



Implementation of Religious Character Strengthening Through The Habit of Congregational Prayer And Al-Qur'an Recitation At State Senior High School 1 Cirebon City

Ratna Purwati¹, Arief Abdullah²

^{1,2}Universitas Islam Bunga Bangsa Cirebon, Indonesia

Email : ratnaapurwati@gmail.com

Received: 2025-10-28; Accepted: 2026-1-30; Published: 2026-3-12

ABSTRACT

As noble beings, humans are inherently obligated to worship God. However, for students who are not yet deeply involved in their religion, especially in moderate high schools, a learning process is necessary, including the implementation of congregational prayer during class hours and morning Quran recitation as a stimulus for learning activities based on faith and devotion to God Almighty, as well as a manifestation of the implementation of Religious Character Education Strengthening activities for students within the Independent Curriculum Program. The research method used in this journal is qualitative with a descriptive approach. The techniques used to collect and analyze data sources include interviews, observation, and documentation. The results of the analysis show that students tend to be able to participate in congregational prayer and Quran recitation activities well. This program is an effort to instill a spiritual attitude so that students have a better religious life guide for their future.

Keywords: *Congregational prayer, recitation of the Qur'an, religious*

INTRODUCTION

The era of globalization, marked by increasingly sophisticated advances in information technology, has had an impact on life, especially among adolescents. Globalization sometimes brings positive and sometimes negative influences on national life (Nurhaidah & Musa, 2015: 13). Positive influences will lead the Indonesian nation toward national progress, while negative influences will negatively impact socio-cultural life. Many problems arise among school-age children, especially those from junior high to senior high school. Various juvenile delinquency issues such as violations of school rules, bullying, student brawls,

casual sex, drug abuse, criminal activity, and many other juvenile delinquency issues can be detrimental to many parties (Unayah & Sabariman, 2015: 123) are on the rise. Therefore, the solution to these problems is to improve and evaluate education, particularly student character education.

Character education is a conscious effort made by educators to shape students' personalities, morals, ethics, and a sense of culture so they can apply them in their daily lives (Djumali & Wijayanti, 2018: 34). According to Lickona in Harsono and Hastuti (2017: 3), character education is education that influences the formation of students' character. It is a conscious and planned effort to create an atmosphere and process of empowering students' potential, in accordance with the rules and values of local culture and nationalism, to build unique individual and group character as citizens.

Character education is not merely about what is right and what is wrong. More than that, character education builds habits to behave and act in accordance with the values that define one's personality. Character education is a powerful government program to prevent crime in society. The rampant crime is caused by a lack of understanding and comprehension of the goals of moral education instilled from childhood. This results in students not practicing moral education in their daily lives.

In Chapter II, Article 3 of the National Education System Law No. 20 of 2003 concerning the National Education System, it is stated that the goal of national education is to develop the potential of students to become individuals who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. This demonstrates that the state pays special attention to the character development that citizens must possess.

Education in Indonesia continues to be a topic of discussion among government circles. Character education in Indonesia, in particular, remains an interesting topic of discussion, all inseparable from several components that influence and are concerning regarding the nation's moral decadence in the current era. Therefore, the Indonesian education system is said to be incapable of fully shaping the character of the nation's next generation. Fundamentally, the goals of national education must not forget the philosophical foundation of education, which is liberating and capable of preparing future generations to survive and successfully face the challenges of their time. In short, the goals of national education are directed at developing various human characters.

The world of education is considered to have a crucial role in implementing character education to shape good morals and noble character in the nation's next generation. Therefore, character education is essential to address various moral

crises within the nation's next generation. Implementing character education requires attention and support from various parties so that the mandate and ideals of the nation's heroes, as stated in the preamble to the 1945 Constitution, can be properly realized.

