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Implementation of Congregational Duha Prayer and Qur'anic Recitation Activities in Shaping Students' Religious Culture during Teaching Practicum Activities at SMAN 1 Tenggara

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Abstract

Religious culture within the school environment plays an important role in shaping students' spiritual and moral character amidst the challenges of the digital era. One form of implementing religious culture in schools is through habitual worship activities, such as congregational Duha prayer and Qur'anic recitation (tadarus Al-Qur'an). This article aims to describe the implementation of congregational Duha prayer and Qur'anic recitation activities in shaping students' religious culture during the Teaching Practicum Programme (PPL) at SMAN 1 Tenggara. This study employed a descriptive qualitative approach with data collection techniques consisting of observation, documentation, and field experience during the PPL activities. The findings indicate that the congregational Duha prayer and Qur'anic recitation activities, which were routinely conducted every Friday, were able to create a religious atmosphere within the school environment and foster spiritual habituation among students. Furthermore, these activities also cultivated values of discipline, togetherness, responsibility, and awareness of worship among students. The students' enthusiasm in participating in the activities demonstrates that habitual worship practices have a positive influence in building a religious culture within the school. Therefore, the regular implementation of religious activities can serve as one of the strategies to strengthen students' religious character in educational environments.

Keywords: Religious Culture, Duha Prayer, Qur'an Recitation, Religious Character

Introduction

Education is an essential process in shaping the quality of human resources, not only in intellectual aspects but also in the development of students' character and morality. Within the national education system, education is directed towards developing students' potential so that they possess spiritual strength, self-control, noble character, intelligence, and the skills required for social, national, and civic life. (Suartini, 2017) Therefore, education is not solely oriented towards academic achievement, but also towards character formation that can serve as the foundation for students' behaviour in their daily lives.

In the context of Islamic education, the formation of religious character is one of the primary objectives that must be realised through the educational process. Religious character is not merely understood as students' ability to comprehend religious teachings theoretically, but also includes the awareness to practise religious values in real life. The formation of religious character requires a process of habituation carried out continuously through a supportive educational environment. (Rifki et al., 2022) Schools, as formal educational institutions, have a strategic role in creating environments capable of instilling religious values through various learning activities and religious programmes implemented routinely.

The development of the digital era and globalisation has brought new challenges to the world of education, particularly in shaping students' character. Advances in information technology have positive impacts in facilitating access to knowledge and communication; however, on the other hand, they also influence changes in adolescents' social and spiritual behaviour. The phenomenon of declining worship awareness, low spiritual discipline, and the increasing influence of foreign cultures among students has become a challenge that educational institutions must address. (Putri, 2023) These conditions indicate that strengthening religious character education has become an essential necessity in preserving students' moral and spiritual values amidst increasingly complex societal developments.

One effort that schools can undertake in shaping students' religious character is through the implementation of a religious culture within the educational environment. Religious culture refers to a collection of values, traditions, habits, and religious activities carried out consistently so that they become part of the daily life of school members. Religious culture is not only manifested through theoretical religious instruction in classrooms but also through the habituation of worship and religious activities conducted routinely. (Maulana et al., 2025) Such habituation plays an important role in developing students' spiritual awareness, discipline, responsibility, and social attitudes.

From the perspective of Islamic education, habitual worship activities such as congregational prayer and Qur'anic recitation possess significant educational value in character formation. Congregational prayer teaches the values of discipline, togetherness, responsibility, and obedience to Allah SWT, while Qur'anic recitation serves as a means of spiritual development capable of fostering students' love for the Qur'an. (Kurniawan, 2021) Through routine and continuous habituation, religious activities become not merely ceremonial practices but also processes of internalising religious values in students' lives.

