

# The Influence of the Discipline of Congregational Prayer on Student Learning Achievement

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**Abstract**— *This research, by using a quantitative approach, explores the influence of the discipline of congregational prayer on student learning achievement. It is motivated by the goals of education in Indonesia, which make learning achievement a benchmark for the success of student learning in schools. Researchers are interested in discussing this topic more deeply, assuming that year XII in high schools can be used as a level that is suitable to represent the learning achievement of students in school and intensity in the discipline of congregational prayer. The subjects of this study were year XII high school students in the 2018-2019 academic year in Jakarta who had access to online questionnaires. The research sample was taken by the non-probability sampling technique. The results show that there is a positive and significant influence of the discipline of congregational prayer on student learning achievement ( $P < 0.05$ ), which is evident from the regression values of 41.4%. The conclusion is that to approach the perfect score (1) of student learning achievement can be aided by the discipline of congregational prayer.*

**Keywords:** *Discipline, congregational prayer, learning achievement, students*

## I. INTRODUCTION

The majority of public schools in Jakarta implement the Full Day School system, from 6.30 am to 3 pm. This policy is a good idea, with increased control of behaviour among students; nearly 1/3 of students's time were spent in school far from their parents' control. Furthermore, in the learning system in public schools just two hours a week are spent on the subject matter of religion, which is a sad reflection of education in Indonesia. This has to be in line with the conditioning of the school to enforce Sharia in the school environment, such as reading the Qur'aan, the daily politeness, charity, and congregational prayer. Prayer as a practice that was first brought to God in the hereafter, is also an obligation for every Muslim in the world. As set forth in the QS Al-Ankabut verse 45, "...Do indeed pray that prayer prohibits immorality and wrongdoing." This is often missed by students because of their lack of understanding and of the conditioning of congregational prayer at school. Even for a school that already implements it, students often still hang around in class or even in the cafeteria, indirect to the mosque to perform their prayers. This could arise because of a lack of understanding amongst students of the virtue of

congregational prayer, or it could be because of less educators to apply this policy with discipline. Based on the background above, the research question can be formulated as follows:

1. Does the discipline of congregational prayer impact on secondary school students' learning achievements of year XII?

## II. LITERATURE REVIEW

### A. Disciplined Congregational Prayer

The term 'discipline' comes from the Latin 'disciplina', which refers to the activity of learning and teaching. The English term 'discipline' means: a) orderly, obedient or controlled behaviour; self-control; b) way of exercise, to straighten or perfect something, such as mental or moral character; c) penalties given related to training or improvement; d) groups or systems of behavioural rules McMillan in Tu'u[1].

Siti Zaleha Ibrahim define the meaning of prayer (Salat) in terms of language is to pray or to wish to something good. And also, Salasiah Hanim Hamjah, Ermy Azziaty Rozali, Rosmawati Mohamad Rasit and Zainab Ismail said in their article "Perkaitan Amalan Spiritual Dengan Pencapaian Akademik Pelajar" spirituality is one of the most important elements in the learning process. The emphasis on this aspect is expected to have a positive impact on the teenagers. [2]

### *Timeliness in congregational prayer*

Prayer is obligatory by statute, with the time of implementation having a value of high discipline for a Muslims who practise it. It is an exercise for the construction of personal discipline. Obedience in praying on time cultivates the habit of regularly and continuously performing it at the appointed time. Prayer activities should not be conducted outside the terms sharia '. Since the times of prayer have been defined and regulated in order to become accustomed to the discipline in the prayer and to educate humans to be orderly and disciplined. In the words of Almighty God: "Behold, the prayer it is the obligation of the specified time over the believers." (Q.S.an-Nisa "/4:103).

*Regularity in praying in congregations all charities both be implemented continuously*

Congregational prayer should be performed on a continuous and regular basis. People who do not pray will not control their lives properly. After praying, people can return to their normal activities with a clean soul and spirit. Personal controlled as above, will continue to pray five times a day. Regularity in praying in congregation, among others, the equations of motion, i.e., the one who is obligated to follow the imam. Next must meet the requirements of the prayer in congregation, that is intent on following the *imam*, knowing everything that was done by the imam, do not precede the imam, both of whom are in one place, there are no walls blocking between the imam and the people, and the intention of praying together (fit). [3]

#### *Awareness and obedience in performing congregational prayers.*

Awareness is the ability to know what is happening around, or the ability to understand what is happening in one's mind All acts of worship must be conducted based on the call in the soul, without any influence from anyone, on the basis of self-awareness. Human awareness of God's power, his awareness of his helplessness before God, and his awareness of His Mercy.[4]

#### *Blueprint for Discipline in Congregational Prayer*

Discipline involves the following aspects: punctuality (when the call to prayer is made); regularity (equation of motion, close *shaf*, straighten the *shaf*, fill in empty *shaf*); awareness (sincerity because of God, not being influenced by others, not expecting flattery); and obedience (following the imam).

#### *B. Learning achievement*

According to Winkel, learning achievement is the result of what someone has achieved in learning. In formal education, learning shows that there have been positive changes, so that at the final stage new skills, and knowledge will be obtained. The results of the learning process are reflected in learning achievements. A description of such learning achievement can usually be obtained through school report cards, which are shared at certain times. [5]

#### *Aspects of Learning Achievement.*

According to Bloom learning outcomes cover three domains, namely the cognitive, affective and psychomotor.

