

IMPLEMENTATION OF INTRODUCING ISLAMIC RELIGIOUS VALUES TO EARLY CHILDHOOD THROUGH THE HABIT OF PRAYING DHUHA TOGETHER

Jimi Harianto¹, Yati Nur Oktavia², and Eli Martinawati³

¹ Al-Islam Tunas Bangsa College of Teacher Training and Education, Bandar Lampung, Indonesia

² Al-Islam Tunas Bangsa College of Teacher Training and Education, Bandar Lampung, Indonesia

³ Al-Islam Tunas Bangsa College of Teacher Training and Education, Bandar Lampung, Indonesia

Corresponding Author:

Jimi Harianto,

Early Childhood Education Study Program, Al-Islam Tunas Bangsa College of Teacher Training and Education, Bandar Lampung.

Email: jimiharianto@stkipalitb.ac.id

Article Info

Received: December 14, 2025

Revised: January 11, 2026

Accepted: February 09, 2026

Online Version: March 18, 2026

Abstract

Instilling religious and moral values in early childhood is a fundamental aspect of holistic education. Introducing these values at a young age helps shape children's character, guiding their behavior and decision-making as they grow. This study focuses on examining the ability of children to internalize and apply religious and moral habits at PAUD KB Nusa Indah, Sukamulya, Lampung. Employing a qualitative field research approach, data were collected through direct observation and documentation to ensure a comprehensive understanding of the students' behaviors and practices. The research encompassed all enrolled students, providing an inclusive view of their development. The findings reveal three central aspects in which children demonstrate the integration of these values: emotional, worship, and moral dimensions. The emotional aspect is evident in children's practice of the prayer sequence, performed consistently from beginning to end, demonstrating focus and sincerity. The worship aspect is observed through the correct intention (niyyah) during ablution, the proper observance of Dhuha prayer, and the complete recitation of the prayer sequences, reflecting a developing sense of spiritual discipline. Finally, the moral aspect is manifested in daily interactions, where children exhibit exemplary behavior toward their peers, teachers, and parents, highlighting respect, empathy, and cooperation. Overall, the study emphasizes the importance of early religious and moral education in fostering emotionally balanced, spiritually aware, and morally responsible individuals. By cultivating these habits in early childhood, educational institutions like PAUD KB Nusa Indah play a crucial role in laying the foundation for lifelong ethical and spiritual growth.

Keywords: Early Childhood, Planting Religious Values, Shalat Dhuha Habits



© 2026 by the author(s)

This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution-ShareAlike 4.0 International (CC BY SA) license

(<https://creativecommons.org/licenses/by-sa/4.0/>).

Journal Homepage <https://journal.zmsadra.or.id/index.php/fej>

How to cite: Harianto, J., Oktavia, Y. N., & Martinawati, E. (2026). Implementing the Introduction of Islamic Religious Values to Early Childhood through the Habit of Collective Dhuha Prayer. *JOB: Journal of Basic Education*, 2(1), 161–167. <https://doi.org/XX.XXXXX/fej.v2i1.1420>

Published by: Yayasan Zia Mulla Sadra

INTRODUCTION

During early childhood development, it is crucial to provide brain stimulation through a variety of sensory, motor, and visual activities in various environments such as home, school, playgrounds, and other settings (Ahdad et al. 2023). Teachers and parents play a crucial role in monitoring early childhood development (Putro 2022), including instilling religious and moral values through consistent habits and examples (Oktaviani, Novitasari, and Aulia 2021). One example of effective habituation is introducing the practice of Dhuha prayer from an early age (Widat, Rozi, and Lestari 2022), which helps shape children's character.

By accustoming students to performing Dhuha prayer in the morning and Dzuhur prayer in congregation, schools provide them with a means to calm their minds, strengthen their spirituality, and form positive habits. Prayer performed consciously not only brings students closer to God but also teaches them the importance of time management, patience, and respect for others. Furthermore, this activity also serves as a momentum to build a sense of togetherness among students, as congregational prayer teaches them to respect each other and strengthens social relationships (Sopwandin 2025).

Efforts to instill in children the habit of performing religious worship or religious values. For example, at the Nusa Indah Sukamulya Preschool and Kindergarten (PAUD KB), Lampung, the practice of Duha prayer has become a routine at school every Friday. This habituation aims to teach children to consistently do good deeds. Instilling religious and moral values in the early stages of early childhood education is considered crucial (Purnomo and Loka 2023). If these values are properly instilled from an early age, they will lay a strong moral foundation for children's future education.

