

The Role of Teachers in Disciplining Students During Congregational Prayers at Washilatul Al-Ikhlas Mosque

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Keywords: Teacher's role; discipline; congregational prayer.	Abstract This study aims to examine the role of teachers in disciplining students during congregational prayers at the Washilatul Al-Ikhlas Mosque of MAN 1 Padangsidempuan and to identify the challenges faced by teachers in this process. The research employs a descriptive qualitative approach, which seeks to systematically describe facts and characteristics of the studied object while emphasizing the meaning derived from the collected data. Data were gathered through observation, interviews, and documentation. The analysis followed the Miles and Huberman qualitative model, consisting of data reduction, data display, and conclusion drawing/verification, carried out interactively until the data reached saturation. The findings reveal that teachers play a crucial role in motivating, guiding, and setting an example for students in performing congregational prayers. Teachers act not only as supervisors but also as active participants, thereby serving as role models for students. Student discipline is reflected in their punctuality in performing prayers, their sense of solidarity, and their effective use of time. The challenges encountered include the large number of students, limited mosque capacity, and the inability of teachers to provide comprehensive supervision. Nevertheless, the overall implementation of congregational prayers at MAN 1 Padangsidempuan is orderly and effective in fostering religious awareness and building students' disciplined character.
Kata kunci: Peran guru; kedisiplinan; shalat berjama'ah	Abstract <i>Penelitian ini bertujuan untuk mengetahui peran guru dalam mendisiplinkan siswa pada saat melaksanakan shalat berjama'ah di Masjid Washilatul Al-Ikhlas MAN 1 Padangsidempuan serta mengidentifikasi kendala yang dihadapi guru dalam proses tersebut. Penelitian ini menggunakan pendekatan kualitatif deskriptif, yaitu penelitian yang berusaha menggambarkan secara sistematis fakta dan karakteristik objek yang diteliti dengan menekankan makna dari data yang diperoleh. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Analisis data menggunakan model analisis kualitatif Miles dan Huberman yang meliputi reduksi data, penyajian data, serta penarikan kesimpulan/verifikasi yang dilakukan secara interaktif hingga data mencapai titik jenuh. Hasil penelitian menunjukkan bahwa guru berperan penting dalam memberikan motivasi, bimbingan, serta keteladanan kepada siswa dalam pelaksanaan shalat berjama'ah. Guru tidak hanya berperan sebagai pengawas, tetapi juga ikut serta secara langsung sehingga menjadi panutan bagi siswa. Kedisiplinan siswa tercermin dari keteraturan melaksanakan shalat tepat waktu, kekompakan antar siswa, serta pemanfaatan waktu secara efektif. Adapun kendala yang ditemui adalah jumlah siswa yang banyak, kapasitas masjid yang terbatas, serta keterbatasan pengawasan guru secara menyeluruh. Meski demikian, secara umum pelaksanaan shalat berjama'ah di MAN 1 Padangsidempuan berjalan tertib dan efektif dalam menumbuhkan kesadaran religius serta membangun karakter disiplin siswa.</i>
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INTRODUCTION

Education is the most important aspect of human life. It is highly prioritized because it is an obligation that lasts a lifetime as long as a person is alive and possesses common sense (Aisah et al., 2025; Mukhoiyaroh et al., 2025). Therefore, education can produce individuals who are able to think logically, be critical, take initiative, excel, and remain competitive. In addition to mastering basic knowledge and skills, education also provides great opportunities for humans to develop their true potential (Hartini et al., 2024). In the context of a nation, education plays a crucial role in advancing civilization. Almost every country strives to improve the quality of its education, including Indonesia (Kurniailah & Bakar, 2023; Madkan et al., 2025). If education is not properly managed by the government and society, it can lead to setbacks in mindset, resulting in a decline in the quality of Human Resources (HR) (Atika, 2023).

