

Study of the Level of Mastery of Prayer Skills in Elementary School Students in Bayan District

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Abstract

This study aims to analyze the level of mastery of prayer skills in grade V Elementary School (SD) students in Bayan District. Prayer skills are basic competencies that must be mastered by every Muslim student, but various reports show that many students still have difficulty in mastering these skills. This study uses a quantitative approach with a descriptive method, involving 180 students from 5 elementary schools spread across five Bayan districts, North Lombok Regency. The sampling technique used stratified random sampling to ensure a balanced representation of various levels of school quality. The results of the study showed that it was known that as many as 131 students or around 73% were already fluent in performing prayers, while the rest, namely 49 students or around 27% were still not fluent. There was no significant difference in prayer ability in upper, middle, and lower schools, indicating that family environment factors and student participation in the Al-Qur'an Education Park (TPQ) had a greater influence. Based on the results of interviews with teachers, limited time for religious learning in schools and lack of direct practice were the main factors in students' low prayer skills. Student participation in TPQ was proven to significantly improve their ability to pray. Therefore, this study recommends improving practice-based learning methods, collaboration between schools and TPQ, and involving parents in guiding children at home. In addition, periodic evaluations are needed by the local government to improve the effectiveness of religious learning in elementary schools.

Keywords: Prayer Skills, Islamic Religious Learning, Elementary School,

BACKGROUND

Religious education plays a very important role in shaping the character and morals of students. In the context of Islamic education, prayer skills are a basic competency that must be mastered by every Muslim student. Prayer, which is referred to as the pillar of religion, must be carried out correctly according to the rules of fiqh. Therefore, elementary schools (SD) have a great responsibility in ensuring that students are able to master these skills before continuing to higher levels of education. Religious education in elementary schools not only aims to increase students' religious knowledge, but also to instill spiritual values and form sustainable worship habits (Suyadi, 2019).

However, the reality on the ground shows that there are still many fifth-grade elementary school students who do not have adequate mastery of prayer skills. Various reports and studies indicate that the level of students' worship skills in various regions is still low. Research conducted by Aini (2021) found that around 60% of elementary school students in several regions still have difficulty in worship. Limited intensive guidance and

lack of support from the environment are the main factors influencing low prayer skills.

One of the main factors thought to contribute to students' low worship skills is weaknesses in the curriculum or learning strategies in schools and madrasas. Formally, the Islamic Religious Education Curriculum (PAI) at the elementary school level has included material on prayer and reading the Qur'an as part of the basic competencies that students must master. However, there is criticism that the learning approach used is still too theoretical and does not provide enough space for direct practice and habituation (Suryani, 2021). This condition is exacerbated by the dense curriculum load, so that the allocation of time for religious education is limited and guidance for students in daily worship practices is less than optimal.

Several studies also show that the learning methods used by teachers still need to be adjusted to be more effective in building students' worship skills. A study conducted by Fadilah (2020) revealed that the lecture method is still the dominant approach in religious teaching, while practice-based and habituation approaches such as drilling (repeated practice) and role-playing

(simulation) are still less applied. This causes many students to understand the theory of prayer, but have difficulty applying it independently in everyday life.

In addition, another study by Hasanah and Ramdani (2022) highlighted that the lack of use of interactive learning media, such as video tutorials, Islamic education applications, or illustration-based guidebooks, also contributed to students' low interest in learning to pray. Direct experience-based learning, such as congregational practice guided by teachers or regular worship simulations, has been shown to be more effective in improving students' worship skills compared to one-way lecture methods (Rahman, 2021).

North Lombok Regency is an area with a Muslim majority population, so religious education is an important aspect of the education system in this region. However, until now there has not been much research that specifically measures the extent to which elementary school (SD) students in this area have mastered basic skills in daily worship, especially in the aspect of prayer. In fact, these two skills are part of the basic competencies that every Muslim student must master before continuing to a higher level of education (Arifin, 2020).

The results of this study are expected to provide a clearer picture of the condition of students' worship skills and the factors that influence them, such as the learning methods applied in schools, the role of parents, and support from the social and religious environment. A previous study by Rahman and Hidayat (2022) revealed that the integration of religious education in schools with guidance from non-formal educational institutions such as the Al-Qur'an Education Park (TPQ) has a positive impact on improving students' worship skills.

RESEARCH METHOD

This study uses a quantitative approach with a descriptive method. The quantitative approach was chosen because it allows objective measurement of research variables, as well as data analysis that can be tested statistically (Creswell, 2014). The descriptive

method is used to provide a systematic description of the level of mastery of prayer skills in Grade V students at Elementary Schools in Bayan District. Through this approach, the study can identify and analyze patterns of mastery of these skills based on measurable and standardized data (Sugiyono, 2019).

The population in this study included all fifth-grade students attending elementary schools (SD) in Bayan sub-district. The main focus of this study was to analyze the level of mastery of prayer skills in elementary schools spread across the Bayan sub-district. To obtain a representative sample, this study used the technique stratified *random sampling*, where schools are grouped based on the level of quality that has been classified by the North Lombok Regency Education Office into three categories, namely upper-level schools, middle level schools, and lower-level schools. This technique aims to ensure that the research sample reflects the diversity of existing school quality (Creswell, 2014).

