



## The Implementation of Praying Habit of Students' Religious Character at the Smart Learning Institution of Bandar Sribhawono

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### ABSTRACT

This study explores the role of prayer habits in shaping the religious character of students at the SMART Tutoring Institute in Bandar Sribhawono, East Lampung. Within the context of non-formal education, prayer serves as a key medium for cultivating religious values and character. Using a qualitative approach, this research employs observation, interviews, and documentation methods. The findings indicate that the practice of praying before and after study sessions positively contributes to the development of students' religious character, particularly in terms of patience, piety, gratitude, empathy, discipline, and responsibility. Beyond spiritual development, this habit also enhances social interactions among students and between students and teachers. Despite challenges—such as varying levels of focus during prayer and the diversity of students' religious backgrounds—the SMART Tutoring Institute has effectively integrated prayer into its activities in an adaptive manner. The implementation of this habit fosters a more conducive learning environment, promotes religious behavior, and contributes to improved academic performance. The study recommends that prayer be systematically incorporated into learning activities at non-formal educational institutions to help nurture a generation grounded in strong character and faith.

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### INTRODUCTION

In this era of globalization which is full of challenges, personality education remains important for developing students' personalities. Because religious education can improve morals, inner peace, and the desire to learn, religious education is very helpful to students, especially when combined with prayer. Applying prayer before and after studying is a form of personality learning that is expected to be used at various levels of learning.

Prayer is defined by the KBBI as a combination of praising, begging and hoping to God. Prayer is essential for increasing children's positive thinking and excitement for learning in addition to serving as a channel to connect with God. The word learning comes from the root word educate, which means supporting and providing guidance, leadership, as well as moral and intellectual teaching. However, learning is defined as the process of changing the behavior and attitudes of a person or group in an effort to make others better through teaching and training programs, practices, techniques and learning activities. (Rahman et al., 2022). Bearing this in mind, a thorough study of how prayer is applied and how the teaching can facilitate more holistic learning is needed. It is hoped that the results of this research will help educational institutions raise the standards of personality-based and holistic teaching by offering guidance on how to incorporate spiritual components into their curriculum. Personality learning is an important part of the learning system. The aim of the educational process known as personality learning is to assist individuals in developing moral and ethical values.

In the educational context, personality learning involves a number of important considerations, such as first, by addressing social, emotional and intellectual aspects, personality education helps form a complete character. Apart from learning information, children also learn how to be responsible, honest and kind to other people. Second, in today's technologically sophisticated and globalized society, students face a number of ethical and social dilemmas. Children who receive personality education are better equipped to handle difficult circumstances and make moral decisions, allowing them to contribute

significantly to society. Personality education must be taught, instilled and tested periodically so that young people can develop their personalities. Third, building a positive learning environment is strongly influenced by personality traits. Personality education is intended to increase mutual respect, a calm learning atmosphere, and student support. As a consequence, motivation and learning outcomes can increase. Fourth, personality education teaches children to accept responsibility for their behavior. This requires dedication to achieve greatness in all aspects of life, including education, self-recognition, and learning from mistakes. Fifth, during their education, students often have to work together in groups. Learning about personality helps students develop the social skills necessary for productive collaboration and communication, which is especially important in social and professional contexts.

Sixth, personality learning is directly related to the cultivation of religious and cultural beliefs. For example, in Islamic education, praying before and after class is not only a habit but also a way to help students remember and apply religious teachings in their daily lives.

Thus, personality learning based on Islamic ideas is known as religious personality learning. One strategy for integrating religious personality learning into the classroom is to increase the practice of praying before and after learning, which is in accordance with Islamic beliefs. (Fajrin, 2023). Prayer is an important component in education. To ensure that the information we obtain during the educational process can ultimately benefit ourselves or others, education must truly be pursued from the heart. The following components help explain the function of prayer and its impact on a student's spiritual development: (Cantika, 2024). Implementing prayer before and after studying is a quick way to help students become more in line with religious values and see learning as a form of worship. As a consequence of this implementation, it is hoped that students will continue to pray for God's guidance in learning activities and show better behavior of trust and gratitude. However, the problem in non-formal educational institutions, namely SMART Tutoring, shows that the implementation of the habit of praying before and after studying needs to be improved because it is still seen that some students are not praying seriously and some are even joking or disturbing their friends who are praying. Next, because this prayer routine plays an important role in helping students master academic concepts while improving their religious personality, the Bandar Sribhawono SMART Tutoring Institute tries to incorporate it into teaching and learning activities. Therefore, it is hoped that this research can investigate in more detail how these institutions can implement prayer routines before and after studying and how this practice influences students' attitudes and academic achievements.

