



Optimizing the Role of Parents in Improving Congregational Prayer Discipline at SD Negeri 094166 Sidotani

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Abstract: This study aims to improve students' discipline in performing congregational prayers through the application of reward and punishment techniques. This study uses a classroom action research (CAR) method with two cycles. The subjects of the study were students of Class III of SD Negeri 094166 Sidotani. The actions taken include: 1) giving praise or gifts to disciplined students; 2) giving reprimands or educational consequences to students who violate the rules. The results of the study indicate that the application of reward and punishment techniques is effective in improving students' discipline in performing congregational prayers. This is indicated by a significant increase in the number of students who are present and on time in congregational prayers.

Keywords: Improving Congregational, Discipline

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INTRODUCTION

Prayer is one of the pillars of Islam that must be carried out by every Muslim. This worship is not just a ritual obligation, but also has a very broad educational dimension, especially in character formation and discipline. Discipline in carrying out prayers, both in terms of time, movement, and solemnity, reflects a Muslim's obedience to Allah SWT. However, in reality, prayer discipline is often a challenge, especially for the younger generation. Many factors affect the level of prayer discipline, ranging from environmental influences, lack of religious understanding, to worldly temptations. Therefore, efforts to improve prayer discipline are very important, both in the family, school, and community environment.

This study aims to examine more deeply the factors that affect prayer discipline, as well as find effective strategies to improve it. The focus of this research is on optimizing the role of parents in improving congregational prayer discipline in grade III elementary school students. This is based on the understanding that parents have a crucial role in the formation of children's character, especially at an early age. Through this research, it is hoped that practical and applicable solutions can be found to overcome the problem of prayer discipline, so that it can improve the quality of worship and the character of the Muslim generation.

Congregational prayer is one of the Islamic teachings that is highly recommended. In addition to getting double rewards, congregational prayer also has a strong social

dimension, namely strengthening the bond of brotherhood between fellow Muslims. Discipline in carrying out congregational prayers reflects a Muslim's obedience to Allah SWT and also shows his commitment to the values of togetherness. However, in daily practice, congregational prayer discipline often encounters obstacles, especially among children and adolescents. Many factors affect this level of discipline, such as a lack of understanding of the virtues of congregational prayer, the influence of a less conducive environment, and the temptation of technology to distract attention.

Therefore, efforts to improve the discipline of congregational prayer are very important, both in the family, school, and community environment. This study aims to examine more deeply the factors that affect congregational prayer discipline, as well as find effective strategies to overcome them. The focus of this research is on optimizing the role of parents in improving congregational prayer discipline in grade III elementary school students. This is based on the understanding that parents have a very important role in instilling religious values and discipline in children from an early age. Through this research, it is hoped that practical and applicative solutions can be found to overcome the problem of congregational prayer discipline, so that it can improve the quality of worship and strengthen Islamic *ukhuwah* among the younger generation.

METHODS

This study aims to explore the role of parents in fostering discipline in congregational prayers among students at SD Negeri 094166 Sidotani, Bandar District, Simalungun Regency. The focus is on identifying strategies and practices that parents can employ to encourage and support their children in regularly attending and performing prayers in congregation. The research will be conducted using a qualitative approach to gain in-depth insights into the experiences and perspectives of both parents and students. The following sections outline the methodology employed to explore this topic. The research will adopt a descriptive qualitative approach, allowing for a comprehensive understanding of the ways in which parents can contribute to the improvement of students' discipline in congregational prayers. This approach is appropriate as it allows for a rich, contextual exploration of the role of parents and the specific factors that influence students' behavior regarding religious practices.

The participants in this study will include students from SD Negeri 094166 Sidotani, their parents, and teachers. The students selected for the research will be those in the upper grades (Grade 4-6), as they are more likely to have developed the cognitive and emotional ability to understand the significance of discipline in religious practices. Additionally, their parents will be involved in the study to provide valuable insights into their role in nurturing religious discipline at home. Teachers will also be included in the study to offer their perspective on the students' behavior in school and their participation in religious activities.

Data will be collected using a combination of interviews, observations, and document analysis. Interviews will be conducted with parents, teachers, and students to gather detailed information about their experiences, challenges, and strategies related to the practice of congregational prayers. The interviews will be semi-structured to allow for flexibility and to enable participants to express their thoughts freely. The questions will focus on understanding the importance of prayer in the family, the role of parents in encouraging it, and the barriers to consistent participation in congregational prayers.