The formation of children's moral and spiritual development results from the instillation of religious values from an early age. Therefore, this research problem focuses on efforts to instill religious and moral values through a series of Duha prayers in early childhood at the Nusa Indah Sukamulya Preschool and Kindergarten (PAUD KB), Lampung.

This study aims to identify children's development in participating in the Dhuha prayer practice in early childhood education institutions. Therefore, this study seeks to understand how the Dhuha prayer practice can be integrated into early childhood learning approaches to foster spiritual and moral awareness.

This study employed descriptive qualitative research. Descriptive qualitative research is a type of research derived from real events and depicts a condition as it is (Fitrah 2018). Descriptive qualitative research is a type of research derived from real events and aims to objectively describe a condition as it exists.

This study follows the approach outlined by Miles and Huberman, which involves data analysis steps from collection, reduction, and drawing conclusions (Rukajat 2018). Thus, the researcher strives to explain the phenomenon under study as accurately as possible based on the data obtained. The researcher directly engaged in observations and interacted individually with the students. The assessment was based on the perspective of the language used to enhance knowledge of Islamic values and their application in school activities.

RESEARCH METHOD

This study uses descriptive qualitative research. Descriptive qualitative research is a type of research derived from real events and depicts a condition as it is (Fitrah 2018). Descriptive qualitative research is a type of research obtained from real events and aims to objectively describe a condition as it exists.

This study follows the approach outlined by Miles and Huberman, which involves data analysis steps from collection, reduction, and drawing conclusions (Rukajat 2018). Thus, the researcher strives to explain the phenomenon being studied as accurately as possible based on the data obtained. The researcher directly engaged in observations and interacted individually with the students. The assessment was based on the perspective of the language used, increasing knowledge of Islamic values and their application in school activities.

RESULTS AND DISCUSSION

The development of religious and moral values is a child's ability to behave and act. Islam teaches positive values that are beneficial in social life (Kamila 2023). Religious values are something from Allah SWT that guides the pursuit of goodness in this world and the hereafter, and are implemented in daily life. Morals are the thoughts children possess to behave in accordance with existing rules (Madyawati, Marhumah, and Rafiq 2021).

When introducing religious and moral values to early childhood, it's important to consider whether the child is beginning to show an interest in positive things. To foster a child's interest, they should be continuously guided through fun activities, with love, warmth, gentleness, and patience. The goal is for the child to feel comfortable and naturally motivated to engage in positive activities without pressure or coercion. (Rahman, Kencana, and NurFaizah 2020).

Habituation is an activity that children become accustomed to doing every day (PARADILA 2024). Habitual development in schools is a crucial aspect in shaping students' character and behavioral patterns. Habitual development refers to the process of repeatedly implementing certain habits to develop desired traits, values, and skills (Kadi and Hariyanti 2023). Effective habituation will have a positive impact on students' personal development, both academically, socially, and morally.

One of the goals of habituation in schools is to instill positive values, such as discipline, responsibility, cooperation, and honesty. In practice, this habituation can be implemented through various activities, both formal, such as school rules, and informal, through daily interactions between teachers and students. For example, a teacher might begin class with a greeting, create a habit of arriving on time, or encourage students to maintain a clean school environment. Furthermore, habituation can take the form of worship/religious rituals.

The importance of this habituation also lies in its ability to influence students' long-term behavior. Habitual development that begins early will become ingrained in students (Juwariah 2024). If students are accustomed to positive behavioral patterns, they will tend to implement them in their daily lives, both inside and outside the school environment. Therefore, habituation in schools should not only focus on academic aspects but also on more comprehensive character development (Amalia and Harfiani 2024).

The meaning of prayer itself is: "Salat" in Arabic means prayer asking for virtue and praise. Essentially, it means to turn the heart (soul) to Allah, to bring the heart to Him, and to cultivate in the soul a sense of His majesty, patience, and the perfection of His power. From a fiqh perspective, prayer is a series of utterances or actions (movements) beginning with takbir and ending with greetings, through which we worship Allah, according to the conditions prescribed by religion (Darwindo 2019).

The Dhuha prayer at the Nusa Indah Sukamulya Preschool, Pringsewu Regency, Lampung Province, is held every Friday before other activities, starting at 8:00 a.m. Western Indonesian Time (WIB). Before performing the Dhuha prayer, the children are shown the proper procedure for ablution by: "Clap for ablution," read the intention for ablution, and then perform the Dhuha prayer sequence. Boys wear peci (traditional Islamic headgear), and girls wear mukena (prayer robes).

