

**THE HABIT OF FRIDAY PRAYERS AT SCHOOL AS AN EFFORT TO FORM DISCIPLINE
IN HIGH-GRADE STUDENTS AT TAHFIDZ ABABIL ELEMENTARY SCHOOL, PAGAR
ALAM CITY**

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ABSTRACT

This study aims to analyze the implementation of Friday prayer as a habitual effort to foster discipline among upper-grade students at Tahfidz Ababil Elementary School in Pagar Alam City, and to identify supporting and inhibiting factors. Using a descriptive qualitative method, data were collected through non-participant observation, structured interviews with supervising teachers and students, and documentation. Data analysis techniques refer to the Miles and Huberman model, including data reduction, data presentation, and conclusion drawing. The results show that the habitual Friday prayer at Tahfidz Ababil Elementary School in Pagar Alam City has proven effective in fostering discipline among students. Students demonstrated active participation, punctuality, and an understanding of the importance of worship. Teachers played a central role as guides and role models, consistently instilling the values of discipline. Key supporting factors included active student involvement, full teacher support, and synergy between parents and the community. However, inhibiting factors also existed, such as a lack of participation among some students, less serious behavior during worship, and sometimes a lack of teacher firmness in supervision. Nevertheless, this program overall contributed significantly to strengthening character education and the continuous instilling of religious values and discipline in students.

Keywords: Friday Prayer Habits; Discipline; High School Students; Character Education.

INTRODUCTION

Education is the primary foundation for individual development, both through formal and informal channels. Formal channels, such as schools from the lowest to the highest levels, play a crucial role in shaping students' perspectives. Within the school environment, various activities are implemented to support student development, one of which is congregational prayer. Prayer itself is a mandatory act of worship that is crucial for Muslims, especially boys. This obligation is directly affirmed by Allah SWT, making it a central pillar of Islamic law that cannot be replaced by any other form of worship (Sari, 2019).

The importance of character education as a systematic effort to instill positive behavioral values cannot be overlooked. These values encompass relationships with God, oneself, fellow human beings, the environment, and nationhood, manifested in thoughts, attitudes, feelings, words, and actions. Building strong character requires exemplary behavior and ongoing support from early childhood through adulthood, supported by a strong religious commitment through religious routines, such as practicing prayer.

In particular, Friday prayers have high educational value, ranging from discipline, responsibility, to commitment. This worship is fardu ain for every Muslim male who is mature and living in the Qur'an, as stated in Surah Al-Jumu'ah verse 9.

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا نُودِيَ لِلصَّلَاةِ مِنْ يَوْمِ الْجُمُعَةِ فَاسْعَوْا إِلَى ذِكْرِ اللَّهِ وَذَرُوا الْبَيْعَ ذَلِكُمْ خَيْرٌ لَكُمْ إِنْ كُنْتُمْ تَعْلَمُونَ ﴿٩﴾

Meaning: "O you who believe! When you are called to perform prayers on Friday, then immediately remember Allah and leave buying and selling. That is better for you if you know." (QS. Al-Jumu'ah: 9)

This verse calls on believers to immediately remember Allah and abandon buying and selling when called to Friday prayers, emphasizing that this is better for those who know. Friday prayers are not only a ritual, but also contain special privileges for those who perform them with discipline and responsibility, encouraging a person to be punctual in all activities.

Although Friday prayers are rarely a regular activity in formal public schools, Islamic-based schools like SD Tahfidz Ababil Pagar Alam make it an integral part of their curriculum. The full support of the principal and teachers at SD Tahfidz Ababil Pagar Alam for the habituation of Friday prayers is expected to gradually foster discipline and responsibility in students, both within the school and in the community. This is the basis for selecting SD Tahfidz Ababil Pagar Alam as the research location.