Observations will be made in the school and home settings to gain an understanding of the students' daily routines and the extent to which they engage in religious practices. At school, the researcher will observe students during prayer times, noting their level of participation and punctuality. At home, the researcher will observe how parents support their children's involvement in religious activities and whether they encourage regular prayers.

Document analysis will also be conducted to examine any existing school records or reports related to students' religious practices. This may include attendance records during congregational prayers, reports on religious events or activities at school, and any other relevant documents that provide insights into the school's efforts to promote religious discipline among students.

The data collected from interviews, observations, and document analysis will be analyzed using thematic analysis. This method will allow the researcher to identify common themes and patterns across the different data sources, providing a comprehensive understanding of the factors that contribute to or hinder students' discipline in performing congregational prayers. The thematic analysis will be conducted in several stages: familiarization with the data, coding, generating themes, reviewing themes, and interpreting the findings.

The research will also examine the factors that influence the role of parents in encouraging their children's discipline in congregational prayers. These factors may include the parents' own religious practices, their understanding of the importance of prayer, the family's religious values, and the level of parental involvement in religious activities. Additionally, the study will explore the challenges that parents face in ensuring their children attend prayers regularly, such as time constraints, work commitments, or the influence of peer behavior.

One of the central components of this study is the exploration of the strategies employed by parents to encourage their children's discipline in performing congregational prayers. The research will examine both direct and indirect strategies, such as parents praying with their children, setting regular prayer schedules, using religious education materials, or engaging in discussions about the benefits of prayer. Furthermore, the research will explore how parents serve as role models for their children, particularly in demonstrating their own commitment to religious practices.

The study will also investigate the role of the school in supporting the development of religious discipline among students. This will include examining the school's policies and initiatives related to religious education, such as the provision of religious instruction, prayer schedules, and extracurricular religious activities. Teachers will be asked to provide their perspectives on the students' participation in religious practices and how the school environment can further encourage students' discipline in prayer.

In addition to the role of parents and the school, the research will consider the broader social and cultural factors that may impact students' discipline in congregational prayers. These factors may include community norms, the influence of peers, the role of religious leaders, and the wider religious environment in the area. By understanding these contextual factors, the study will provide a more holistic view of the factors that shape students' behavior regarding congregational prayers.

The findings of this research will be used to develop recommendations for parents, schools, and the community on how to optimize efforts to improve students' discipline in congregational prayers. This may include suggestions for enhancing parental involvement, creating supportive school environments, and addressing social and cultural factors that influence religious practices. The study aims to contribute to the development of effective strategies for promoting religious discipline among students, ultimately encouraging them to adopt positive, lasting habits in their religious lives.

Furthermore, the study's results will provide valuable insights for educators and policymakers on how to better support students' religious development. It will also contribute to the academic literature on the role of parents in religious education and the ways in which schools and communities can work together to promote religious discipline. By focusing on the intersection of family, school, and community influences, the research aims to create a more integrated approach to fostering religious discipline among students. The results will be disseminated to parents, teachers, school administrators, and other stakeholders through presentations, reports, and community workshops. The aim is to raise awareness of the importance of discipline in religious practices and to empower

parents and educators with the tools they need to support students in their spiritual development. Additionally, the research findings may be shared with other schools in the district to facilitate the exchange of ideas and practices that can benefit students' religious education.

The research will conclude with a summary of the key findings, including an evaluation of the role of parents, the strategies they employ, the challenges they face, and the ways in which the school and community can support students in developing discipline in congregational prayers. By exploring these various dimensions, the study will provide a comprehensive understanding of how to optimize parental involvement in fostering students' religious discipline, ultimately contributing to the development of well-rounded, disciplined, and spiritually engaged individuals.

RESULTS

This section presents the results of the study on the role of parents in improving students' discipline in performing congregational prayers at SD Negeri 094166 Sidotani, Bandar District, Simalungun Regency. The data was collected from interviews, observations, and document analysis involving students, their parents, and teachers. The research findings are organized into key themes related to the parental role, challenges faced, strategies employed by parents, and the influence of the school environment. The research revealed that parents play a crucial role in shaping students' religious discipline, particularly in ensuring their participation in congregational prayers. Most parents acknowledged their responsibility in guiding their children to perform daily prayers, but the level of involvement varied. Parents who were more actively engaged in their religious practices and routines were more successful in instilling discipline in their children.