Research concerning religious culture and the formation of religious character within school environments has been widely conducted by previous scholars. A study conducted by Yulianto and M. Nurul Huda entitled *Internalisation of Islamic Boarding*

School Religious Character Values at RA Al-Iman Bulus demonstrated that the habituation of religious activities was able to shape students' religious character through supportive educational environments and routine religious practices. The findings explained that the internalisation of religious values through school culture could enhance students' spiritual awareness and religious behaviour. (Yulianto & Huda, 2023)

Furthermore, research conducted by Wahyu Azwar and colleagues in a study entitled *The Formation of Students' Moral Character through the Habituation Approach* explained that the continuous habituation of positive activities has a significant influence on the formation of students' moral character. The study emphasised that the habituation approach is an effective strategy for instilling character values within educational environments. (Azwar et al., 2023)

In addition, research by M. Kosim in an article entitled *The Urgency of Character Education* explained that character education plays a crucial role in addressing the moral challenges faced by the younger generation in the modern era. The findings indicated that educational institutions must be capable of creating environments that support character formation through the sustainable cultivation of moral and religious values. (Kosim, 2012)

Based on these previous studies, it can be understood that religious culture and the habituation of religious activities have an important contribution to students' character formation. However, studies specifically examining the implementation of congregational Duha prayer and Qur'anic recitation as forms of school religious culture during the Teaching Practicum Programme (PPL) at the senior high school level remain relatively limited. Most previous studies have focused more broadly on character education or religious culture within Islamic boarding schools and formal learning contexts. Therefore, this study seeks to fill this gap by focusing on the implementation of congregational Duha prayer and Qur'anic recitation activities in shaping students' religious culture at SMAN 1 Tenggarong.

Based on observations conducted during the PPL activities at SMAN 1 Tenggarong, the researcher found routine religious activities carried out every Friday in the form of congregational Duha prayer and Qur'anic recitation attended by all Muslim students. These activities not only functioned as routine acts of worship but also created a religious atmosphere within the school environment. The students' enthusiasm in participating in the activities reflected the school's concrete efforts in implementing spiritual habituation to build students' religious character. Nevertheless, the implementation of these activities and their contribution to the formation of students' religious culture remain interesting subjects for deeper scientific examination.

Based on the explanation above, this study aims to describe the implementation of congregational Duha prayer and Qur'anic recitation activities in shaping students' religious culture during the PPL activities at SMAN 1 Tenggarong. This study is expected to provide an overview of the implementation of religious culture within schools and serve as a reference for the development of religious activities as an effort to strengthen students' religious character within educational environments.

Literature Review

A. The Concept of Religious Culture in Schools

Religious culture refers to a collection of values, habits, and religious activities that are consistently implemented within the school environment so that they become part of the daily life of school members. In Islamic education, religious culture plays an important role in shaping students' character and personality through the habituation of religious activities such as congregational prayer, Qur'anic recitation, and collective supplication.(Ismail, 2018)

The implementation of religious culture in schools aims to instil spiritual values, discipline, responsibility, and social attitudes among students. Through religious activities conducted routinely, students not only understand religious teachings theoretically but also learn to apply them in their daily lives. Therefore, religious culture becomes one of the school's efforts in shaping students' religious character within the educational environment.(Simbolon et al., 2025)

B. Duha Prayer from the Perspective of Islamic Education

Duha prayer is one of the recommended sunnah prayers performed in the morning after sunrise until before the time of Zuhr prayer. From the perspective of Islamic education, Duha prayer not only possesses worship value but also contains character education values for students. Through the habituation of Duha prayer, students can be trained to develop discipline, responsibility, and awareness in carrying out worship towards Allah SWT.(Hilmiati & Saputra, 2020)

The implementation of congregational Duha prayer within the school environment can also create a religious atmosphere and strengthen the formation of students' spiritual character. In addition to increasing closeness to Allah SWT, this activity is capable of instilling the values of togetherness, orderliness, and positive attitudes in daily life. Therefore, the habituation of Duha prayer becomes one form of implementing religious culture in Islamic education.(Afriansyah et al., 2024)

C. Qur'anic Recitation (Tadarus Al-Qur'an) as Students' Spiritual Development

Qur'anic recitation (tadarus Al-Qur'an) is an activity of reading, studying, and understanding the Qur'an conducted either collectively or individually. In Islamic education, tadarus activities play an important role in shaping students' spirituality and religious character. Through the habituation of reading the Qur'an, students can strengthen their love for the Qur'an and internalise Islamic values in their daily lives.(Syarifah et al., 2022)

The implementation of Qur'anic recitation activities in schools also represents one form of religious culture capable of creating a spiritually enriched educational environment. In addition to improving students' ability to read the Qur'an, tadarus activities can foster discipline, calmness, and religious awareness among students.(Syarifah et al., 2022) Thus, Qur'anic recitation functions not only as an act of worship but also as a means of developing students' religious character within the school environment.

