

# Planting Islamic Religious Values in Elementary School Students through the Habituation Method at SDN 3 Sukarindik

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**ABSTRACT :** Education is a means to shape a quality generation. Quality in this context refers not only to intellectual intelligence but also spiritual intelligence. One way to achieve this is by instilling Islamic religious values in students from an early age. Various methods can be employed for this purpose, and one effective approach is the habituation method. This research aims to explore the implementation of Islamic religious values through the habituation method at SDN 3 Sukarindik. Qualitative research methods were employed, utilizing observation and literature review as data collection techniques. The findings revealed that SDN 3 Sukarindik instilled Islamic religious values through communal Duha prayers, reading short surahs before studying, engaging in religious activities during the holy month of Ramadan, and setting exemplary behaviors.

**KEYWORDS** -Habituation Method, Islamic Religious Values

## I. INTRODUCTION

Education is a way to mold individuals with character and behavior aligned with their religious teachings. According to Law No. 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to possess spiritual strength, self-control, personality, intelligence, noble character, and necessary skills for themselves, society, and the nation. One of the objectives of education is to shape individuals who have spiritual and religious strength and noble character, which ultimately molds them into complete human beings.

To achieve this, instilling Islamic religious values is crucial, especially from an early age, so that children can recognize their God, understand the teachings of their religion, behave according to these teachings, and practice Islamic values in their daily lives. Failing to instill these values early can hinder a child's moral and religious development, impacting their future lives. Therefore, it is essential to cultivate religious values as early as possible, as they serve as a fundamental foundation. Without this early foundation, a child's religious and moral development might be hindered, affecting their future lives.

Islamic religious values encompass beliefs, worship practices, and moral conduct. These values are fundamental principles derived from the Quran and Hadith, guiding individuals' actions in both the physical and spiritual realms. Internalizing these values in Islamic education means shaping a child's mentality and personality from an early age, aiming for them to grow into individuals who steadfastly adhere to Islamic teachings, contributing positively to modern society.

Islamic values comprise beliefs about the relationship between humans and God, beliefs in obedience, Sharia values concerning personal relationships, and moral values related to interactions among individuals. Value-based education is a process of instilling and developing positive values in individuals.

The habituation method, a repetitive and continuous process, is an effective way to instill positive values. By repeatedly engaging in specific actions, individuals become accustomed to them, often without

realizing the values being instilled. Habituation is a process that makes something ordinary, turning it into a habit. To cultivate virtuous behavior, the habituation method is effective. This method involves educators or parents repeatedly encouraging certain behaviors or characters in children, making them habitual.

Implementing the habituation method in schools can take various forms, such as routine activities, spontaneous actions, and role modeling. Routine activities include daily practices like respecting rules, mutual respect, politeness, emotional control, and more. Spontaneous activities address immediate behavior concerns observed in students. Role modeling involves educators exemplifying good behavior, acting as positive role models for students.

## II. HEADINGS

This study utilized qualitative research methods, focusing on descriptive data such as written or oral information from individuals or practitioners that can be observed. Qualitative research involves collecting non-numerical data and analyzing it to understand phenomena, aiming to capture the complexity of human behavior and the reasons behind specific actions. Data for this research were collected through observation and literature review.

Observation involved direct immersion in the field to observe the educational institution. Literature review was conducted by exploring various books and journals related to the instillation of Islamic values in elementary school students. The data obtained from observation were analyzed and aligned with relevant theories, presented in a descriptive format.

## III. INDENTATIONS AND EQUATIONS

### 1. Communal Duha Prayers Every Friday

SDN 3 Sukarindik organized communal Duha prayers every Friday before the first class, led by the Islamic Education and Character Education (PABP) teacher. Duha prayer is one of the highly recommended Sunnah prayers by the Prophet Muhammad. By implementing communal Duha prayers at school, students learn the importance of regular prayer and develop consistent adherence to Islamic teachings. Initially, students were instructed to bring prayer equipment every Friday. However, as time passed, students naturally began performing Duha prayers together on Fridays without explicit instructions. This habituation approach effectively instilled the practice of Sunnah prayers among students, fostering a deeper understanding of Islamic rituals.

The prayer session started with students gathering on the school field, preparing their prayer items. When the PABP teacher instructed the students to pray, they performed Duha prayer together. After the prayer, the teacher guided the students in reciting post-prayer supplications and short surahs. This practice of communal Duha prayers not only instilled regular prayer habits but also emphasized the significance of collective worship, strengthening students' spiritual connection to Islam.

### 2. Reading Short Surahs Before Lessons

Another habituation method employed was the practice of reading short surahs before lessons. Before starting their studies, students were encouraged to read short surahs from the Quran. This practice instilled the habit of incorporating Quranic recitation into their daily routine, fostering familiarity with religious texts and strengthening their bond with Islamic teachings. Through this habituation, students not only memorized short surahs but also gained a deeper understanding of their meanings, contributing to their overall religious education.

### 3. Religious Activities During the Holy Month of Ramadan

During the holy month of Ramadan, SDN 3 Sukarindik organized various religious activities to engage students in the spirit of the month. These activities included Quran recitation competitions, charity drives, and communal iftar gatherings. Engaging in such activities during Ramadan allowed students to experience the importance of fasting, empathy, and community support, instilling core Islamic values related to the

holy month. By actively participating in these activities, students internalized the essence of Ramadan beyond its physical aspects, fostering a holistic understanding of the significance of this sacred month.