METHOD

The research method used in this journal is qualitative with a descriptive approach. Qualitative research emphasizes holistic or comprehensive descriptions, namely describing in detail everything that occurs in a particular activity or situation (Sutama, 2019). Meanwhile, according to Anggito & Setiawan (2018), descriptive qualitative research presents data in the form of words and images to strengthen the content of written reports. The purpose of this study is to describe the character education values of students at SMA Negeri 1 Cirebon. The informant used as a source of data collection in this study was Mr. Nur Fajri Alnajakhi, S.Pd.I., M.Pd., as the Islamic Religious Education and Character Education teacher and the advisor of IRMA (Al-Iman Mosque Youth Association of SMAN 1 Cirebon), Mr. H. Abdul Haris Moehadjir, S.Pd., as the Geography teacher and also the Chair of the Al-Iman Student Council (DKM) at SMAN 1 Cirebon, and Mrs. Dwi Haryanti, M.Pd., as the English teacher and also the vice principal for educational quality.

RESULTS AND DISCUSSION

1. Definition of Strengthening Character Education (PPK)

Strengthening Character Education (PPK) is an educational movement in schools to strengthen students' character through the harmonization of heart training (ethics), feeling training (aesthetics), thinking training (literacy), and sports (kinesthetics) with the support of public involvement and collaboration between schools, families, and the community. The priority character values are based on the following five main points: Religious, Nationalist, Mutual Cooperation, Integrity, and Independence. One of the most influential key points in strengthening character education is the habituation of SMA Negeri 1 Cirebon students to congregational prayer at Dhuhr and Asr prayers, as well as reading the Quran together in the morning, known as Tadarus, for approximately 15 minutes before learning begins. These two activities are implemented as a manifestation of the implementation of the priority core values of strengthening character education, particularly from a religious and spiritual perspective.

2. Implementation of Strengthening Religious Character Education Through the Habit of Congregational Prayer and Morning Quran Recitation at SMA Negeri 1 Cirebon City.

The implementation of religious character education for all students at SMA Negeri 1 Cirebon City involves integrating or inserting religious character education values into the learning hours, which include routine activities. The routine activities programmed by the school include congregational Dzuhur and Asr prayers and Quran recitation.

During the implementation of this congregational Dzuhur and Asr prayer habituation, which technically falls within the learning hours, it begins with an appeal to students via the information center by the teacher, which is then broadcast over the speakers in each class to hurry to the mosque because the Dzuhur and Asr prayers will begin approximately 5 minutes later. This was intended to give students the opportunity to go to the mosque and queue to perform ablution. Afterward, while waiting for the rest of the congregation, the teacher who would lead the prayer first gave a brief sermon to the students. This activity was held with the aim of being not only for the students but also for the entire community of SMA Negeri 1 Cirebon.



Figure 1. Process of Implementing Dzuhur and Asr Congregational Prayers

Furthermore, Nur Fajri Alnajakhi explained that the implementation of religious character education at school before class begins is through the Tilawah (Quran recitation) or Tadarus (Quran recitation) activity, which aims to shape students' personalities. Interviews with several teachers revealed that Tadarus (Quran recitation) is held every Tuesday through Saturday before the start of

teaching and learning activities. This activity aims to raise students' awareness of religious values, particularly in practicing reading the Quran correctly.



Figure 2. Implementation Process of Morning Quran Recitation Activities Before Starting Class

3. Supporting Factors for the Implementation of Strengthening Religious Character Education Through the Habit of Morning Quran Recitation at SMA Negeri 1 Cirebon City

Every activity carried out has supporting and inhibiting factors. Based on interviews with informants, three supporting factors were identified for students in implementing religious character at SMA Negeri 1 Cirebon City. These three supporting factors are more clearly explained in Figure 1 below.



Figure 3. Framework of Supporting Factors for the Implementation of Religious Character Education Strengthening

Based on Figure 3 above, the researcher can explain that, after conducting in-depth interviews with informants, four supporting factors were identified in implementing religious character education for students at SMA Negeri 1

Cirebon City. These three supporting factors are: a) concern from the leading teacher, b) utilization of facilities and infrastructure, c) support from the school.

Below, the researcher will describe excerpts from interviews with informants based on the four supporting factors described above. The interview descriptions presented by the researcher consist of short excerpts from informants' statements during the interviews. Although these excerpts were delivered by several informants with different language styles, they convey the same meaning.