The study found that parents' own commitment to performing prayers, including congregational prayers, significantly influenced the children's behavior. When parents regularly performed prayers at the mosque or at home, their children were more likely to attend congregational prayers. This observation supports the idea that children often emulate the behavior of their parents, as suggested by social learning theory. Parents who were active participants in religious activities, such as attending mosque events or volunteering in community religious programs, were also more likely to encourage their children to engage in congregational prayers. They recognized the importance of leading by example, understanding that their children would be more motivated to follow through with prayer if they saw their parents consistently practicing it.

The strategies employed by parents to encourage their children to attend congregational prayers varied widely. The most common strategy was setting a routine and scheduling prayer times at home. Parents who established regular prayer schedules, including calling their children to prayer at specific times, saw improved participation in prayers. Another effective strategy was involving children in family religious activities. Many parents shared that they would pray together as a family, providing a sense of collective responsibility and reinforcement of prayer discipline. By creating a family environment where religious practices were central, these parents successfully cultivated a habit of regular prayer among their children.

Additionally, some parents used positive reinforcement as a strategy. Rewards or praise were given when children participated in congregational prayers or showed commitment to their religious practices. This approach was especially effective with younger children, who responded well to external motivations. Parents often noted that recognizing their children's efforts helped build the habit of attending prayers regularly.

However, a few parents mentioned using gentle reminders and discussions with their children about the importance of prayer rather than relying on rewards. This more reflective approach aimed at nurturing intrinsic motivation and understanding, emphasizing the spiritual and communal value of prayer rather than just the act itself.

The research also highlighted several challenges that parents face when encouraging their children to participate in congregational prayers. One significant challenge reported by parents was the busy schedule of the family, particularly with work commitments. Many parents noted that balancing work, school activities, and religious practices sometimes created conflicts, making it difficult to ensure regular participation in prayers.

Moreover, some parents expressed concern over the influence of peers and social activities on their children's commitment to congregational prayers. Children who were influenced by peer behavior at school sometimes struggled with consistency in attending prayers, particularly during weekends or school breaks. Parents reported that their children were sometimes swayed by the idea of socializing with friends rather than prioritizing religious obligations. Another challenge was the limited access to religious facilities in certain households. Some parents mentioned that their homes lacked a conducive environment for prayer, such as a designated prayer space or religious materials. These limitations sometimes made it more difficult for both parents and children to perform prayers at home and led to reduced attendance at congregational prayers.

In rural areas, transportation to the mosque was another issue. Parents with limited financial resources or without access to private vehicles found it difficult to ensure that their children attended prayers at the mosque regularly. For these families, transportation remained a significant barrier, which affected the overall participation in congregational prayers. The role of the school in supporting students' discipline in congregational prayers was another key aspect of the research. Teachers expressed that the school had several initiatives in place to encourage religious practices, including the organization of prayer schedules and religious lessons. These school activities provided students with additional motivation to maintain their religious discipline.

Teachers also reported that some students became more disciplined in attending prayers after participating in religious classes that focused on the importance of worship and communal prayer. These classes were designed to reinforce the values taught at home and create a link between school and home religious practices. Teachers emphasized the importance of reinforcing religious teachings both at home and at school. Moreover, the school was seen as an extension of religious guidance, where students could practice what they learned at home in a communal setting. In this regard, students' engagement in school prayer times and other religious activities was seen as an opportunity for them to grow spiritually. Teachers also observed that students who actively participated in these school activities tended to have more consistent religious habits at home.

The research showed that school policies that provided a religious framework, such as setting aside time for communal prayers and offering religious extracurricular activities, were beneficial in fostering students' discipline in attending congregational prayers. This collaboration between home and school created a supportive environment for religious growth. Social and cultural factors also played a role in shaping students' religious discipline. In the community around SD Negeri 094166 Sidotani, there was a strong cultural expectation for children to engage in regular prayers. Social pressures from the community, religious leaders, and peers played a role in encouraging students to follow religious practices. Parents often noted that the community's emphasis on the importance of religious observance helped keep their children motivated to participate in congregational prayers.

The influence of religious leaders was also significant. Students who had close relationships with their religious teachers or community leaders were more likely to follow through with their religious practices. Religious leaders often acted as role models for the children and provided guidance that reinforced what was taught at home. However, peer pressure, especially among children, was also a factor that influenced religious discipline. While positive peer influence encouraged students to pray together, some students were discouraged from attending prayers due to the social dynamics at school. Peers who did not prioritize prayers sometimes led others to neglect their

religious responsibilities, presenting a challenge for both parents and teachers in instilling discipline in religious practices.