#### 4. Setting Exemplary Behaviors

Exemplary behaviors were promoted throughout the school environment, involving all members of the school community. Teachers, staff, and students were encouraged to exhibit positive conduct, both inside and outside the school. The school emphasized the importance of honesty, kindness, respect, and empathy. These values were consistently demonstrated by educators, serving as living examples for the students. Through constant exposure to these behaviors, students learned the practical application of Islamic values in their daily lives. This approach helped create a positive and nurturing school environment, reinforcing the habituation of moral and ethical conduct in students.

##### Conclusion

#### 1. The habituation method,

as implemented at SDN 3 Sukarindik, proved to be an effective approach to instill Islamic religious values in elementary school students. Communal Duha prayers, Quranic recitation before lessons, engaging in religious activities during Ramadan, and setting exemplary behaviors collectively contributed to creating a comprehensive Islamic educational environment. By integrating these practices into students' daily routines, the school successfully cultivated strong foundations in Islamic teachings, emphasizing spiritual growth, moral integrity, and community engagement. The habituation method not only instilled religious values but also encouraged students to apply these values in their behavior, shaping them into morally upright and spiritually aware individuals.

This study provides valuable insights for educators and policymakers, emphasizing the significance of integrating Islamic values into education through effective methods such as habituation. By adopting similar approaches, educational institutions can contribute significantly to the holistic development of students, fostering a generation that embodies Islamic principles in both their actions and beliefs.

#### 2. Reading Short Surahs Before Learning Begins

The habit of reading short surahs is practiced with the aim of indirectly helping students memorize these surahs. By reading short surahs every day, students who haven't memorized them initially will gradually learn to do so over time. In practice, the classroom teacher enters their respective classes and directs the students to pray first. After the prayer, the students read the short surahs. For lower grades, the surahs read are Al-Ikhlās, An-Nas, and Al-Falaq. When students have memorized these surahs, they move on to the next surahs according to the sequence in the Quran. In higher grades, the focus is on memorizing Juz 30. Based on the observations conducted, through this habituation, the majority of students can memorize these short surahs, which is undoubtedly a positive development that should be continuously encouraged.

#### 3. Religious Activities During the Holy Month of Ramadan

Learning activities during the holy month of Ramadan at SDN 3 Sukarindik are shorter than usual and emphasize religious activities. Based on the observations, there have been changes in students' activities during the holy month of Ramadan, such as the Duha prayer, which was previously held only on Fridays, now being conducted daily. Additionally, there are designated short surahs to memorize, recitation of specific verses from the Quran, and a special event called "Gebyar Ramadhan" initiated by university student teachers, including the author.

As previously explained, during the holy month of Ramadan, Duha prayer is not only performed on Fridays but also every day. The execution is more or less the same as on regular days, with the difference lying in the activities before Duha prayer. Students sit together on the school field and recite blessings upon the Prophet Muhammad (salawat) together, led by university student teachers accompanied by music to make it more engaging for the students. After that, the Character Education (PABP) teacher leads the Duha

prayer along with the recitation of short surahs. Following this, there is memorization of short surahs, and students read verses from the Quran. During the holy month of Ramadan, the recitation of short surahs is not done collectively. Instead, students are tested one by one by the class teacher, assisted by university student teachers. The process involves each student being called to the front desk and directed to recite the designated short surah according to the predetermined list and then continue with the recitation of the Quran.

Regarding the Gebyar Ramadhan program, it is an initiative by university student teachers at SDN 3 Sukarindik, focusing on religious competitions. The competitions include calligraphy coloring contests for grades 1, 2, and 3, drawing and coloring calligraphy for grades 4, 5, and 6, Adhan (call to prayer) competition for all grades, and Quran recitation competition for grades 4, 5, and 6. This event lasts for approximately three days, with one or two competitions taking place each day. Although this initiative is led by university student teachers, the planning and execution involve teachers, making it a collaborative effort between students and teachers. The students responded very positively to these activities, showing great enthusiasm in participating in various competitions.

#### 4. Exemplary Behavior

Exemplary behavior relates to the presence of individuals who serve as role models for students in performing good deeds, including the values of Islamic education. Exemplary behavior arises from students imitating the attitudes and behaviors of their teachers (Kusumawardani, 2021). In other words, students consider their teachers as role models. Teachers should ideally serve as examples or good models in various aspects such as honesty, discipline, tidiness, cleanliness, responsibility, and so on. Based on the observations conducted, the teachers at SDN 3 Sukarindik always strive their best to provide good examples for the students and act as role models. This is demonstrated through simple actions such as teachers shaking hands when they meet, promoting the 5S (smile, greet, say hello, be polite, and be courteous), and so forth. The teachers firmly believe that the behavior of teachers can be easily imitated by students; hence, teachers should be exemplary figures.

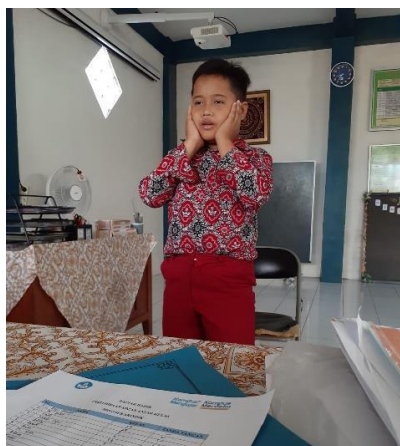
## IV. FIGURES AND TABLES



*Performing Dhuha Prayers Together*



*Calligraphy Competition*



*Adzan Competition*



*Al-Quran reading competition*

## V. CONCLUSION

The inculcation of Islamic values through habituation methods at SDN 3 Sukarindik is carried out through several activities, namely habituating Duha prayers together, habituating the reading of short surahs before studying, habituating religious activities during the holy month of.

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