Human resources themselves are a vital factor that cannot be separated from the sustainability of organizations, whether institutions or companies. Human resources consist of individuals who serve as both planners and implementers in order to achieve established goals (Haq & Roesminingsih, 2024; Rosdiana et al., 2024). Therefore, education plays an essential role in producing superior human resources who possess strong character and the ability to bring about positive change (Purwati, 2023). With the rapid development of the digital era, education has become increasingly integrated with technology to support the achievement of learning goals. Beyond the transfer of knowledge, education also functions to foster students' character (Ar et al., 2025; Nurdi & Ahmad, 2025; Qasserras, 2024). This aligns with the purpose of education, which seeks to develop intellectual, physical, and moral aspects, gradually guiding students toward maturity. Thus, education not only broadens knowledge but also shapes students' attitudes, morals, and behaviors in daily life (Safitri, 2023).

Every educational institution, both public and private, from the elementary/MI, junior high/SMP, to senior high school/vocational/MA levels, emphasizes character development and moral cultivation for students. One way this is achieved is through policies that instill discipline in various aspects of school life. In this context, disciplined behavior is essential because it is part of the function of educational institutions entrusted by parents to nurture their children. Good character is not only beneficial for students but also strengthens the quality and public trust in educational institutions (Ramadhani, 2024; Salamah et al., 2025; Shaukat et al., 2024; Yanto et al., 2025). Discipline is essentially a process of habituation that aims to instill certain behavior patterns, form positive habits, and improve both mental and moral quality (Arifin, 2024). Without discipline, individuals tend to act as they please, which ultimately brings harm to themselves or others (Sarli & Wardani, 2024). Therefore, discipline must be cultivated from early childhood through adulthood. One of the most important forms of discipline for Muslims is discipline in worship, particularly in performing prayers (Hatutik, 2022). Unfortunately, in this era of globalization, many teenagers still lack discipline in performing prayers, even though prayer is a fundamental pillar of religion that must be upheld (Ashar, 2022).

In efforts to cultivate student discipline, teachers play a crucial role, especially Islamic Religious Education teachers. Their role extends beyond functioning as educators in the classroom; they also serve as guides, role models, motivators, and supervisors in students' religious practices (Aziza, 2025). This role becomes even more significant in congregational prayer activities, which serve as a means of fostering religious character within schools (Aiman Abu Khair, 2024). A number of previous studies support the urgency of the teacher's role in shaping students' worship discipline. (Fatimah, 2024) found that PAI teachers act as guides, trainers, role models, and advisors in fostering student discipline in congregational prayer. (Ridwan, 2024) showed that strategies used by Islamic Religious Education teachers to improve discipline in congregational prayer include setting an example by participating in the congregation, providing guidance inside and outside the classroom, applying varied learning methods, and conducting periodic evaluations. Similar findings were also reported by (Yasilah, 2023), who noted that students' prayer discipline is shaped through teachers' example (65%), habituation (59%), advice (58%), and effective supervision (64%). Meanwhile, (Muslihun, 2019) emphasized in his research that PAI and Budi Pekerti teachers play a significant role in disciplining student worship through congregational prayer programs, although they face challenges such as limited facilities and low student awareness..

The purpose of this study is to identify and describe the role of Islamic Religious Education teachers in fostering student discipline through congregational prayer activities at MAN 1 Padangsidempuan. This study also aims to identify the forms of guidance provided by teachers to improve students' discipline, as well as to analyze the supporting and inhibiting factors encountered in the implementation of such guidance. Therefore, this research is expected to offer a comprehensive understanding of the effectiveness of teachers' roles in developing worship discipline through congregational prayer as a part of religious character building within the school environment.

RESEARCH METHODS

This research uses a descriptive qualitative method, as it enables the researcher to explore and detail phenomena comprehensively through qualitative information such as language, actions, and the contextual realities of students' daily lives instead of depending solely on numerical data. According to (Furidha, 2023) this approach "intends to understand the phenomenon of what the research subject experiences descriptively in the form of words and language within a natural context." The research was conducted at MAN 1 Padangsidempuan, focusing on the implementation of congregational prayers at the Washilatul Al-Ikhlas Mosque. The subjects of the study include Islamic Religious Education teachers, other teachers who support congregational prayer activities, as well as students involved in these activities.