The study also explored the perceptions of parents and students regarding the importance of congregational prayers. Most parents saw the practice of congregational prayer as an essential part of their children's religious education. They recognized that prayer was not only an individual act of worship but also an opportunity to participate in a larger community of believers, which contributed to a sense of belonging and spiritual growth. Students, for the most part, understood the significance of congregational prayers, although their motivation to attend varied. Some students were highly motivated by the spiritual benefits and the sense of community it provided, while others were more focused on the social aspects, such as the opportunity to interact with friends. Nevertheless, the majority of students expressed a desire to improve their religious discipline, particularly if they had strong parental and school support.

The long-term effects of parental involvement in promoting congregational prayers were observed in students' improved participation over time. Students whose parents were more actively involved in their religious education demonstrated greater consistency in attending congregational prayers. The combination of direct parental involvement and school reinforcement helped these students build lasting habits and a sense of responsibility toward their religious practices. In contrast, students who had less parental support and fewer school initiatives struggled with maintaining their religious discipline. These students showed fluctuating attendance patterns, with gaps in their participation in prayers. This highlights the importance of continuous reinforcement both at home and at school to ensure sustained improvement in religious discipline.

Based on the findings, several recommendations were made to optimize the role of parents and the school in fostering students' discipline in congregational prayers. First, it is important for parents to establish consistent prayer routines at home and model the behavior they wish to see in their children. Schools should continue offering religious education and create opportunities for students to engage in communal prayers and religious activities, reinforcing the importance of worship. Additionally, schools should work more closely with parents to create a partnership in promoting religious discipline. Parents could be provided with resources or workshops that highlight the importance of religious education and offer strategies for encouraging their children to participate in congregational prayers. This partnership can help ensure that both home and school environments are aligned in promoting religious practices.

Lastly, communities and religious leaders should continue to play a supportive role in encouraging religious discipline among students. Community initiatives that emphasize the value of prayer, along with social events that promote participation in religious activities, can further strengthen students' commitment to congregational prayers. In conclusion, the research confirmed that the role of parents is central to improving students' discipline in performing congregational prayers. Parents who modeled religious behavior and employed effective strategies, such as setting routines and providing encouragement, significantly influenced their children's religious practices. The collaboration between parents, schools, and the community played an essential role in fostering a disciplined approach to congregational prayers among students at SD Negeri 094166 Sidotani. With continued support and a holistic approach, students' discipline in prayer can be further enhanced, contributing to their spiritual and personal development.

DISCUSSION

Parents play a crucial role in instilling discipline and religious values in their children, particularly in practices like congregational prayers. In the context of student discipline, ensuring that children regularly participate in congregational prayers helps develop their spiritual, emotional, and social growth. Optimizing the role of parents in this

process is essential, as they are the first teachers and role models for their children, shaping their attitudes towards religious obligations such as prayer. One effective way parents can contribute is by setting a positive example. Children are more likely to adopt behaviors they observe at home, so if parents regularly perform their prayers and show enthusiasm for attending congregational prayers, their children are more likely to follow suit. Parents should also create a consistent prayer routine at home, emphasizing the importance of prayer at specific times and encouraging their children to pray with them whenever possible. This routine helps children internalize the significance of prayer as a part of their daily life.

In addition to leading by example, parents can also engage in direct communication with their children about the benefits and importance of congregational prayers. Through open discussions, parents can explain the spiritual and communal aspects of praying together with others. Encouraging children to attend prayers at the mosque or prayer area with their family members can foster a sense of belonging and community, which further strengthens the child's commitment to participating in prayers. Parents can also motivate their children by recognizing their efforts and providing positive reinforcement when they consistently attend congregational prayers. Lastly, collaboration between parents and schools can further enhance the discipline of students in congregational prayers. Schools can provide guidance and support through religious programs, and parents can reinforce these teachings at home. Regular communication between parents and teachers can ensure that both parties work together in encouraging the child's involvement in religious activities, ensuring a holistic approach to spiritual development. By optimizing the role of parents in this manner, students will be more likely to develop strong habits of attending congregational prayers, thus fostering both their religious and personal growth.

This section discusses the findings of the research concerning the role of parents in improving students' discipline in congregational prayers at SD Negeri 094166 Sidotani, Bandar District, Simalungun Regency. The findings of the study underscore the importance of active parental involvement, the strategies employed, and the collaboration between home, school, and the community in fostering religious discipline among students.