However, initial observations revealed challenges in implementing congregational prayers at this school. Teachers still need to continuously supervise and direct students who sometimes lack focus or cause disturbances. This phenomenon indicates the need for ongoing efforts to instill religious values, discipline, and responsibility in the younger generation. Departing from this phenomenon, this study is interested in raising the title "THE HABIT OF FRIDAY PRAYERS IN SCHOOL AS AN EFFORT TO FORM A DISCIPLINE ATTITUDE OF HIGH GRADE STUDENTS AT TAHFIDZ ABABIL PAGAR ALAM ELEMENTARY SCHOOL."

This study formulated two main questions: how to foster discipline in upper-grade students through Friday prayer habits, and what supporting and inhibiting factors hinder its implementation at SD Tahfidz Ababil Pagar Alam. The goal was to understand and analyze both aspects in depth.

REASERCH METODHS

This research uses a qualitative research method with a descriptive approach. Qualitative research is research conducted in specific settings within real life, with the goal of investigating and understanding phenomena, or what, why, and how they occur. This means qualitative research is based on the concept of going exploratory, which involves linking in-depth and case-oriented studies to a number of cases or a single case (Ettamamang, 2024).

This research was conducted at the Ababil Tahfidz Elementary School in Pagar Alam City, located at Gang Ababil Rt. 04 Rw. 04 Kel. Tebat Giri Indah, South Pagar Alam District, Pagar Alam City. The background for choosing the Ababil Tahfidz Elementary School as the research location is because the Ababil Tahfidz Elementary School is an elementary school educational institution that combines the general curriculum with Islamic religious education.

Data Collection Techniques

In this research, data collection techniques play a crucial role in ensuring the data obtained meets established standards. Without a proper understanding of these techniques, researchers will not be able to obtain accurate and relevant data. This study employed three main techniques: observation, interviews, and documentation.

Observations were conducted non-participant-level at SD Tahfidz Ababil in Pagar Alam City, where researchers observed the phenomenon without direct involvement. The goal was to review the implementation of Friday prayer as an effort to shape attitudes and its integration into student development, with a focus on the implementation, effectiveness, and systematics of Friday prayer, as well as its correlation with the development of student attitudes inside and outside the classroom. Furthermore, structured interviews were used, with a list of questions or guidelines prepared to guide the conversation, ensuring a more specific research focus. These interviews aimed to address the research problem formulation related to factors inhibiting the habit of Friday prayer in developing discipline in senior high school students, while simultaneously synchronizing the observation results. Interviewees included teachers supervising Friday prayer activities, who had in-depth knowledge, and students to understand their participation, discipline, preferences, difficulties, and improvements. Finally, documentation in the form of visual data (written documents, images, tables) and audio (interview recordings) is used to record, store, and retain relevant information, facilitate data analysis, and secure evidence and references (Jailani, 2024).

Data Analysis Method

This study applies the Miles and Huberman data analysis method, which involves three crucial phases: data reduction, data presentation, and data verification. In the initial phase, data reduction was conducted to simplify, organize, and summarize the collected information. To answer the first research question, data was reduced through direct observation of Friday prayers at Tahfidz Ababil Elementary School and interviews with supervising teachers (including the principal) to validate the findings. Meanwhile, data for the second research question was reduced through interviews with supervising teachers and students attending Friday prayers. The decision to use observation or interviews depended on the core problem being addressed.

After data reduction, the next step was data presentation. At this stage, the simplified data was presented in an easily digestible format, such as direct quotes, tables, or diagrams, so that the findings could be communicated effectively. The final stage was data verification, or drawing conclusions, which aimed to ensure the accuracy, authenticity, and validity of the data and research results. Here, the researcher formulated conclusions from all findings related to both research questions, based on the data collected and analyzed.

Literature review

1. Habituation

Habituation is a repetitive process that forms permanent, automatic, and relatively stable attitudes and behaviors, without requiring deep thought (Anggraeni et al., 2021). It is important to implement it early because children have strong memories and still-developing personalities, making it easy to guide them into positive habits such as responsibility, discipline, morals, religious values, and independence, which will persist into adulthood (Sofiawati & Dewi, 2023). The habit of congregational prayer or Friday prayer at school can instill discipline and time awareness through consistency, obedience, orderliness, involvement, supervision, and motivation, ultimately resulting in positive change.