Data collection was carried out through three techniques, namely observation, interviews, and documentation. Observation was used to directly observe the process of congregational prayer, teacher involvement, and students' disciplinary attitudes.

Interviews were conducted with teachers and students to obtain in-depth information about the role of teachers, the strategies implemented, and the obstacles faced. Meanwhile, documentation was used to complement the data in the form of school archives, activity schedules, and records related to the implementation of congregational prayers. This is in line with the opinion of (Nirwan, 2024), who stated that data collection techniques in qualitative research are conducted through observation, interviews, and documentation in order to obtain comprehensive information.

The collected data were analyzed using the Miles and Huberman (1994) analysis model, which consists of three stages: data reduction, data display, and conclusion drawing or verification. Data reduction was carried out by filtering and focusing the raw data obtained in the field. Furthermore, the data were presented in the form of concise descriptions, tables, or charts to facilitate understanding. The final stage was conclusion drawing and verification, which was conducted continuously until the data reached saturation. To ensure the validity of the findings, this study employed source triangulation and technical triangulation by comparing data from interviews, observations, and documentation. Through triangulation, the data obtained became more accurate, trustworthy, and accountable (Miles & Huberman, 2014).

RESEARCH RESULTS

Result

The role of teachers at MAN 1 Padangsidempuan is to consistently provide motivation, advice, and guidance to students so that they comply with school regulations and actively participate in religious activities, particularly congregational prayers. Discipline is a condition that is developed through a process of repeated behaviors that reflect obedience, order, and self-control. In this context, disciplining students during congregational prayers is part of the teacher's effort to guide, direct, and habituate them to perform prayers on time, in the correct manner, and with solemnity, full awareness, and responsibility. When students perform the dzuhur congregational prayer at the MAN 1 Padangsidempuan mosque, the activity generally runs smoothly and in an orderly manner. This is evidenced by the participation of all students and teachers, especially picket teachers and those teaching in the last period, who actively ensure students attend the prayers. Teachers are also expected to pray in congregation, as they serve as role models for their students. The schedule for congregational prayers is arranged alternately by class, ensuring equal participation. The facilities at the Washilatul Ikhlas Mosque, provided by the school, are considered adequate, with a spacious prayer hall and a clean ablution area.

Based on an interview conducted with Mrs. Jihan Hafsah, a fiqh teacher, regarding the role of teachers in disciplining students to perform congregational prayers at the mosque, she explained:

"The system for implementing congregational prayers at MAN 1 is quite orderly. This is because class officers are assigned daily to instruct and direct students to the mosque. In addition, religious teachers play an important role in reminding students of the obligation to pray in congregation. During lessons, religious teachers always emphasize the

importance of congregational prayer and often link it to subject matter such as fiqh. This helps students gain a deeper understanding, not only from the practical side but also from the religious knowledge perspective. Meanwhile, general teachers also remind students to perform prayers, although not as intensively as religious teachers. However, the most influential factor in maintaining the continuity of congregational prayers is the presence of daily officers who consistently guide students. With this system, students at MAN 1 have become accustomed to going to the mosque without needing constant direction, as they have been trained from the beginning with the school's mandatory rule of performing congregational prayers."

Furthermore, the researcher continued the interview by asking: "What are the obstacles for teachers in disciplining students to pray in congregation at the Washilatul Ikhlas Mosque, MAN 1 Padangsidempuan?" The results of the interview revealed:

"The implementation of congregational prayers at MAN 1 has generally gone well, but there are several obstacles. One obstacle is the large number of students, which makes it impossible to comprehensively supervise each individual. In addition, the limited capacity of the mosque requires that congregational prayers be conducted alternately between male and female students. In practice, supervision is still not optimal because not all homeroom teachers are able to directly monitor their students. However, overall, the activities of congregational prayers continue to run smoothly in accordance with the rules applied in the madrasah."