##### 1. Cognitive aspects

Cognitive aspects comprise six levels of ability: a. knowledge/memory; b. understanding; c. application; d. analysis; e. synthesis; and f. evaluation.

##### 2. Affective aspects.

Affective aspects are the various aspects relating to the feelings, values, attitudes and interests of students and their behaviour. According to Bloom, this affective domain consists of five aspect categories, namely: a. reception; b. giving responses; c. appreciation; d. organizing/regulating attitudes; and e. characteristics

##### 3. Psychomotor aspects.

Psychomotor aspects are those relating to motor skills or the movements of students; for example, a. perception/observation; b. readiness (set); c. guided

responses; d. mechanisms; e. complex responses; f. adaptation; and g. organization. [6]

### III. RESEARCH HYPOTHESIS

H0: there is no influence from congregational prayer discipline on student achievement.

Ha: there is an influence of congregational prayer discipline on student learning achievement.

### IV. METHODOLOGY

The population referred to in this study were students year XII in Jakarta who had access to online questionnaires. The distribution of these questionnaires prioritised Senior High Schools 60 Jakarta, MA Al-Hikmah Jakarta, and Mabit Nurul Fikri. Learning guidance students for the academic year 2018/2019. Samples are a part of the population that is representative of the research topic in question. Sampling in this study employed non-probability sampling techniques with saturated sampling ones; namely the use of the entire population as a sample if the population is small, i.e. fewer than 40 people. The data were processed by SPSS ver. 23

### V. RESULTS AND ANALYSIS

This study aims to determine the effect of congregational prayer discipline on the learning achievements of high school students of year XII in Jakarta.

#### *A. Reliability and validity test of the Discipline of Congregational Prayer scale*

Based on the reliability test, the Cronbach alpha number was 0.836. Therefore, it can be concluded that the research instruments used to measure the variables were reliable. In the validity test, all questions with corrected item total correlation results below 0.3 were deleted. Therefore, only question items above 0.3 were considered valid.

#### *B. Reliability and validity test of Student learning achievement scale*

From the reliability test, the Cronbach alpha number was 0.931. Therefore, it can be concluded that the research instruments used to measure the variables were reliable. All the questions with corrected item total correlation results below 0.3 were deleted, leaving only question items above 0.3 which were considered valid.

##### a) Normality Test

The Kolmogorov Smirnov normality test was used to ascertain whether the data of population were normally distributed.

The distribution test was normal. Based on the output, the significance value was 0.200, which is greater than 0.05, so it can be concluded that the data tested were normally distributed.

##### b). Linearity Test

The linearity test in this study used a method which paid attention to the significance value of the SPSS output. Based on this value, the significance value was 0.987, where  $0.987 > 0.05$ , which means that there was a significant linear relationship.

**c) Regression Test**

Testing the hypothesis with simple linear regression analysis to facilitate understanding, the hypothesis was divided into two, the working hypothesis ( $H_a$ ) and the null hypothesis or ( $H_0$ ).

$H_0$ : there is no influence from congregational prayer discipline on student achievement.

$H_a$ : there is an influence of congregational prayer discipline on student learning achievement.

To ascertain whether the regression coefficient is significant or not (in the sense that variable X influences variable Y), we can test the  $H_a$  hypothesis by comparing the significance value (Sig.) With the probability of 0.05. If the significance value is smaller than 0.05, this means that there is an significant influence of congregational prayer discipline on student learning achievement.

**Table 1. ANOVA<sup>a</sup>**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	2927.146	1	2927.146	14.135	.001 <sup>b</sup>
Residual	4141.627	20	207.081		
Total	7068.773	21			

a. Dependent Variable: VAR00002

b. Predictors: (Constant), VAR00001

Based on the Table 1, the significance value is 0.001; therefore,  $0.001 < 0.05$ , which rejects  $H_0$  (there is no influence of congregational prayer discipline on student learning achievement). In other words,  $H_a$  is accepted, namely that in congregational prayer discipline does have an influence on student achievement.

**Table 2. Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.644 <sup>a</sup>	.414	.385	14.39032

a. Predictors: (Constant), VAR00001

b. Dependent Variable: VAR00002

From the output above, the R Square value is 0.414. This value implies that the influence of congregational prayer discipline (X) on student learning achievement (Y) is 41.4%.

**VI. CONCLUSION AND RECOMMENDATIONS**

This study was quantitative research that examined the influence of independent variable namely the discipline of congregational prayer, on the dependent variable, student achievement. Such discipline was represented by indicators of timeliness, regularity of movements, awareness of the importance of prayer, and obedience to the priest. Student learning achievement was measured in terms of students' cognitive, affective and psychomotor abilities. The study was conducted on 35 samples of year XII high school students in Jakarta. There was a positive and significant influence of congregational prayer discipline on student achievement, as indicated by the

regression value of 41.4%. That is, to order to approach the perfect number (first rank), student learning achievement can be improved through the discipline of congregational prayers. This result is in line with Li&Murphy which show that religiosity among university students has positive effect on academic performance. This is the evidance based for the results of this paper result which had a significant influence between disciplines of prayer in congregation and student achievement at school. [7]

**Research Limitations**

In this study, the researchers have attempted to achieve perfect research results, but due to limitations in terms of time, energy and cost, the results achieved still need to be refined. The limitations in more detail include Limited sample size and others factors which can improve for students achievements should be find the implication.

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