D. The Formation of Religious Character in Education

Religious character refers to attitudes and behaviours that reflect religious values in daily life. In education, the formation of religious character is one of the important objectives in creating students who are not only academically intelligent but also possess strong moral and spiritual qualities. The formation of religious character can be achieved through habituation, exemplary conduct, and educational environments that support the implementation of religious values.(Rifki et al., 2022)

One effort that schools can undertake in shaping students' religious character is through religious activities conducted routinely and continuously. Activities such as congregational prayer and Qur'anic recitation can help instil the values of discipline, responsibility, togetherness, and awareness of worship among students.(Abidin et al., 2025) Through such habituation, students are expected to be able to apply religious values in their daily lives, both within the school environment and in society.

Method

This study employed a descriptive qualitative approach aimed at describing the implementation of congregational Duha prayer and Qur'anic recitation activities in shaping students' religious culture during the Teaching Practicum Programme at SMAN 1 Tenggara. The research data were obtained through direct observation during the implementation of religious activities at the school, activity documentation, and literature studies related to religious culture and character education. Data collection techniques included observation, documentation, and literature review, while the data were analysed using descriptive qualitative techniques through the stages of data reduction, data presentation, and conclusion drawing in order to obtain a comprehensive description of the implementation of congregational Duha prayer and Qur'anic recitation activities in shaping students' religious culture within the school environment.

Results and Discussion

The Implementation of Congregational Duha Prayer Activities

Based on the observations conducted during the Teaching Practicum Programme (PPL) at SMAN 1 Tenggara, congregational Duha prayer activities were routinely carried out every Friday morning before the learning process began. The activity was attended by all Muslim students and supervised by teachers and school authorities. The implementation of congregational Duha prayer was conducted as part of the school's religious habituation programme aimed at developing a religious culture within the educational environment.

Before the activity began, students were instructed to gather and prepare themselves in an orderly manner to participate in the congregational Duha prayer. During the activity, a religious atmosphere could be observed through the students' discipline in following the sequence of worship as well as their calmness and solemnity throughout the prayer. The collective implementation of the activity not only created a spiritually enriched school environment but also strengthened togetherness and discipline among students.

The implementation of congregational Duha prayer had a positive impact on the formation of students' religious habits. Through activities conducted routinely every week, students gradually became accustomed to performing sunnah worship within the

school environment.(Ariyani & Mutia, 2024) Furthermore, the activity also trained students to become more disciplined in managing time, maintaining orderliness, and taking responsibility for the religious programmes organised by the school. The students' enthusiasm in participating in the activity demonstrated that worship habituation influenced the development of students' spiritual awareness.

The congregational Duha prayer activity also became one form of implementing religious culture through the habituation of religious practices. This could be seen from the consistency of the programme's implementation and the involvement of all school members in supporting the religious activity.(Al Anshori et al., 2025) A school environment that supports the routine implementation of worship is capable of creating a more religious and conducive educational atmosphere for students' character development.

The findings of this study are consistent with the theory of religious culture, which states that the continuous habituation of religious activities can shape students' religious character and behaviour. From the perspective of Islamic education, worship habituation such as congregational prayer not only aims to enhance spiritual aspects but also serves as a means of developing character values such as discipline, responsibility, and togetherness. Therefore, the implementation of congregational Duha prayer at SMAN 1 Tenggara represents one of the school's efforts to build a religious culture through worship habituation within the educational environment.

The Implementation of Qur'anic Recitation (Tadarus Al-Qur'an) Activities

Following the implementation of congregational Duha prayer, the activities continued with collective Qur'anic recitation (tadarus Al-Qur'an), attended by all Muslim students at SMAN 1 Tenggara. The tadarus activity was carried out as part of the school's religious habituation programme aimed at increasing students' love for the Qur'an and fostering a religious atmosphere within the educational environment. In practice, students read verses of the Qur'an together under the guidance of teachers and school authorities.