The researcher then asked: "What forms of discipline do teachers instill in students during the implementation of congregational prayer?" The teacher explained:

"The discipline of students in performing prayers at school can be identified through several aspects. First, students are accustomed to performing prayers on time. As soon as the call to prayer is heard, teachers immediately direct them to the mosque, creating a habit of praying at the beginning of the designated time. Second, discipline is also reflected in the cohesiveness among students, as they remind one another not to be late and to join the congregational prayer together. This demonstrates a spirit of togetherness fostered through worship activities. Third, discipline is evident in the way students make the best use of their break time. After completing congregational prayers, they still have time to engage in positive activities, such as eating together. These activities not only fill the time productively but also strengthen social bonds and ukhuwah (brotherhood) among students."

Furthermore, the researcher asked: "How effective is the role of teachers in improving student discipline in congregational prayer?"

"So far, the efforts made by teachers in disciplining students in prayer are considered quite effective. This can be seen from the routine attendance checks, which allow teachers to know who has performed the congregational prayers. In addition, the habits that have been formed have developed a strong sense of self-awareness among students, so they no longer always need to be directed. With the efforts of teachers, it is evident that discipline can be improved while also fostering students' religious awareness."

The researcher then asked: "Are there any changes in student behavior after being given guidance on the discipline of congregational prayer?"

“At the beginning of the implementation, especially in grade X, some students were not yet accustomed to performing congregational prayers in a disciplined manner. However, after a few weeks, significant changes were observed. Students began to show self-awareness in performing congregational prayers without always being reminded. In fact, when they met teachers, they would take the initiative to say that they had already prayed. This indicates that the habituation process carried out by teachers – through supervision, guidance, and routine checks – has successfully fostered discipline and built a sense of responsibility in students regarding their worship obligations. Thus, changes in student behavior are clear evidence that teachers’ strategies in disciplining congregational prayer are quite effective.”

Next, the researcher asked: “Are students orderly and on time during worship?”

“Based on the findings, it can be concluded that the implementation of congregational prayers at school is carried out in an orderly and timely manner. This is inseparable from the role of teachers in conducting direct supervision. Teachers always check students before and after the prayer, ensuring no opportunity to skip. Moreover, supervision is supported by the use of technology, such as CCTV, which makes students feel accountable and unable to hide their absence from congregational prayers.”

Meanwhile, in an interview with a student named Indah Kirana Cahyani, the researcher asked: “What motivates you to participate in congregational prayers at school?”

“One of the factors that encourages students to perform congregational prayers at school is the belief that praying in congregation carries greater rewards than praying individually. In addition, the availability of an adequate and comfortable school mosque also serves as an added motivation for students to perform congregational prayers regularly.”

Furthermore, the researcher asked: “What do you think should still be improved in the role of teachers so that students are more disciplined in congregational prayer?”

“The involvement of teachers in the implementation of congregational prayers should not be limited to giving directions or supervision but should also be demonstrated by actively participating in the prayer with students. This provides a concrete example that strongly influences student morale. When teachers are present and join the congregation, students feel more motivated and encouraged to worship in a disciplined manner. Thus, the presence of teachers in congregational prayer reinforces the value of togetherness and instills prayer discipline among students. Students tend to emulate what they see directly rather than merely listening to instructions. Therefore, teachers’ participation in congregational prayers is an essential factor in fostering motivation, strengthening spiritual awareness, and cultivating a religious culture within the school environment.”

The researcher then asked: “What do you think about teachers’ methods of disciplining students during congregational prayers?”

“The reason teachers do not impose strict sanctions on students is based on several considerations. First, teachers prioritize coaching and self-awareness approaches rather than punishment, allowing students to realize their mistakes and correct them without feeling pressured. Second, there is concern that imposing harsh sanctions may lead to negative impacts, such as fear, stress, or even rebellious attitudes from students. Third, teachers strive to maintain good emotional relationships with students so that classroom

interactions remain harmonious. Many teachers believe that motivation, role modeling, and advice are more effective in fostering discipline than punitive measures. Therefore, it can be concluded that teachers tend to avoid harsh sanctions, instead emphasizing guidance, psychological well-being, and positive relationships with students."

Furthermore, the researcher asked: "Do teachers give sanctions or reprimands if students consistently neglect congregational prayers?"