2. Friday Prayer

Friday prayer is an obligatory prayer of two rak'ahs performed in congregation at the time of Dhuhr prayer on Fridays, preceded by a sermon (Wijayanti, 2023). It is obligatory for Muslim males who are mukallaf (inclined to prayer), free, healthy, and not travelers, as stated in the Qur'an. Al-Jumu'ah (62): 9, although there are differing views among scholars regarding its coinciding with Eid al-Adha (Saputra et al., 2020). Obligatory requirements include being Muslim, having reached puberty, being sane, and being male. Meanwhile, valid requirements include being performed in a permanent residence, in a congregation (at least 4 or 40 people according to some scholars), and at the time of Dhuhr prayer after two sermons (Sari, 2019). There are many sunnahs (recommended practices) before Friday prayers, including bathing,

wearing one's best clothing, using perfume, immediately attending the mosque, increasing prayer, reading the Qur'an, listening to sermons, and reciting Surah Al-Kahf.

3. Effort

According to the Ministry of Education and Culture in the KBBI (Big Indonesian Dictionary), effort is defined as an effort or activity that mobilizes energy and thought to achieve a goal or solve a problem. Effort also encompasses all efforts to achieve a desired goal (Sudarsono, 2023). In the context of Friday prayers, efforts include efforts by teachers and supervisors to create a comfortable and adequate worship environment, which requires designing a program for congregational prayer activities. Efforts must also have a clear concept to provide optimal guidance and direction in the planning, implementation, and evaluation of Friday prayers, thereby fostering students' sense of responsibility and spirituality. Finally, with the program, Friday prayers at school become more focused, effective, and structured, facilitating the achievement of goals, enabling supervision and supporting the evaluation of students' development of discipline and responsibility, particularly in worship and punctuality (Nelli, 2021).

4. Developing Discipline

Developing discipline is a process that helps children learn how to deal with environmental demands and reflects the values of obedience, compliance, regularity, and order (Mengenalkan & Lokal, 2019). The goal is to foster orderly behavior, self-control, independence, and create a conducive atmosphere by teaching basic ethical values (Salouw et al., 2020; Syaifuddin & Fahyuni, 2019). The function of discipline includes teaching the consequences of actions, guiding behavior according to norms, and helping students develop self-control. Indicators of discipline include punctuality (e.g., rushing to Friday prayers, not procrastinating during ablution) and disciplined behavior (obeying rules, not being lazy, not making noise during sermons). Supporting factors for discipline include parental support and the school environment, education, teacher guidance, trust, and adequate facilities (Dhori & Nurhayati, 2022). Conversely, inhibiting factors include lack of motivation, peer influence, minimal school support and supervision, and limited facilities.

RESULTS AND DISCUSSION

Based on direct observations and structured/guided interviews with several parties related to the habituation of Friday prayers at school as an effort to foster discipline among upper-grade students at Tahfidz Ababil Elementary School in Pagar Alam City. Initial observations were conducted on Fridays until completion. Follow-up observations were conducted on Fridays until completion. Further observations were conducted on Fridays to determine the process of implementing and implementing Friday prayers at Tahfidz Ababil Elementary School in Pagar Alam City. This practice is intended to foster discipline among upper-grade students at Tahfidz Ababil Elementary School in Pagar Alam City.

Friday Prayer Habituation as an Effort to Develop Disciplined Attitudes in Upper-Graduate Students at Tahfidz Ababil Elementary School, Pagar Alam City

In an effort to comprehensively understand how the Friday prayer habituation program influences the development of high-level disciplinary attitudes in students at Tahfidz Ababil Elementary School, Pagar Alam City, data analysis was conducted through a series of systematic stages. The following discussion will detail the three main phases of data analysis: data reduction, data presentation, and conclusion drawing, which collectively present a comprehensive picture of the research findings..

