through the habit of performing the Dhuha prayer, includes: belief in God (love for God), discipline, patience, self-confidence and independence, and honesty. These traits are reflected in the children's daily behavior, both at school and at home.
- C. Supporting factors in instilling religious character values through the habit of Dhuha prayer include parental support and adequate school facilities. Inhibiting factors include scheduling conflicts between Dhuha prayer and extracurricular activities, outing classes, and monthly meetings that use the same hall.

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