The study highlights the significant role that parents play in ensuring that their children attend congregational prayers. As primary caregivers, parents are the first educators and role models for their children. It is their actions and behaviors that often shape the religious habits and practices of the next generation. Therefore, when parents are actively engaged in religious activities, particularly in maintaining discipline in prayers, children are more likely to follow suit. One key finding of this research is that parents who consistently practiced congregational prayers themselves created an environment where their children were more likely to adopt similar behaviors. This supports the idea that children are more likely to imitate the behaviors and values modeled by their parents. The findings align with social learning theory, which suggests that individuals learn behaviors by observing and modeling the actions of others, particularly significant figures in their lives, such as parents.

Parental involvement was identified as a central factor influencing students' religious practices, specifically in their discipline to attend congregational prayers. Parents who actively encouraged their children by reminding them to perform prayers, setting prayer routines, and offering religious guidance helped their children internalize the importance of religious observance. This involvement not only ensured that children attended prayers but also reinforced the idea that prayer is an integral part of their daily lives. Additionally, the strategies used by parents varied, with some employing more direct methods while others took a more indirect approach. Direct strategies included setting clear routines for prayer times, actively calling children to prayer, and praying together as a family. These methods were particularly effective in helping younger children develop a habit of attending prayers. Establishing a consistent routine provided structure and clarity for children, helping them recognize the importance of prayer as part of their daily schedule.

Indirect strategies, such as modeling prayer behavior and encouraging children to take personal responsibility for their religious practices, also proved to be effective. These strategies helped foster intrinsic motivation, allowing children to internalize the importance of prayer without relying solely on external rewards or pressures. Over time, students who practiced prayer independently demonstrated a greater sense of responsibility and self-discipline in their religious practices.

The role of parental role modeling was particularly important in the development of religious discipline. Parents who regularly attended prayers themselves, whether at the mosque or at home, communicated the message that prayer was a non-negotiable aspect of life. Children were more likely to follow through with congregational prayers when they observed their parents prioritizing prayer as a vital part of their own lives.

However, some parents faced significant challenges in ensuring their children attended congregational prayers. One common challenge identified in the research was the busy nature of family life, especially for parents with demanding work schedules. With the pressures of modern life, it can be difficult for parents to find time for regular prayer practices. This, in turn, made it harder for parents to establish prayer routines for their children, as both parents and children were often caught up in the busyness of daily activities. Furthermore, transportation issues were highlighted as a major barrier for some families. Particularly in rural areas, where public transportation options were limited, parents found it difficult to take their children to the mosque for congregational prayers. These logistical challenges affected the frequency of prayer attendance, and students from these families were less consistent in their participation.

Peer influence emerged as another factor affecting students' discipline in attending prayers. While peer pressure can be positive in encouraging social behaviors such as participating in congregational prayers, it can also work negatively. In some cases, students who were surrounded by peers who did not prioritize prayer were less motivated to attend prayers themselves. This social dynamic presented a challenge for both parents and teachers, as they needed to find ways to counteract negative peer influences and reinforce the importance of religious practices.

Despite these challenges, the research suggests that a collaborative approach between parents, schools, and the community can help overcome some of these barriers. Schools have an important role to play in supporting religious discipline. Through the organization of religious education classes, communal prayer times, and other religious activities, schools provide students with an environment that reinforces the values taught at home. When schools align their efforts with those of the parents, they can create a stronger support system for religious practices.

The school's role is not only to teach religious content but also to provide students with opportunities to practice religious behaviors in a communal setting. In this study, students who participated in school-based religious activities, such as collective prayers and religious lessons, showed greater discipline in attending congregational prayers. These school activities gave students the chance to engage with their peers in religious observance, reinforcing the idea that prayer is a communal act.

Additionally, teachers reported that students who attended religious classes tended to demonstrate greater understanding and commitment to the concept of congregational prayer. Religious education served not only as a reminder of the importance of prayers but also as a platform for students to learn about the spiritual significance of communal worship. Teachers who encouraged students to participate in these activities saw positive changes in students' behavior, which further emphasized the value of collaboration between home and school in fostering religious discipline.

The community and religious leaders also played a significant role in shaping students' religious practices. In many cases, students who had strong relationships with local religious leaders or who participated in community-based religious events were more likely to attend congregational prayers. These social and cultural influences

reinforced the behaviors taught at home and school, creating a supportive environment that encouraged children to remain disciplined in their religious practices.

Religious leaders acted as role models for the students, offering guidance and support. These leaders were not only spiritual figures but also community figures who helped children navigate their religious education. By attending mosque events or participating in religious discussions with these leaders, students gained a deeper understanding of the importance of religious discipline and developed a stronger sense of community.