According to informants, the first theme (Concern of Leading Teachers), one of the supporting factors in implementing a religious character strengthening program is that, in order to instill positive values in students, the implementation of character education strengthening needs to be supported by role models, teaching, and reinforcement from teachers. This is expected to encourage students to implement the program honestly, thereby fostering character that upholds and fosters faith and devotion to Allah Subhanahu wa Ta'ala. This is reflected in the interview excerpts in Table 1 below.

Table 1. Interview Excerpts Related to Leading Teachers' Concern

Theme	Informant	Interview Excerpt
Concern of Leading Teachers	Nur Fajri Alnajakhi, S.Pd.I., M.Pd.	The Islamic Religious Education teacher, representing the other teachers, guided congregational Dzuhur and Asr prayers and Quran recitation as part of a commitment to religious obligations for Muslims.
	Dwi Haryanti, M.Pd.	As teachers, we strive to ensure that in the learning process, we not only educate and provide theoretical knowledge, but also provide practical examples of its application, particularly in fostering religious character development

		in students through the practice of congregational prayer and Quran recitation.
	H. Abdul Haris Moehadjir, S.Pd.	Providing practical and motivating practices to foster a spirit of worship is evidenced by previous students who have continued their studies at prestigious universities of their choice, a result of their success in obedience to God through congregational prayer.

The second theme (Utilization of Worship Facilities and Infrastructure), according to informants, is a supporting factor in implementing the religious character program, namely maximizing the use of available worship facilities and infrastructure. This is illustrated in the interview excerpts in Table 2 below.

Table 2. Interview Excerpts Related to Utilization of Worship Facilities and Infrastructure

Theme	Informant	Interview Excerpt
Utilization of Worship Facilities and Infrastructure	Nur Fajri Alnajakhi, S.Pd.I., M.Pd.	The school's facilities, particularly the school mosque, are well-equipped. The ablution area, which previously had only a few taps, is now spread out over many taps to minimize long queues and create a conducive environment.
	Dwi Haryanti, M.Pd.	Supporting factors in terms of infrastructure include the provision of ablution areas and a

		mosque where the majority of the population is Muslim, and other equipment such as Qurans in each classroom, depending on the needs of the Muslim students.
	H. Abdul Haris Moehadjir, S.Pd.	Many supporting factors exist, such as the availability of the Quran in every classroom for morning Quran recitation, and the mosque's facilities, which are complete, similar to those found in mosques in general.

The third theme (The Role of School Support), according to informants, is one of the supporting factors in the religious character strengthening program, including school support. This is expressed by informants, as shown in interview excerpts in Table 3 below.

Table 3. Interview Excerpts: The Role of School Support

Theme	Informant	Interview Excerpt
The Role of School Support	Nur Fajri Alnajakhi, S.Pd.I., M.Pd.	The school, especially the principal, approved, so as the implementing teacher from the school, there were no significant obstacles after that.
	Dwi Haryanti, M.Pd.	Management is certainly very influential and significant for the smooth running of the innovation process in teaching activities that

		emphasize students' spirituality and are beneficial for them.
	H. Abdul Haris Moehadjir, S.Pd.	The role of the school, is certainly a major supporting factor in facilitating congregational prayer and Quran recitation activities, as part of activities to instill faith and piety in students.

4. Inhibiting Factors in Implementing Strengthening Religious Character Education Through the Habit of Recitation/Quran Recitation/Reading in the Morning at SMA Negeri 1 Cirebon City

Referring to the results of interviews with informants, two factors were identified as inhibiting the implementation of character education strengthening at SMAN 1 Cirebon, as shown in Figure 2 below.



Figure 4. Framework of Factors Inhibiting the Implementation of Religious Character Education Strengthening

Based on Figure 4 above, the researcher can explain, after conducting in-depth interviews with relevant informants, that the inhibiting factors in the implementation of the Religious Character Education Strengthening Program at SMAN 1 Cirebon are: a) Not All Teachers Participate, b) Unequal Student Environment and Background.

The first theme (Lack of Teacher Supervision), according to informants, is the inhibiting factor in the religious character strengthening program, namely the lack of teacher supervision. Teacher supervision of students' character-building actions should be increased, as teachers are role models in schools and are the focus of every student's attention.