During the activity, the atmosphere created appeared calm and religious. Students participated in the tadarus activity orderly and showed enthusiasm in reading the Qur'an together. This activity was not merely a religious routine but also served as a means of spiritual development for students. Through the habituation of reading the Qur'an regularly, students gradually became accustomed to interacting with the Qur'an in their daily lives, particularly within the school environment.

The implementation of Qur'anic recitation activities also had a positive impact on the formation of students' religious character.(Al Hafiz et al., 2026) The activity trained discipline, calmness, patience, and increased students' spiritual awareness. In addition, the collective habituation of reading the Qur'an strengthened the values of togetherness and created a more conducive and religiously oriented school environment.

The Qur'anic recitation activity became one form of implementing religious culture through worship habituation activities. The routine implementation of the programme demonstrated the school's commitment to building an educational environment that focuses not only on academic aspects but also on students' moral and

spiritual development.(Munfariyah & Rohman, 2025) The religious atmosphere created during the activity positively influenced students' behaviour and religious awareness.

The findings of this study are consistent with the habituation theory in Islamic education, which states that religious activities conducted routinely can shape students' character and spiritual awareness. Qur'anic recitation not only functions as an activity of reading the Qur'an but also serves as a means of internalising Islamic values into students' daily lives. Therefore, the implementation of Qur'anic recitation activities in schools constitutes an important part of supporting the formation of religious culture and students' spiritual character.

The Implementation of Religious Culture through Religious Activities

The implementation of congregational Duha prayer and Qur'anic recitation activities at SMAN 1 Tenggara demonstrated the practical implementation of religious culture within the school environment. This religious culture was manifested through religious activities routinely conducted every Friday and involving all Muslim students as part of habituation within school life. These religious activities became one of the school's efforts to create an educational environment that is not solely oriented towards academic achievement but also towards the development of students' spiritual values and character.

The implementation of religious culture within the school could be observed through the consistency of religious activities that had become part of the school routine. Congregational Duha prayer and Qur'anic recitation activities were carried out regularly with support from teachers and school authorities. The involvement of all school members in supporting the activities reflected a collective commitment to building a religious educational atmosphere. Furthermore, the atmosphere created during the activities appeared more orderly, calm, and conducive, thereby exerting a positive influence on the school environment.

Through religious activities conducted routinely, students gradually became accustomed to practising religious activities within the school environment. Such habituation slowly developed students' spiritual awareness and made religious activities an integral part of school culture.(Khairani & Rosyidi, 2022) Religious activities were no longer perceived merely as formal routines but became a form of spiritual development applied in students' daily lives. This indicates that the implementation of religious culture can be achieved through direct and continuous habituation of religious activities.

The religious culture implemented within the school also influenced social relationships among school members. Religious activities conducted collectively strengthened togetherness, care, and positive interaction among students and teachers. In addition, the school environment became more harmonious due to activities that fostered spiritual values and togetherness among school members.(Lathifah & Rusli, 2019) Thus, religious culture not only influenced students' spiritual aspects but also contributed to the formation of a better social environment.

The implementation of religious culture through congregational Duha prayer and Qur'anic recitation activities also demonstrated that schools have an important role in instilling religious values in students.(Bhoki et al., 2025) Schools are not only places for the transfer of knowledge but also institutions for moral and character formation through

the habituation of religious activities. Such efforts are important amidst the development of the modern era, which presents various challenges to students' behaviour and morality.

The findings of this study are in line with the theory of religious culture, which states that religious values can be instilled through habituation and supportive educational environments. Religious culture is formed through religious activities consistently carried out until they become habits within the lives of school members. From the perspective of Islamic education, routine worship habituation can support the internalisation of religious values among students. Therefore, the implementation of congregational Duha prayer and Qur'anic recitation activities in schools represents a concrete form of applying religious culture in building a spiritually enriched and character-oriented educational environment.

The Impact of Activities on the Formation of Students' Religious Character

The implementation of congregational Duha prayer and Qur'anic recitation activities at SMAN 1 Tenggara had a positive impact on the formation of students' religious character. Through religious activities conducted routinely, students gradually became accustomed to practising worship within the school environment, thereby fostering spiritual awareness among learners. This habituation slowly shaped religious attitudes reflected in students' daily behaviour while at school.