"For students who fail to perform prayers, teachers do not impose punishments but instead adopt a persuasive approach by offering advice. This is intended to help students recognize their mistakes and encourage them not to repeat them in the future. In this way, teachers hope to foster students' awareness and discipline in carrying out prayers – not through coercion, but through self-awareness."

Next, the researcher asked: "Does the presence of teachers make you more enthusiastic to participate in congregational prayers?"

"Yes, this happens because students are consistently guided and directed by teachers to become accustomed to performing prayers. Through continuous guidance, students not only pray out of obligation but also begin to develop personal awareness. This habituation is very important because, with the support of teachers, students find it easier to establish a consistent worship routine, which is expected to carry over into their daily lives, both within the school environment and beyond."

From the results of the interviews above, the researcher can conclude the role of teachers in disciplining students during congregational prayers at Madrasah Aliyah Negeri 1 Padangsidempuan. Teachers serve as substitute parents for students at school as well as educators who provide knowledge and shape students' character. A teacher's responsibility is not only to deliver knowledge and teaching but also to ensure that students are able to understand, internalize, and apply that knowledge in their daily lives.

Based Based on interviews with fiqh teachers, the obstacles faced in disciplining students during congregational prayers are as follows:

"The main obstacle is the large number of students, which makes it impossible to conduct thorough supervision of each individual. In addition, the limited capacity of the mosque requires that congregational prayers be conducted alternately between male and female students. In practice, supervision is still not optimal because not all homeroom teachers are able to directly monitor their students. However, in general, congregational prayer activities continue to run smoothly in accordance with the rules applied in the madrasah."

In In line with this information, the researcher's observations also showed that students continued to carry out congregational prayer activities in the mosque smoothly, despite several challenges.

Based on the results shown in the two images above, the implementation of congregational prayers at MAN 1 Padangsidempuan can be observed. It is evident that all students participate in the religious activity in an orderly and disciplined manner. The rows of the prayer lines are neatly arranged, both for male and female students, indicating a sense of discipline that has been cultivated through teacher guidance.

Furthermore, it can be seen that teachers also participate in the congregational prayers alongside the students. The presence of teachers not only serves as a model of good practice but also as a form of direct supervision to ensure that the congregational prayers are carried out properly, orderly, and with discipline from beginning to end. Therefore, the visualization of this activity reinforces the finding that teachers play a significant role in guiding, directing, and maintaining students' discipline in performing congregational prayers at school.

Discussion

In the context of Islamic education, teachers have a very complex role, not only as instructors but also as mentors, role models, motivators, and disciplinarians (Asy & Rofiq, 2025). The results of research at MAN 1 Padangsidimpuan show that the role of teachers is central in disciplining students to perform congregational prayers. Teachers not only function as classroom educators but also act as guides, motivators, and role models who encourage students to consistently maintain discipline in worship.

From an educational perspective, student discipline can be developed through habituation, role modeling, advice, and simulation or direct practice (Fatah et al., 2025; Fikri et al., 2025). This theory emphasizes that discipline is not merely the product of rigid rules but rather the outcome of a repetitive and internalized process of character formation. Subiarto and Wakhudin highlight that teachers play an important role in shaping character discipline through evaluation, coaching, and concrete examples, allowing discipline to grow from awareness rather than compulsion (Subiarto, 2021).

This is in line with the opinion of Koentjaraningrat and Soerjono Soekanto, who emphasized that *role* is a dynamic aspect of status, where teachers must carry out both social and religious obligations in accordance with their position in society (Engracia & Perguna, 2021). At MAN 1, for example, teachers participate in congregational prayers with students, provide advice, supervise, and accustom students to praying on time.

In Islam, discipline is viewed as part of moral development, which should not be enforced harshly or authoritatively, but rather through compassion, wisdom, and educational punishment (*'uqubah*) that serves a pedagogical purpose. This theory explains that discipline in Islam has both moral and spiritual dimensions, not merely behavioral control (Muslih, 2021; Turrohma et al., 2025). Therefore, the practice of congregational prayer guided by gentle advice and supervision represents a form of Islamic discipline consistent with the value of *rahmatan lil 'alamin* (Ady et al., 2022).