Through the Dhuha prayer, the Nusa Indah Sukamulya Preschool and Kindergarten (PAUD KB Nusa Indah Sukamulya), Pringsewu Regency, Lampung Province, accustoms young children to worship and learn religious and moral values. They are taught to line up, recite prayer readings, short surahs (chapters), and daily prayers. This aims to enable the children to follow the teacher's instructions effectively and internalize these values in their daily lives.

The following is an example of the evaluation results of students at the Nusa Indah KB PAUD.

MEMORIZATION EVALUATION

NAME : RANI ANGGGRAENI

NIS / NISN :

CLASS : B

SEMESTER : Odd

No	Surah Name	BB	MB	BSH	BSB
1	Al-Fatihah			√	
2.	An-Nas		√		
No	Name of Prayer	BB	MB	BSH	BSB
1	Prayer for the Good of this World and the Hereafter		√		
2	Prayer for Ablution		√		
3	Recitations During Prayer	√			
4	Recitation of dhikr after prayer			√	
5	Sunnah prayer prayer Dhuha	√			
No	Name of the Hadith	BB	MB	BSH	BSB
1	Hadith on Guarding the Tongue			√	
2	Hadith on the Prohibition of Eating and Drinking While Standing			√	
3	Hadith on Don't Get Angry			√	
No	Good Habits	BB	MB	BSH	BSB
1	Saying Greetings			√	
2	Praying Before Studying			√	
3	Praying Before Eating			√	
4	Praying After Eating			√	
5	Praying Before Going Home			√	
6	Praying Devoutly		√		
7	Order and Neatness		√		

Note: BB: Not Yet Developed BSH: Developing as Expected

MB: Starting to Develop BSB: Developing Very Well

Observations at the Nusa Indah Sukamulya Preschool and Kindergarten (PAUD KB Nusa Indah) in Lampung indicate that the Dhuha prayer is performed every Friday. The first activity is a prayer to begin class, memorizing various prayers, hadiths, and short surahs, and then performing a series of Dhuha prayers.

The ablution activities are led and guided by the respective class teachers. The ablution recitations are recited together before performing ablution. Furthermore, the teachers guide the children through the ablution movements until they are correctly executed.

After reciting the ablution prayers, the children are guided to perform ablution and pray afterward. If any children make mistakes during ablution, the teachers guide them to perform the movements correctly. Furthermore, they also provide various advice to the children about patiently waiting in line for ablution. After ablution, the children enter and perform the Dhuha prayer together.



Figure 1. Prostration movement in Dhuha prayer



Figure 2. Dhikr after Dhuha prayer in the prayer room near the school

This communal Dhuha prayer activity significantly improved the development of religious and moral values in children at the Nusa Indah Sukamulya Preschool (PAUD) in Lampung. As the data above shows, each child experienced positive development, ranging from beginning to excellent development. This means that this activity positively impacts children's development, particularly in terms of religious and moral values.

Several previous studies conducted by Nurwita on the same topic, related to the development of religious and moral values in children, found that the *Upin & Ipin* films also included aspects of developing children's religious and moral values that were appropriate for their age (Rukmana 2022).

Rizqina also conducted relevant research on the role of educators in developing children's religious and moral values. Her research revealed that educators play a fundamental role in the moral development and religious knowledge of their students. Therefore, this role cannot be taken over by anyone else at school (Kamila 2023).

Similarly, research by Iwan Sopwandin at Al-Hidayah Islamic High School in Cukangkawung in 2022 demonstrated that the practice of congregational Dhuha and Dzuhur prayers at Al-Hidayah Islamic High School in Cukang Kawung, Sodong Hilir, Tasikmalaya, serves as a means of fostering students' morals. This activity not only serves to carry out religious teachings but also fosters discipline and responsibility in students, which are indicators of noble character.

Based on the results of these studies, it is crucial for both teachers and parents to develop children's religious and moral values. This will significantly influence their future development.

CONCLUSION

Based on research on instilling religious values through Dhuha prayer to early childhood at PAUD KB Nusa Indah Sukamulya Lampung, it will be concluded that it is accustoming children to develop religious and moral values through Dhuha prayer to early childhood such as, performing the sunnah Dhuha prayer, queuing when taking ablution, learning prayer readings from takbiratul to salam, practicing reciting short surahs and daily prayers. Children are very enthusiastic in performing Dhuha prayer when one day asked about "what day is today?" after knowing it is Friday and the children already know the activities that will be carried out, namely performing Dhuha prayer. Thus, it has shown that there is a habit that has been carried out at PAUD KB Nusa Indah Sukamulya Lampung.