1. Data Reduction

Data reduction is an essential process in qualitative analysis that involves selecting, focusing on simplification, abstraction, and transformation of raw data obtained from field notes, as proposed by Miles and Huberman. In this study, data reduction aims to obtain in-depth information regarding efforts to develop prayer habits as a means of developing disciplinary attitudes in upper-grade students at Tahfidz Ababil Elementary School, Pagar Alam City. This process was conducted through two primary data collection techniques: observation and interviews.

Researchers conducted direct observations at Tahfidz Ababil Elementary School in Pagar Alam City during Friday prayers. The observations indicated that the program was highly

effective in fostering student discipline. Student participation was highly active and enthusiastic; they arrived on time, tidied up the hall, laid out the carpet, and took their prayer rows while awaiting the teacher's instructions. Students also independently performed the sunnah prayer before the sermon began and demonstrated readiness to listen to the sermon. These observations indicate that the teacher-led process successfully strengthened students' understanding of the importance of discipline, created a supportive learning environment, and fostered positive attitudes in a school that prioritizes religious values.

Interviews were conducted with homeroom teachers and students participating in Friday prayers to gain a deeper understanding of the efforts to foster discipline. An interview with Mrs. Rika Wahyuni, A.Md.Kom., indicated that Friday prayers were conducted well and routinely, involving teachers and students taking turns in supervision and direction. She highlighted positive changes in students, such that even those who were previously unaccustomed to Friday prayers became enthusiastic and demonstrated discipline. Similarly, M. Syafik, a student, stated that Friday prayers at school have a positive impact on his discipline, even though he continues to perform them at home. M. Fauzan Al also emphasized that he always arrives on time, rushes to perform ablution, and sits in a row before the prayer begins to avoid reprimands. Mr. Sigit Oktari, S.Pd., a teacher and principal, added that the implementation of Friday prayers supports the development of student discipline through direct practice, although some students still make noise or play around. He emphasized that teachers work as a team to supervise and guide, assigning tasks in turns such as the call to prayer and tidying up the prayer area, and instilling awareness of the importance of time discipline and responsibility.

2. Data Display

After the data reduction process, the next step is data presentation or display. In qualitative research, data is presented in an easy-to-understand narrative format. The data reduction clearly indicates that the implementation of Friday prayers at Tahfidz Ababil Elementary School in Pagar Alam City is a highly effective school program in fostering student discipline, especially in upper grades. Based on interviews and observations, this activity serves not only as a routine form of worship but also as a concrete means of character development.

Interviews with students revealed positive habits in welcoming Friday prayers: they arrive on time, prepare for ablution, sit neatly before the sermon, and follow the teacher's directions without much repetition. These habits even carry over outside of school, demonstrating the development of personal awareness and responsibility. Discipline is also evident in the students' responsibility for tasks during Friday prayers, such as preparing the prayer area, calling the call to prayer, and maintaining order, adhering to the schedule and working together. The values of cooperation, adherence to rules, and regularity are clearly reflected in their attitudes and behavior.

Interviews with teachers and the principal confirmed that Friday prayers serve as a routine and structured character-building strategy. Teachers actively guide students before, during, and after the program, providing consistent examples and guidance to help students understand the importance of timekeeping, queuing orderly, and maintaining cleanliness. This program also cultivates patience, fosters a sense of responsibility, and fosters awareness of the importance of discipline in daily life. Teachers collaboratively reflect on the values instilled, ensuring that students not only follow routines but also understand the meaning of discipline itself.

3. Data Interpretation.

Based on data obtained from observations and interviews, it can be concluded that the development of student discipline through the Friday Prayer Habituation program at Tahfidz Ababil Elementary School in Pagar Alam City is proceeding very well. During the program, students demonstrate active participation, such as arriving on time, following teacher directions, and taking turns completing tasks. This reflects the understanding and application of the value of discipline that is beginning to develop in students through the routine of Friday prayers at school.