The second theme (Unequal Student Environment and Background), according to informants, the inhibiting factor in the religious character strengthening program is the influence of the environment and family background of students, most of whom tend to be less familiar with religious understanding. This is expressed by informants, as shown in the interview excerpts in Table 4 below.

Table 4. Interview Excerpt: Dissimilar Student Environment and Background

Theme	Informant	Interview Excerpt
Dissimilar Student Environment and Background	Nur Fajri Alnajakhi, S.Pd.I., M.Pd.	Our school is not like a Madrasah or Islamic Boarding School. The Islamic boarding school is structured to implement religious activities for its students, and many of its students come from parents with less religious backgrounds.
	Dwi Haryanti, M.Pd.	It is commendable that the majority of Muslim students are aware of the need to perform Dzuhur and Asr prayers in congregation and are willing to arrive early before 6:30 a.m. to participate in Quran recitation, despite their limited religious background.
	H. Abdul Haris Moehadjir, S.Pd.	We are still striving to encourage all students to be more united and to go to the mosque promptly, because sometimes in a moderate environment, it's not always possible

		to organize them to fulfill their obligations as Muslims who have reached puberty.
--	--	--

Next, there's student desire. According to informants, good student enthusiasm is the strongest supporting factor in carrying out religious activities at school. Although students sometimes feel bored and fed up with these activities, because they have developed a sense of responsibility, they continue to strive to participate in activities routinely and orderly. Each student certainly has different behaviors, which are innate. Some students, when they make a mistake, then correct it. For example, some students haven't prayed because they feel guilty and sinful, so they pray.

CONCLUSION

Based on the discussion presented, the following conclusions can be drawn:

1. Implementation of strengthening religious character education for students at SMA Negeri 1 Cirebon City through the integration of religious character education values into learning hours, which includes routine activities programmed by the school, exemplary behavior from the leading teacher and the conditioning provided, and integrating character into the school culture, including activities in the classroom, at school, and outside of school.
2. Supporting factors in implementing religious character education for students at SMA Negeri 1 Cirebon City include a system closely linked to religious values, adequate worship facilities, a good cooperative relationship between the leading teacher and students in conducting congregational prayer and morning Quran recitation, and a positive school environment that upholds the values of implementing discipline at school.
3. Inhibiting factors in implementing religious character education for students at SMA Negeri 1 Cirebon City include limited school supervision, not all teachers and other school members being involved, the condition of the students' home environment, lack of parental attention, and diverse student backgrounds.
4. Solutions to overcome these inhibiting factors include firm guidance from teachers, holding varied religious activities, involving the entire school community, and efforts to organize motivational seminars or studies.

