The Implementation of Mandatory Salat Through Habituation Method at SMP Al Iman Parakan

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ABSTRACT

This study aims (1) to find out the implementation of the mandatory prayers at SMP Al Iman Parakan with the habituation method, (2) to find out the supporting and inhibiting factors in the implementation of the mandatory prayers through the habituation method at SMP Al Iman Parakan. The research method used was qualitative research, with descriptive qualitative research types applying the data collection techniques of observation, interviews, and documentation. The data were analyzed based on the reasoning ability of researchers in connecting facts, data, and existing information. The subjects of the research were the principal, the teachers of Islamic Education Subject, and the students. As a result, the extent to which the implementation of mandatory prayer services through the habituation method is found. The results showed that SMP Al Iman had implemented the mandatory prayer through the habituation method by fulfilling the four requirements of the habituation method implementation and having fulfilled three of the four steps of the habituation method implementation. The inhibiting factors in the implementation of this habituation method are laziness, inadequate infrastructure, lack of self-awareness, the influence of the social environment, and difficulties in controlling students. Then, the factors supporting the implementation of this method are the vision and mission of the school, which is based on faith and piety. There is an attendance list for prayers, cooperation between teachers, and the lack of cooperation between teachers.

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INTRODUCTION

The role of religious education is also very important in helping to develop character building in individuals; although religious education plays a role in this, religious education cannot be equalized to the wider community because, in this country, Indonesia has a variety of different beliefs in God. However, the habituation of worship at SMP Al Iman Parakan has a policy where the habituation of worship has been used as a basis because of the beliefs of students or uniform teachers, namely Islam, and this school is an Islamic-based vocational school.

One of the things that is accustomed in school is to carry out compulsory prayers. Worship is something that Muslims must carry out in their daily lives. Even worship must be applied to students from an early age, especially worship prayer because prayer is one of the pillars of Islam, which means it must be carried out every day (Mardiana et al., 2019). The phenomenon that is often encountered today is that not a few researchers find Muslims who ignore worship, including prayer, while prayer is an obligation that must be carried out every day. Salat is an act consisting of words whose deeds begin with takbir and end with greetings. The position of prayer in Islam is very important because prayer is a pillar of religion that must be carried out seriously and in accordance with Islamic law. Based on the research that has been done by Anjani, Priatna, and Mukri found that the obstacles that are often encountered.

Based on the results of an interview on January 30, 2023, with PAI teachers, the reality is that there are still students at SMP Al Iman Parakan performing compulsory prayers at school well, but in its implementation, there are still students who are not used to being orderly in its implementation. Thus, teacher Pai delivered material about the prayer chapter to students so that students really understand and understand in carrying out prayer both at school and at home. Not only that, but teachers also make efforts to supervise the implementation of compulsory prayer activities at school, which aims to make students orderly in carrying out prayers without anyone leaving prayer through habituation methods. The habituation method is an effort that is carried out repeatedly, deliberately, and consistently, which aims to make it a habit that arises from within so that people will not think again about doing it repeatedly (Syah, 2017). In the application of this habituation method, the role of parents and teachers in supervision is needed because it is very influential because habituation arises from the closest people around students.

Based on the explanation above, researchers are interested in conducting research entitled Implementation of Compulsory Prayer Through Habituation Method at SMP Al Iman Parakan. With the application of habituation methods in the implementation of prayers, students are expected to be able to practice compulsory prayers correctly.

METHOD

The method used in this study is a qualitative method with a type of descriptive research analysis, which describes an object, phenomenon, or social setting that will be outlined in

narrative writing or contains quotes, quotes facts revealed in the field to provide support for what is presented in the report (Anggito &; Setiawan, 2018). The data collection techniques used are observation, interviews, and documentation. Descriptive qualitative methods aim to explain and assess activity in an institution or organization by collecting complete data. Thus, researchers can find out the extent of the implementation of compulsory prayers through habituation methods at SMP Al Iman Parakan.

RESULTS AND DISCUSSION

1. Implementation of compulsory worship by means of the method of cultivation in the High School of Al-Iman Parakan

    1.1. Planning for compulsory prayer activities in schools

    Based on the first formulation of the problem regarding implementation, of course, in these activities, there is activity planning. Planning activities are carried out at the beginning of the new school year in meetings, for planning prayer activities are not written and focus more on their implementation or implementation. The meeting discussed teacher coordination in student supervision.

    1.2. The implementation of compulsory prayer activities in schools

    PAI teachers and other teachers apply habituation methods in the implementation of compulsory prayers in schools every day. Many forms of habituation methods are applied in schools every day, such as lighting the bell when prayer time comes, teachers going around so that students rush to perform ablution, checking attendance through attendance after prayer, And during the prayer, the teacher taking turns to supervise that Shiva performs the prayer in an orderly manner. The way the teacher applies various methods in delivering material in the classroom to ensure that students are familiar with the material presented, especially the prayer chapter is one part of the step in applying the habituation method; it can be concluded that the teacher has carried out in accordance with existing theory.