The sample in this study consisted of fifth grade students in six elementary schools spread across Bayan District. The selection of sampling techniques stratified *random sampling* in this study is based on the consideration that this technique is able to accommodate the diversity of population characteristics and increase the validity of the research results by providing a more balanced sample distribution in various school conditions (Sugiyono, 2019). Thus, the results of this study are expected to provide a more comprehensive picture of the variation in the level of mastery of prayer skills in Bayan District.

This study used several instruments to measure the level of mastery of prayer skills in fifth grade students at Elementary Schools in Bayan District. The main instruments used in this study consisted of practical tests, questionnaires, and interviews. Practical tests were conducted to measure prayer skills. Assessment of prayer skills used a rubric that included aspects of movement and reading. In addition, the use of questionnaires was used to collect supporting data related to students'

worship habits outside of school, such as at the Al-Qur'an Education Park (TPQ), as well as the role of teachers in guiding worship practices at school. In addition, interviews were conducted optionally with religious teachers and principals to obtain information on supporting and inhibiting factors in learning worship at school (Creswell, 2014).

In this study, data collection techniques were carried out through three main methods: direct observation, practical tests, and questionnaire distribution. Direct observation was used to observe the prayer practices carried out by students at school. Practical tests were carried out with predetermined examiners to objectively assess students' skills. Meanwhile, questionnaires were given to teachers to obtain additional information regarding the habit of worship applied in the school environment (Sugiyono, 2019).

Data analysis techniques in this study consisted of quantitative and qualitative analysis. Quantitative data obtained from the practice test were analyzed using descriptive statistics, including the calculation of mean, median, standard deviation, and frequency distribution to see the distribution of students' mastery levels in prayer and reading the Qur'an skills. The results of the questionnaire were analyzed using percentage techniques, in order to identify factors that influence students' competence in carrying out worship. Meanwhile, data obtained from interviews were analyzed qualitatively, with a thematic approach to provide deeper insight into the obstacles faced and solutions that can be applied to improve worship learning in schools (Miles, Huberman, & Saldaña, 2014).

As an indicator of success in this study, the level of mastery of prayer skills is declared successful if at least 75% of students are able to perform prayers correctly, in accordance with the assessment rubric, in accordance with the assessment criteria that have been set (Arikunto, 2010).

RESULTS AND DISCUSSION

Based on the results of the research data analysis, it shows that, from 6 Elementary Schools (SD) spread across Bayan District, it

can be seen that the level of fluency in prayer skills shows quite large variations. From a total of 180 students who were used as research samples, it is known that as many as 131 students or around 73% are fluent in performing prayers, while the rest, namely 49 students or around 27% are still not fluent. These data show that although most students already have a fairly good understanding of performing prayers, there are still a number of students who have difficulty reading the Qur'an properly and correctly, especially in terms of tajwid and reading fluency.

Furthermore, the results of the analysis also show that there is quite a large variation between schools in terms of fluency in prayer skills. Some schools show a very good level of fluency, even reaching a maximum of 100%, while other schools still have a low level of fluency. However, the results of this study indicate that there is no significant difference in prayer ability between students in upper, middle, and lower elementary schools. This means that the factor of differences in school levels that have been determined by the North Lombok Education Office does not have a significant effect on students' worship fluency. This indicates that other factors such as family environment, habits at home, and student participation in TPQ activities have a greater influence than the status of the school where they study. Based on the results of interviews with teachers in 6 elementary schools that were the research samples, almost all teachers felt that the time available for Islamic Religious Education (PAI) learning in schools was very little. The dense curriculum causes religious lessons to get limited time allocation, so that the opportunity for students to practice prayer at school is less than optimal.

In addition, all religious teachers in elementary schools also acknowledged that the most dominant factor in influencing students' ability to pray and read the Qur'an is their participation in special activities at the Al-Qur'an Education Park (TPQ). Children who regularly attend TPQ tend to have better abilities in practicing prayer and reading the Qur'an compared to children who do not attend TPQ. On the other hand, students who are not

involved in TPQ activities are generally less fluent in performing prayers, because they only rely on learning at school which has limited time. This shows that the learning environment outside of school, especially through TPQ, has a very large contribution in shaping students' worship skills.

The results of this study provide a clear picture of the need to improve religious learning strategies in elementary schools, especially in terms of worship skills. Therefore, there are several recommendations that can be applied to improve the quality of religious learning in schools. First, schools need to improve practice-based learning methods in teaching prayer. Methods such as drilling or repeated practice and role-playing or simulation of congregational prayer can be applied to help students better understand and master worship skills. Second, it is necessary to strengthen the role of religious teachers through ongoing training so that they can apply more effective teaching methods that are in accordance with students' needs. Third, increasing parental involvement in guiding children at home is also an important factor in improving the smoothness of student worship. Schools can hold parenting programs or training for parents so that they can play an active role in getting their children used to praying every day.

CONCLUSION

Based on the research that has been conducted, it can be concluded that out of 180 students, 131 students or around 73% are already fluent in performing prayers, while the remaining 49 students or around 27% are still not fluent. There was no significant difference in prayer ability in upper, middle, and lower-level schools, which indicates that family environment factors and student participation in the Al-Qur'an Education Park (TPQ) have a greater influence.

Based on the results of interviews with teachers, limited time for religious learning in schools and lack of direct practice are the main factors in students' low prayer skills. Student participation in TPQ has been shown to significantly improve their ability to pray.

Therefore, this study recommends improving practice-based learning methods, collaboration between schools and TPQ, and involving parents in guiding children at home.

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