ABSTRAK

Ningsih, Aminah Tunjung, 2026. Strategi Guru dalam Menanamkan Pembiasaan Disiplin Shalat Dhuha pada Murid Kelas III A di SD Islam Taallumul Huda Bumiayu Kabupaten Brebes. Program Studi Pendidikan Guru Sekolah Dasar Universitas Peradaban. Muhammad Shofi, S.Ag., M.Pd.

Kata Kunci: Strategi guru, pembiasaan disiplin, shalat dhuha, murid sekolah dasar.

Penelitian ini bertujuan untuk mendeskripsikan strategi guru dalam menanamkan pembiasaan disiplin shalat dhuha pada murid kelas III A serta mengidentifikasi faktor pendukung dan penghambat dalam pelaksanaannya di SD Islam Taallumul Huda Bumiayu Kabupaten Brebes. Penelitian ini menggunakan pendekatan kualitatif dengan desain fenomenologi. Data penelitian diperoleh melalui wawancara, observasi, dan dokumentasi. Keabsahan data dilakukan dengan triangulasi teknik, sedangkan analisis data menggunakan tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru menerapkan enam strategi dalam menanamkan pembiasaan disiplin shalat dhuha, yaitu strategi pembiasaan rutin, keteladanan, penguatan, program terstruktur, disiplin edukatif, dan pendekatan sosialisasi partisipatif. Pelaksanaan strategi tersebut terlihat melalui kegiatan shalat dhuha yang dilakukan secara terjadwal, keterlibatan guru dalam memberikan contoh dan pendampingan, pemberian motivasi dan penghargaan, penerapan tata tertib, pemberian konsekuensi yang bersifat mendidik, serta komunikasi dengan orang tua dan kerja sama dengan masyarakat sekitar. Faktor pendukung berasal dari lingkungan internal dan eksternal, seperti adanya program shalat dhuha sebagai kegiatan wajib sekolah, pelaksanaan yang konsisten, pendampingan guru, kerja sama antarguru, antusiasme murid, dukungan orang tua, serta ketersediaan fasilitas dan kerja sama dengan masyarakat. Adapun faktor penghambat meliputi sebagian murid yang lupa membawa perlengkapan shalat, masih bermain ketika kegiatan akan dimulai, belum lancar membaca bacaan shalat, masih memerlukan arahan dan pendampingan, serta keterbatasan sarana ibadah karena sekolah belum memiliki mushala sendiri. Meskipun terdapat beberapa hambatan, pelaksanaan pembiasaan disiplin shalat dhuha tetap berjalan karena guru dan sekolah melakukan bimbingan serta memanfaatkan fasilitas yang tersedia.

ABSTRACT

Ningsih, Aminah Tunjung, 2026. Teacher Strategies in Developing the Habit of Dhuha Prayer Discipline among Class III A Students at SD Islam Taallumul Huda Bumiayu Brebes Regency. Elementary School Teacher Education Study Program, Universitas Peradaban. Muhammad Shofi, S.Ag., M.Pd.

Keywords: *teacher strategies, discipline habituation, dhuha prayer, elementary school students.*

This study aims to describe the strategies used by teachers in developing the habit of dhuha prayer discipline among Class III A students and to identify the supporting and inhibiting factors in its implementation at SD Islam Taallumul Huda Bumiayu Brebes Regency. This study employed a qualitative approach with a phenomenological design. Data were collected through interviews, observations, and documentation. Data validity was established through technique triangulation, while data analysis consisted of data reduction, data display, and conclusion drawing. The results showed that teachers implemented six strategies in developing students' discipline in performing dhuha prayer, namely routine habituation, role modeling, reinforcement, structured programs, educative discipline, and participatory socialization approaches. These strategies were implemented through scheduled dhuha prayer activities, teacher involvement in providing examples and guidance, motivation and rewards, the implementation of rules, educative consequences, communication with parents, and cooperation with the surrounding community. The supporting factors came from both internal and external school environments, including the implementation of dhuha prayer as a mandatory school program, consistent implementation, teacher assistance, cooperation among teachers, students' enthusiasm, parental support, available facilities, and cooperation with the community. Meanwhile, the inhibiting factors included some students forgetting to bring prayer equipment, playing before the activity began, not being fluent in prayer recitations, still requiring guidance and assistance, and limited worship facilities because the school does not yet have its own prayer room. Despite these obstacles, the habituation of dhuha prayer discipline continued to be implemented because teachers and the school provided guidance and made use of the available facilities.