The social environment, therefore, plays a crucial role in shaping students' attitudes toward religious practices. Positive reinforcement from peers and religious leaders helps children internalize the value of congregational prayers and develop a consistent prayer habit. Conversely, negative peer influences and a lack of religious guidance can undermine students' commitment to their religious obligations. As the study shows, parents who actively engage in their children's religious education and practice create an environment that fosters discipline in religious observance. When parents, schools, and communities work together, students are more likely to adopt regular and disciplined prayer habits. Therefore, the relationship between home, school, and community should be viewed as an interconnected system that collectively supports the religious development of students.

The findings also suggest that there is a need for further support for parents, particularly in terms of overcoming logistical challenges, such as transportation and work commitments. Schools and communities can collaborate to create solutions that alleviate some of these barriers, such as providing transportation to the mosque or offering flexible prayer schedules for students. Additionally, parental workshops and educational resources could help parents better understand the importance of their role in fostering religious discipline and provide them with strategies to encourage their children's participation.

One significant takeaway from the research is that religious discipline is not simply about ensuring students perform prayers; it is about instilling a deeper understanding of the spiritual and communal significance of prayer. Parents, schools, and communities must work together to cultivate this understanding, ensuring that children not only attend prayers but also internalize the values of respect, humility, and devotion that accompany these practices.

While the study acknowledges the challenges that parents and students face, it also highlights the potential for positive change when a supportive environment is created. Through the combined efforts of parents, teachers, and religious leaders, students can develop a strong sense of religious discipline that will benefit them both spiritually and socially. By nurturing a consistent and meaningful prayer practice, these students are more likely to grow into responsible and devout individuals, contributing positively to their communities. Ultimately, the study reinforces the idea that the role of parents is central to the development of religious discipline. While external factors such as school policies and community support play significant roles, the influence of parents remains paramount. By modeling positive behavior, setting consistent routines, and engaging in meaningful conversations about the value of prayer, parents can help their children develop lifelong religious habits that will continue to shape their lives.

CONCLUSION

This study has highlighted the crucial role of parents in fostering students' discipline in attending congregational prayers. The research findings demonstrate that parental involvement significantly impacts students' religious practices, particularly when parents themselves model religious behaviors and actively engage in guiding their children. Parents who consistently practice congregational prayers and create structured routines for their children were found to have a positive effect on the children's discipline in attending prayers. The research also revealed that different strategies employed by

parents were effective in encouraging children to participate in religious practices. These strategies included setting regular prayer schedules, praying together as a family, and reinforcing the importance of prayer through positive reinforcement. The study shows that such strategies helped instill a strong sense of religious discipline in children, promoting consistent participation in congregational prayers. However, several challenges were identified, including busy family schedules, limited access to transportation, and negative peer influence. Despite these challenges, the research emphasized the importance of overcoming these barriers through collaborative efforts between parents, schools, and the community. When parents, teachers, and religious leaders work together, they create a supportive environment that can help students develop discipline in their religious practices. The role of the school in supporting religious discipline was also a key factor. Schools that provided religious education, scheduled prayer times, and organized religious activities helped reinforce the lessons taught at home. By offering opportunities for communal prayer and religious learning, schools provided a space for students to practice and internalize their religious obligations, thus strengthening the link between home and school in fostering religious discipline.

Community and social influences played a significant role in shaping students' religious behaviors. Students who were exposed to positive religious environments, such as those with strong connections to religious leaders and community events, were more likely to maintain discipline in their prayers. This social reinforcement helped students internalize the importance of prayer and fostered a greater commitment to attending congregational prayers regularly. Moreover, the study suggests that creating a holistic approach, where both parents and schools take responsibility for nurturing religious discipline, is vital for long-term success. Through partnerships and ongoing support, students can develop a deeper understanding of the spiritual and communal significance of congregational prayers, leading to consistent participation in religious activities. In conclusion, the research highlights that the key to improving students' discipline in congregational prayers lies in the active involvement of parents and the cooperation between home, school, and the community. When all these elements work together, students are more likely to develop lasting religious habits and understand the importance of their religious obligations. The role of parents remains central, and their involvement is essential in cultivating disciplined, spiritually engaged individuals. Finally, for continued improvement, it is recommended that schools and communities provide further support to parents by offering resources and guidance on how to encourage religious discipline. This could include providing workshops, helping with logistical challenges, and ensuring that students have consistent access to religious practices both at home and in their communities.

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