    Evaluation of compulsory prayer activities in schools The evaluation aims to improve the activities carried out in order to improve the quality of the activity process. There is a code of conduct regarding prayer which states that when the teacher hears the bell ringing indicating that the prayer time has arrived, the teacher is scheduled to go around, invite students to perform prayers in the school prayer room in an orderly manner, and to Other teachers are required to pray in congregation at the school prayer room and accompany in the implementation of the prayer activities. Based on the exposure of the implementation of prayer activities in schools, all teachers supervise and are responsible for the implementation of these activities. Not only students are supervised, but all teachers and employees are supervised by the principal and foundation there are teachers who violate the regulations will also be sanctioned

as written in the personnel regulations of SMP Al Iman Parakan in Chapter III regarding the Obligations of Teachers and Employees Article 5 as follows:

a) Carry out duties and obligations in accordance with the main duties and functions of their position.

b) Comply with the code of ethics, rules, and rules of conduct of teachers/employees. The purpose of holding a meeting for evaluation. So that teachers know the inhibiting and supporting factors in the implementation of compulsory prayers by applying habituation methods from changes in students' religiosity attitudes.

2. Inhibiting factors and supporting the implementation of compulsory prayers through the habituation method. Inhibitor Factor:

2.1. One of the things that affects students is laziness, which arises from within because they are tired of teaching and learning activities.

2.2. Inadequate facilities and infrastructure

Al Iman Junior High School provides facilities and infrastructure such as prayer rooms and prayer tools such as mukena, sarongs, and prayer mats so that they can be used by students alternately, but the number is limited so that many students also have to be patient in alternating mukena.

2.3. Lack of self-awareness

In carrying out worship, especially compulsory prayer, there needs to be an understanding of the importance of compulsory prayer worship so that self-awareness will arise because even though students are already in a good environment, there is no awareness that grows in students, students will tend to be forced to carry out or even not carry it out.

2.4. The influence of the social environment

The surrounding environment is very influential on the personality of students, especially associations in making friends. When students make friends with friends who have bad qualities, such as being lazy or delaying in performing prayers, it can affect other students; It will be better if students are right in making friends and making friends with students who have good qualities; it will have a good effect. Maybe when the prayer time has come, a good student will invite his friends to immediately perform the prayer so that it will become a habit of students so as not to delay in performing the prayer.

2.5. Teachers still struggle with how to ensure that students are unable

Because there are still those, who abuse this excuse to avoid praying at school.

2.6. Lack of cooperation between teachers

As explained in the evaluation of the activity, the implementation requires teachers when the teacher does not cooperate in the implementation of the activity; the activity does not run in an orderly manner because if only PAI teachers will be overwhelmed in teaching students. It should be noted that the teacher is a role model in school; if

the teacher does not reflect good behavior, then students can follow what the teacher does in terms of prayer.

3. Supporting factors

3.1. The school's vision and mission are based on faith and piety.

SMP Al Iman Parakan has a vision of faith and piety which must be achieved through the mission of developing potential optimally and forming a noble character. With the vision and mission that has been made, the school realizes by carrying out one of the students' worship activities, namely compulsory prayer at school, because it is one of the mission indicators, namely habituating congregational prayers, dhuhr prayers, and reading the Quran before teaching and learning activities. When all students have become accustomed to carrying out compulsory prayers at school, it will make students who believe and have piety and noble character, and it is a sign that the vision and mission that have been made by the school have been successfully implemented.

3.2. The presence of prayer attendance The presence of prayer attendance

The presence of students during prayer is needed because it makes students afraid if they leave the prayer because they will be considered truant and will get punishment from the teacher.

3.3. Cooperation between teachers

Without cooperation between teachers, this activity will not run smoothly and conductively. In the delivery of the prayer chapter material until the practice is carried out by PAI teachers, of course, and in the implementation at school, will be assisted by other teachers, such as in traveling between classes to remind students to immediately perform prayers, assist in supervising students to perform prayers solemnly, or assist in the attendance of students and provide punishment for students who skip class.

CONCLUSION

Based on the discussion that has been described in the previous chapter, the final conclusions that can be drawn from the preparation of this thesis are as follows:

A. Implementation of Compulsory Prayer through Habituation Method SMP Al Iman has implemented prayer worship at school through habituation methods which include planning, implementation, and evaluation. Planning can be proven from meetings that discuss school activities, especially prayer activities, and coordination of activity implementation. Then in the implementation, schools have applied the habituation method every day in prayer activities, namely lighting the bell when it comes to prayer, going around each class, accompanying and supervising the implementation of prayers, and holding prayer absences. Then after planning and implementation, the school

evaluates through meetings by considering changes in attitudes from students and teachers to find out the inhibiting and supporting factors in the implementation of prayer activities at school. Based on the results of the study, Al Iman Parakan Junior High School has fulfilled the four requirements for the implementation of the habituation method and has fulfilled three of the four steps for implementing the habituation method.

B. In the habituation method, there are inhibiting factors supporting the implementation of compulsory prayers. There are six inhibiting factors, namely laziness, inadequate infrastructure, lack of self-awareness, influence of social environment, and fifth difficulty controlling students, and lack of cooperation between teachers. Then there are three supporting factors, namely the first vision and mission of the school regarding the basis of faith and piety, the second is the presence of prayer, and the third is cooperation between teachers.

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