## METHOD

The technique in this research is qualitative research. Qualitative research is research that uses scientific methods to reveal a phenomenon by describing data and facts through words as a whole regarding the research subject. (Mouwn Erland, 2020)

The aim of this qualitative research is to find out the application of prayer practiced at the SMART Tutoring Learning Institute both before and after lessons. Then look at the principles taught and the benefits of practicing prayer before and after lessons at school. Finally, compare the structure of prayer practice before and after lessons in terms of regularity and preparation.

Based on the research title about the use of prayer before and after studying at SMART Bandar Sribhawono Tutoring, this research approach is empirical. Empirical techniques are obtained from experience, discovery and observation at the research location. (Rukin, 2019)

This research, which is based on a phenomenological approach, focuses on the application of prayer before and after studying. The study of people's lived experiences or the process by which individuals interpret and give meaning to things based on their subjective feelings can be characterized as phenomenology. Qualitative research methods, which can be defined as research approaches that use descriptive information in the form of written or spoken language from people and actors who can be observed to explain and analyze phenomena, events, social dynamics, behavior, beliefs and opinions of people or groups, are used to study the phenomenon of prayer before and after studying. (A, n.d.)

## RESULTS AND DISCUSSION

The author will discuss research in the form of observations, interviews and documentation in the field. The discussion of the results of this research is based on the focus of how implementation of the habit of praying before and after studying at the SMART Tutoring Educational Institution. Implementing the habit of praying before and after studying at the SMART Bandar Sribhawono Educational Institution has a very positive impact in shaping the religious character of students. With this habit, students become more disciplined, grateful, trustworthy, and have higher motivation to learn.

The observation method used in this research is to directly observe the process of getting used to praying before and after studying which is implemented in SMART tutoring. Observations were carried out to obtain authentic data regarding the implementation of prayer activities and their impact on the formation

of students' religious character. Researchers act as observers and document activities relevant to the research focus. The aspects observed include the implementation of the habit of praying, the time of implementation (before or after studying), the way of praying (individually or together, the prayer guide used (formal or spontaneous prayer), the involvement of students in prayer activities, the attitude of students when praying (seriousness, awareness, sincerity), the interaction of students with friends and tutors regarding this habit. As well as the impact on religious character, namely changes in students' attitudes before and after the habit is carried out regularly. The results of this observation will be analyzed qualitatively to identify certain patterns that indicate success or challenges in implementing the prayer habit.

These findings will also be compared with data from interviews and documentation in order to get a more comprehensive picture of the influence of the habit of praying in the formation of students' religious character at SMART Tutoring.

Based on observations made, it was found that prayer activities at the SMART Tutoring Institute were carried out in a solemn atmosphere. Prayer is held regularly before and after each study session. This activity is led by the teacher or students in turn. Students look enthusiastic and disciplined in participating in this activity, which lasts for 5-10 minutes at the beginning and end of the study session. The teacher gives directions before the prayer begins, such as reminding students to straighten their intentions. Teacher and student involvement.

The teacher not only leads prayers, but also teaches the meaning of each word spoken. For example, students are invited to understand the meaning of gratitude in prayer, which is relevant to daily life learning. A series of supporting activities. Apart from prayer, teachers often hold short reflection sessions aimed at strengthening students' relationships with spiritual values.

Interview Data and Documentation. Interviews were conducted in a semi-structured manner, where the researcher used an interview guide that had been prepared previously, but still provided space for participants to explain their answers flexibly. Respondents in this study included teachers, students and parents of students at SMART Tutoring. Purposive sampling technique was used to select respondents who were considered to have knowledge and experience relevant to the research topic.

The interview process was carried out face to face to ensure data accuracy and minimize the potential for misunderstandings. The researcher recorded the results of the interview with the permission of the respondent and noted important points during the interview process. The interview results were then analyzed thematically to identify patterns, themes and relationships between the data obtained.

The habit of praying is not only limited to the scope of religion or worship activities, but also influences students' attitudes and behavior in everyday life. Several things that can be observed regarding the influence of prayer on student behavior include increased discipline. Discipline is the ability to follow applicable rules or norms consistently.

The habit of praying can form students' discipline in several ways, a regular routine. Praying at certain times (such as before and after studying) creates a routine that requires discipline in its implementation. With a predetermined prayer schedule, students learn to get used to activities that have certain times and rules. This indirectly trains them to be disciplined in other activities including studying, schoolwork and other activities.