REFERENCES

- Agung, I. (2017). Peran Fasilitator Guru dalam Penguatan Pendidikan Karakter (PPK). *Perspektif Ilmu Pendidikan*, 31(2), 106–119.
- Alawi, A. H. I. (2019). Pendidikan Penguatan Karakter Melalui Pembiasaan Akhlak Mulia. *Qiro'ah: Jurnal Pendidikan Agama Islam*, 9(1), 16–29.
- Atmaja, T. S., Dewantara, J. A., & Utomo, B. B. (2020). Penguatan Pendidikan Karakter Berbasis Sekolah Menengah Atas Perbatasan Entikong Kalimantan Barat. *Jurnal Basicedu*, 4(4), 1257–1266.
- Azkiya, S. (2018). Implementasi Kurikulum Merdeka Pada Mata Pelajaran Pendidikan Agama Islam Dan Budi Pekerti Di SMA Negeri 29 Jakarta. Jakarta: FITK UIN Syarif Hidayatullah Jakarta.
- Budhiman, A. (2017). Gerakan Penguatan Pendidikan Karakter.
- Dewi, Y., Mustoip, S., Purwati, R., & Lestari, D. (2025). Culturally Responsive Teaching Management in Enhancing Student Engagement in Multicultural Environment In Elementary Schools. *Iconic: Journal of Islamic Studies*.
- Erlanda, M., Sulistyarini, S., & Syamsuri, S. (2021). Implementasi Pendidikan Karakter Religius Melalui Budaya Sekolah di SMA Mujahidin Pontianak. *Equilibrium: Jurnal Pendidikan*, 9(3), 310–318.
- Fauziah, H. U., Suhartono, E., & Pudjantoro, P. (2021). Implementasi penguatan pendidikan karakter religius. *Jurnal Integrasi dan Harmoni Inovatif Ilmu Ilmu Sosial (JIHI3S)*, 1(4), 437–445.
- Indahyati, R., Purwati, R., & Marliani, L. (2025). Efektivitas Media Kartu Huruf Terhadap Kemampuan Membaca Siswa Kelas I SDIT Ibnu Khaldun Cirebon. *Change Think Journal*, 4(02), 139-144.
- Komunikasi, K., & Informatika, R. I. (2020). Penguatan Pendidikan Karakter Jadi Pintu Masuk Pembinaan Pendidikan Nasional. Diakses dari https://kominfo.go.id/conte nt/detail/10111/penguatan-pendidikan-karakter-jadi-pintu-masuk-pembinaan-pendidikan-nasional/0/artikel_gpr pada tanggal, 27.
- Kusuma, D. (2018). Pembentukan karakter religius melalui pembiasaan shalat berjamaah. *Jurnal Kewarganegaraan*, 2(2), 34–40.
- Miftah, N. K. (2019). Evaluasi Pelaksanaan Penguatan Pendidikan Karakter Di SMA Negeri 2 Kediri. IAIN Kediri.
- Muhaimin, Y., Rukajat, A., & Ramdhani, K. (2023). Kurikulum Merdeka dalam Pembentukan Karakter Religius Siswa di Smpit An-Nur Al-Mustafa Karawang. *Jurnal Pendidikan Tambusai*, 7(2), 13605–13611.
- Musbikin, I. (2019). Penguatan Pendidikan Karakter: Referensi Pembelajaran Untuk Guru Dan Siswa SMA/MA. Nusamedia.

- Nasrudin, E., Sandi, M. K., Alfian, M. I. R., & Fakhrudin, A. (2023). Penguatan pendidikan karakter religius melalui ekstrakurikuler keagamaan di SMA Negeri 3 Bandung. *Jurnal Pendidikan Karakter*, 14(1).
- Panjali, R. (2021). Implementasi Penguatan Pendidikan Karakter Melalui Budaya Literasi Sekolah Di Sma Negeri 3 Surakarta. Universitas Muhammadiyah Surakarta.
- Panoyo, P., Riyanto, Y., & Handayani, W. (2019). Manajemen Penguatan Pendidikan Karakter Pada Sekolah Menengah Atas. *Halaqa: Islamic Education Journal*, 3(2), 111-117.
- Putri, Y. D. S., & Arifin, A. Z. (2023, October). The Effectiveness of Multimedia Powerpoint Based On iSpring Suit 9 On The Learning Outcomes of IPA Class IV Students MIS Al-Hidayah Kamarang Lebak. In Syekh Nurjati International Conference on Elementary Education (Vol. 1, pp. 346-353).
- Putri, Y. D. S., Mustoip, S., Nisa, D. H., & Ramadhani, N. U. (2024). Implementation of Audiolingual Methods in Understanding Arabic Color Concepts in Class I SDIT Alif Mardiyah. *JPS: Journal of Primary School*, 1(2), 1-6.
- Purwati, R., Marliani, L., & Kartikasari, L. (2024, February). Implementation Of Character Education Based On The Adiwiyata Program At Sdit Sabilul Huda Cirebon City. In International Conference of Bunga Bangsa (Vol. 2, No. 1, pp. 636-646).
- Pridayani, M., & Rivauzi, A. (2022). Faktor Pendukung dan Penghambat Pelaksanaan Program Penguatan Pendidikan Karakter Religius Terhadap Siswa. *An-Nuha*, 2(2), 329-341.
- Suryanti, E. W., & Widayanti, F. D. (2018). Penguatan pendidikan karakter berbasis religius. Conference on Innovation and Application of Science and Technology (CIASTECH), 1(1), 254-262.