The direct experience of performing religious duties, obeying rules, and following teacher directions gained through the Friday prayer habituation activity teaches important values such as discipline, responsibility, and adherence to time. Interviews with students and teachers identified several significant benefits of the Friday prayer habituation in developing discipline in upper-grade students. These include a positive impact on the understanding and application of

disciplinary values, increased awareness of the importance of time and responsibility, and support for the development of discipline through direct experiences such as queuing for ablution, maintaining cleanliness, and taking turns on duty. Teachers also play a crucial role in guiding, providing direction, and implementing strategies such as role modeling and regular monitoring to ensure discipline is firmly established. They also engage students emotionally and socially through structured weekly spiritual experiences.

Overall, the Friday prayer habituation plays a crucial role in developing discipline in students, particularly upper-grade students at Tahfidz Ababil Elementary School in Pagar Alam City. Through this activity, students understand discipline not only as a school obligation but also as a personal responsibility of a Muslim. Active student involvement in these activities creates an environment that supports character development, particularly in terms of discipline and adherence to rules. Therefore, implementing Friday prayer as a habit in schools is a strategic effort to instill the values of discipline in students in a tangible and sustainable manner.

Supporting and Inhibiting Factors in Developing Disciplined Attitudes in Upper Grade Students through Friday Prayer Habituation at Tahfidz Ababil Elementary School in Pagar Alam City.

1. Data Reduction

Data reduction, as proposed by Miles and Huberman, is the crucial process of selecting, focusing, simplifying, abstracting, and transforming raw data from field notes. In this study, the data reduction process aims to identify supporting and inhibiting factors in developing disciplined attitudes in students through the Friday prayer habituation program at the school. To achieve this goal, the researchers utilized two primary data collection techniques: observation and interviews.

Observations were conducted directly on the upper floor of Tahfidz Ababil Elementary School in Pagar Alam City during Friday prayers, involving all male students and teachers. During the observations, the researchers observed several students playing around while performing ablution (wudu) and teasing each other on their way to the hall, as well as displaying a lack of enthusiasm or vigor. Furthermore, some students were seen chatting while the teacher was giving instructions, even during the call to prayer, not remaining devout during sunnah prayers, and pacing back and forth while others were already seated in rows to listen to the sermon. These unruly students received reprimands and warnings from the teachers, and even sanctions in the form of memorizing short surahs. The teachers, as supervisors, actively monitored and provided guidance throughout the Friday prayer.

In addition to observations, interviews were also conducted based on Sugiyono's theory. The researcher interviewed students and Mr. Sigit Oktari, S.Pd., the principal and teacher supervising Friday prayers. Afdal, one of the students, revealed that the active involvement of all parties (students, teachers, parents, and the community) was a key supporting factor. Positive interactions between peers and the role of teachers in providing direction, warnings, and even sanctions motivated them not to delay or behave unruly. However, Afdal also acknowledged that a lack of student participation and a lack of parental support or understanding could be obstacles. Similarly, Mr. Sigit Oktari, S.Pd. emphasized that supporting factors involve active student participation, full teacher support, and parental and community involvement. He highlighted the key role of teachers in creating a supportive environment through guidance and role models. However, challenges such as uneven coordination and student engagement persist and need to be addressed through collaboration between schools, parents, and students, as well as continuous program improvement.

2. Display Data

After the data was reduced, the next step was to present the data (data display) in narrative form. The data reduction revealed several factors that hindered the process of developing student discipline through the Friday prayer habituation program at Tahfidz Ababil Elementary School in Pagar Alam City. Based on observations, it was clear that some students were still less active and enthusiastic in participating in Friday prayers. Some appeared to be playing around during ablution, were slow to move toward the hall, and lacked sincerity. Furthermore, some students were not reverent during the sunnah prayers, continued chatting during the call to prayer, or paced back and forth during the sermon. This behavior indicates that students' disciplinary character has not yet fully developed, so firmness and exemplary teacher guidance are essential. The provision of educational sanctions, such as memorizing short surahs

(chapters), along with direct guidance and supervision from teachers, are crucial for instilling discipline.