Through observations and interviews with administrators, supervisors, staff and students, it is proven that the habit of praying before and after studying has a big influence in developing the religious character of students at this institution. Some of the significant changes observed include increased attitudes of patience, piety, gratitude, as well as improvements in the way students interact with each other, increased attitudes of tolerance and empathy, and discipline in carrying out prayers. This habit also impacts students' responsibility towards learning, better attendance, and increased academic achievement.

One of the most visible positive impacts of getting into the habit of praying is a change in the way students interact with each other. Previously, some students might not have appreciated the feelings or existence of their friends, especially when they were carrying out religious activities such as praying. However, after implementing the prayer habit, students showed an increase in mutual respect.

Increased attitudes of tolerance and empathy are also clearly visible in student interactions. The habit of praying before and after studying teaches students to be more concerned about the emotional and spiritual needs of others. In prayer, they not only ask for good for themselves, but also for their friends and those around them. This creates a deeper sense of empathy, where students begin to appreciate other people's feelings and conditions more. Some students even said that they felt closer to their friends after participating in prayer activities together. This sense of empathy is not only limited to prayer, but is also reflected in their daily actions, such as helping friends who are in trouble more often, showing concern for friends who are sick, or supporting each other in challenging situations.

Improved attitude tolerance And empathy among students can also be observed. The habit of praying teaches students to care about other people's situations. They not only pray for themselves, but

also pray for their friends who are in need, either directly or indirectly. This fosters a sense of empathy and concern for others, which is reflected in their daily actions, such as helping each other in difficulties or empathizing with friends who are facing personal problems.

One aspect that has also received attention is increasing student discipline in applying prayer before and after studying. As time goes by, students begin to carry out this habit more solemnly and attentively. Initially, some students may feel rushed or lack focus when praying, but after this habit is practiced regularly, they begin to feel the importance of praying fervently as part of the learning process which not only enriches their knowledge but also strengthens their character.

Discipline in prayer reflects broader discipline in carrying out study routines, such as being on time in class, completing assignments well, and maintaining order in the classroom. Students who are accustomed to praying before and after studying show a significant increase in discipline. Praying is not just a routine, but more than that, praying teaches students to respect time and follow established rules. This habit trains them to be disciplined in carrying out religious activities according to the specified time, so that they also apply this discipline in other things, such as following the learning schedule on time.

The habit of praying that is implemented before and after studying at SMART educational institutions also indirectly develops sense of responsibility students towards their learning. Students who are accustomed to prayer before and after studying show higher dedication in completing their assignments. They do not only rely on intellectual abilities, but also try to improve their quality through prayers full of hope and supplication.

Prayer before and after studying It also serves as a reminder for students to prepare themselves both physically and mentally before facing a study session, and to be grateful afterwards. This serves as an effort to remind them of the importance of responsibility in carrying out learning. Students who regularly pray fervently will have more control over themselves, focus more on studying, and appreciate the time given more. Increased Responsibility better presence is also proof of the positive impact of the habit of prayer. Students who are used to praying become more disciplined in terms of time, so they are less likely to be late or absent from class. They are more responsible for their time and study activities, which ultimately has a positive impact on their academic achievement. Apart from that, there are also improvements in academic achievement student.

The habit of praying teaches students not only to rely on their own efforts, but also to entrust the results to God. The process of praying provides inner calm which makes them more focused and calm in facing the exam or assignment given. They become more mentally prepared, which results in better results in exams or academic assessments.

From the description above, it is clear that the habit of praying before and after studying contributes greatly to the formation of students' religious character at the SMART Tutoring Institute. Students not only become more diligent in praying, but they also begin to understand the meaning of each prayer they say. This process trains them to be closer to God and live a life full of gratitude, patience, and a sense of responsibility towards themselves and others. The habit of prayer has succeeded in creating a more positive environment, where students learn to respect time, respect diversity, and maintain harmonious relationships between each other.

Implementing prayer before and after studying at the SMART Bandar Sribhawono Educational Institution is a positive habit that has a big impact on the quality of learning. With prayer, students can increase their concentration, enthusiasm for learning, and the blessing of the knowledge they gain. Supervising teachers play an important role in guiding and instilling this prayer habit so that students not only grow as intelligent individuals, but also have strong and virtuous character. By implementing good prayer habits, students

## CONCLUSION

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attendance and participation in learning activities. Students who consistently participate in the prayer program tend to have better academic grades. Documentation data shows an increase in the average score after six months of implementing the prayer habit. Shared prayer strengthens relationships between students. Observations show that students become more concerned about their friends and show an attitude of tolerance

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