The findings of this study are consistent with the results of Fatimah's (2024) research, which emphasizes that PAI teachers serve as mentors, trainers, role models, and advisors in fostering students' worship discipline. Teachers at MAN 1 Padangsidimpuan also carry out these four roles through daily supervision, direct guidance to the mosque, and persuasive advice for negligent students. In addition, the strategies identified in this study align with the findings of Ridwan (2024), who stated that teachers' strategies in improving congregational prayer discipline include setting examples, providing coaching inside and outside the classroom, applying varied

learning methods, and conducting periodic evaluations. At MAN 1, for example, teachers consistently emphasize the importance of congregational prayer in fiqh lessons, involve students in supervision through class officers, and conduct regular attendance checks at the mosque. This finding is further supported by Yasilah's (2023) research, which shows that prayer discipline is shaped through teachers' example (65%), habituation (59%), advice (58%), and supervision (64%). These four factors are also evident at MAN 1, where the practice of praying in congregation at the beginning of prayer time has become part of the school culture, teachers provide persuasive advice, and supervision is carried out by both teachers and class officers.

From the perspective of Islamic education theory, this is in line with the concept of *tarbiyah bil uswah* (education through example), which emphasizes that teachers' behavior is more effective in shaping students' character than mere verbal instruction (Al-Ghazali, 2005). This theory asserts that real examples are the primary means of internalizing religious values. Furthermore, according to behaviorism theory (Skinner), disciplinary behavior can be formed through reinforcement—whether in the form of habituation, recognition, or supervision. In this context, reinforcement can be seen in teachers' consistency in giving direction and positive feedback when students are disciplined in performing congregational prayers (Aisah et al., 2025; Hamdi et al., 2024; Siregar et al., 2022). In educational psychology, behaviorism theory also explains that discipline can be developed through reinforcement in the form of rewards and sanctions. In the context of congregational prayer, teachers who praise diligent students or give educational reprimands to negligent ones are applying the principle of reinforcement. Thus, worship discipline can be maintained through repeated stimuli and responses until it becomes a permanent habit.

However, this study also identified challenges, particularly the large number of students and the limited capacity of the mosque, which necessitate conducting congregational prayers in shifts. This obstacle is similar to the findings of Muslihun (2019), who emphasized that PAI and Budi Pekerti teachers play a significant role in disciplining student worship but still face constraints in terms of facilities and student awareness. At MAN 1, although mosque facilities are relatively adequate, capacity remains an issue, preventing teachers from carrying out comprehensive supervision.

In conclusion, this discussion demonstrates that the role of teachers in disciplining students to perform congregational prayers is not limited to formal instruction but also involves example, habituation, advice, and supervision. This proves that the success of worship discipline in the school environment is largely determined by teachers' consistency in building a religious culture through persuasive approaches and concrete role modeling.

CONCLUSION

The role of teachers in disciplining students to carry out congregational prayers is very central, not only as instructors but also as guides, motivators, role models, and supervisors. Teachers do not merely give directions, but also participate in congregational prayers so that they serve as a real example for students. Student discipline is formed through habituation, exemplary behavior, persuasive advice, and a consistent system of supervision, both by teachers and class officers. This strategy has proven effective in fostering religious awareness and student responsibility, as evidenced by changes in student behavior – students are becoming more disciplined and independent in carrying out congregational prayers.

This study confirms previous findings (Fatimah, 2024; Ridwan, 2024; Yasilah, 2023; Muslihun, 2019) that teachers play a central role in fostering student discipline through example, habituation, advice, and supervision. However, obstacles remain, such as the large number of students and the limited capacity of the mosque, which requires the implementation of congregational prayers in turns. Limited teacher supervision is also a challenge, though it does not diminish the effectiveness of guidance because a strong religious culture has already been established in the school.

Thus, it can be concluded that the success of disciplining students in congregational prayer is determined more by the teacher's example, consistency, and persuasive approach than by the application of sanctions. The role of teachers as role models and mentors is the key to shaping worship discipline and strengthening the religious character of students at MAN 1 Padangsidempuan.

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