Furthermore, interviews with students and the principal identified various supporting factors that strengthen the development of student discipline. Active involvement from all stakeholders—students, teachers, parents, and the community—plays a significant role in creating an educational environment that supports the instillation of discipline. Students feel more motivated when they see their peers reminding and helping each other, for example, when performing ablution (wudu) or preparing the prayer area. Teachers also serve as role models and provide consistent guidance. Furthermore, support from parents and the community, both moral and direct, is crucial to the success of this program. However, obstacles such as low participation by some students and a lack of parental support remain challenges. Therefore, the significant potential of the Friday prayer habit program to foster student discipline depends heavily on solid collaboration between schools, families, and the community, as well as ongoing evaluation to maximize results and overcome obstacles.

Table 1. Inhibiting Factors in the Formation of Disciplinary Attitudes in High School Students Through Friday Prayer Implementation Activities at Tahfidz Ababil Elementary School, Pagar Alam City

NO.	Internal Factor	Eksternal Factor
1.	Students who are not enthusiastic and perform Friday prayers	Feeling embarrassed when asked to give the call to prayer or sermon
2.	Students who like to waste time and play with water during ablution	Lack of understanding of the importance of Friday prayers
3.	Students who are noisy and playing around during the call to prayer, sermon and Friday prayers	Lack of supervision that should be carried out by teachers
4.	Students who ignore the teacher's instructions.	The role of teachers who are less firm in reprimanding and reminding

3. Data Interpretation

After data reduction and presentation of observations and interviews, it can be concluded that the primary supporting factor in developing student discipline through the Friday prayer habituation program at Tahfidz Ababil Elementary School in Pagar Alam City is the active involvement of all parties: students, teachers, parents, and the community, who collectively create an educational environment that supports disciplinary values. Positive interactions between peers, who remind each other, and the role of teachers in providing direct guidance, mentoring, and leading by example, are essential. Moral support and participation from parents and the community are also significant external factors.

However, this study also identified inhibiting factors. These include students who are still less serious about participating in activities, such as playing around during ablution, talking during the sermon, or not immediately taking their rows. Furthermore, a lack of supervision and firmness from the school, as well as a lack of understanding and support from parents regarding the importance of this habituation program, also contribute to obstacles. These supporting and inhibiting factors play a vital role in determining the success of the Friday prayer habituation program at Tahfidz Ababil Elementary School in Pagar Alam City. These factors significantly influence the development of students' discipline in their daily lives. Therefore, strong collaboration between the school, parents, and the community is essential to maximize the results of this Friday prayer habituation program and ensure the ongoing instillation of disciplinary values.

CONCLUSION

Based on research findings, it can be concluded that the Friday prayer habituation program at Tahfidz Ababil Elementary School in Pagar Alam City has had a significant positive impact on fostering student discipline. Students demonstrated increased regularity in participating in activities, understanding the importance of congregational worship, and a growing sense of responsibility and discipline in religious obligations. The role of teachers as mentors is crucial in providing direction, guidance, and role models, which have a significant impact on student discipline, such as punctuality, maintaining cleanliness, focusing on prayer, and respecting time. This habituation is considered a strategic method for directly and consistently instilling disciplinary values. However, the success of this program is also supported by several driving factors, such as active teacher involvement, a sense of togetherness among students, and moral support from parents and the community. Conversely, identified inhibiting factors include a lack of participation and enthusiasm on the part of some students, a lack of seriousness during activities, and a lack of firmness on the part of teachers in supervision. Furthermore, low parental awareness also impacts student motivation. Thus, the Friday prayer habituation program at Tahfidz Ababil Elementary School in Pagar Alam City not only functions as a reinforcement of character education, but also as a sustainable means to instill discipline and religious values in students.

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