One of the character traits observed from the implementation of these activities was the improvement of students' discipline. This could be seen from the students' orderly participation in the sequence of religious activities every Friday. Students gradually became accustomed to attending and participating in the activities according to the regulations established by the school. In addition to discipline, the religious activities also fostered students' sense of responsibility in participating in religious programmes that had become part of the school routine.

Congregational Duha prayer and Qur'anic recitation activities also fostered values of togetherness and social awareness among students. The collective implementation of the activities created positive interactions among students, thereby strengthening brotherhood and solidarity within the school environment. Moreover, the religious atmosphere created during the activities influenced students' attitudes and behaviour to become calmer, more polite, and more respectful towards one another.

The routine habituation of religious activities also increased students' awareness of worship. Students not only participated because of school obligations but also gradually understood the importance of maintaining a spiritual relationship with Allah SWT through worship and Qur'anic recitation. (Bhoki et al., 2025) This indicates that the religious activities implemented by the school influenced the development of students' spiritual awareness through direct experience and continuous habituation.

Another positive impact could be observed in the creation of a more religious and conducive school environment. Religious activities conducted routinely were able to build a spiritually enriched educational atmosphere that influenced students' behaviour in daily life. A school environment that supports worship habituation also helped students apply religious values more easily both within and outside the school environment.

The findings of this study are consistent with the theory of religious character formation in Islamic education, which states that habituation and exemplary conduct are important methods in instilling religious values in students. Through religious activities

conducted routinely, students can learn to apply the values of discipline, responsibility, togetherness, and spiritual awareness in their daily lives. Therefore, congregational Duha prayer and Qur'anic recitation activities are not merely routine religious activities but also serve as means of developing students' religious character within the school environment.

Challenges in the Implementation of Religious Activities

In the implementation of congregational Duha prayer and Qur'anic recitation activities at SMAN 1 Tenggara, several challenges were encountered during the activities. One of the challenges identified was the varying levels of students' discipline in participating in religious activities. Based on observations, some students still arrived late or lacked focus during the activities, requiring guidance and supervision from teachers and school authorities.

In addition, differences in students' ability to read the Qur'an also became a challenge in implementing the tadarus activities. Some students were already able to read the Qur'an well, while others still required guidance in reading Qur'anic verses. This condition caused the implementation process of the tadarus activities to require more intensive assistance so that all students could participate effectively.

Another challenge was the limited time available before the learning process began. The implementation of congregational Duha prayer and Qur'anic recitation activities had to be adjusted to the school schedule, making the available time relatively limited. Nevertheless, the school continued striving to maintain the consistency of the programme so that religious habituation could continue routinely.

In addressing these challenges, teachers and school authorities played an important role in providing guidance, motivation, and supervision for students during the activities. School support for religious activities became an important factor in maintaining the sustainability of worship habituation programmes within the school environment. Furthermore, continuous habituation is expected to improve students' awareness and participation in religious activities.

The findings of this study indicate that challenges in implementing religious activities are natural within the process of forming a religious culture in schools. However, through consistent habituation and support from the educational environment, religious activities can continue effectively and positively influence the formation of students' religious character.

Conclusion

Based on the findings obtained during the Teaching Practicum Programme (PPL) at SMAN 1 Tenggara, it can be concluded that the implementation of congregational Duha prayer and Qur'anic recitation activities conducted routinely every Friday represents a form of religious culture implementation within the school environment. These activities function not only as religious practices but also as a means of worship habituation in shaping students' religious character, including discipline, responsibility, togetherness, and spiritual awareness. In addition to creating a more religious and conducive school atmosphere, the activities also exerted a positive influence on students' behaviour and attitudes in their daily lives. Although several challenges were encountered during the implementation process, such as differences in students' discipline levels,

Qur'anic reading abilities, and limited time allocation, the religious activities were still able to run effectively through support and guidance from the school authorities. Therefore, the implementation of congregational Duha prayer and Qur'anic recitation activities serves as one of the school's efforts in building a religious culture and shaping students' character within the educational environment.

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