REFERENCES

- Ahdad, Muhakkamah M., Suyadi Suyadi, Novita Loka, Eko Purnomo, and Mansur Mansur. 2023. "Local Wisdom Learning Strategies in Early Childhood Education (Case Study: Early Childhood Education in the Special Region of Yogyakarta and South Sumatera)." *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini* 14(1):63–72.
- Amalia, Ayu Puspita, and Rizka Harfiani. 2024. "Penerapan Pembiasaan Positif Dalam Upaya Meningkatkan Karakter Anak." *Murhum: Jurnal Pendidikan Anak Usia Dini* 5(1):25–38.
- Darwindo, Niko. 2019. "Pemahaman Masyarakat Tentang Ibadah Sholat Lima Waktu Di Desa Muara Tiga Kecamatan Kedurang Kabupaten Bengkulu Selatan."
- Fitrah, Muh. 2018. *Metodologi Penelitian: Penelitian Kualitatif, Tindakan Kelas & Studi Kasus*. CV Jejak (Jejak Publisher).
- Juwariah, Siti. 2024. "Pemanfaatan Media Kartu Kata Bergambar Dalam Meningkatkan Kemampuan Membaca Dan Kognitif Pada Anak Usia Dini Di Ra Al Jannah Jakarta Utara."
- Kadi, Rosalia Soli, and Dwi Prasetyawati Diyah Hariyanti. 2023. "Penerapan Kemandirian Melalui Pembiasaan Dalam Membangun Rasa Tanggung Jawab Anak Di PAUD." in *Seminar nasional" Transisi PAUD ke SD yang menyenangkan"*.
- Kamila, Aiena. 2023. "Pentingnya Pendidikan Agama Islam Dan Pendidikan Moral Dalam Membina Karakter Anak Sekolah Dasar." *Al-Furqan: Jurnal Agama, Sosial, Dan Budaya* 2(5):321–38.
- Madyawati, Lilis, Marhumah Marhumah, and Ahmad Rafiq. 2021. "Urgensi Nilai Agama Pada Moral Anak Di Era Society 5.0." *Al-Hikmah: Jurnal Agama Dan Ilmu Pengetahuan* 18(2):132–43.

-
- Oktaviani, Maya, Annisa Widya Novitasari, and Nur Aulia. 2021. "Peran Orang Tua Dalam Menstimulasi Perkembangan Bahasa Anak Usia Prasekolah." *JKKP (Jurnal Kesejahteraan Keluarga Dan Pendidikan)* 8(02):153–63.
- Paradila, Aisa U. M. I. 2024. "Upaya Menanamkan Nilai Agama dan Moral Anak Melalui Pembiasaan Sholat Dhuha." *I'tibar: Jurnal Pendidikan Islam Anak Usia Dini* 8(01):42–50.
- Purnomo, Eko, and Novita Loka. 2023. "Strategi Pembelajaran Pendidikan Agama Islam Dalam Menghadapi Era Society 5.0." *Symponia: Jurnal Pendidikan Agama Islam*, 2 (1), 1–19."
- Putro, Khamim Zarkasih. 2022. "Peran Guru Dalam Meningkatkan Kemampuan Sosial Anak Berkebutuhan Khusus Melalui Program Inklusi." *Jurnal Golden Age* 6(1):151–59.
- Rahman, Mhd Habibu, Rita Kencana, and S. Pd NurFaizah. 2020. *Pengembangan Nilai Moral Dan Agama Anak Usia Dini: Panduan Bagi Orang Tua, Guru, Mahasiswa, Dan Praktisi PAUD*. Edu Publisher.
- Rukajat, Ajat. 2018. *Pendekatan Penelitian Kualitatif (Qualitative Research Approach)*. Deepublish.
- Rukmana, Yulianti. 2022. "Nilai-Nilai Pendidikan Karakter Dalam Film Animasi Upin Ipin Sebagai Media Pembelajaran."
- Sopwandin, Iwan. 2025. "Implementasi Pembinaan Akhlak Peserta Didik Melalui Pembiasaan Shalat Dhuha Dan Shalat Dzuhur Berjama'ah." *Al-Urwatul Wutsqo: Jurnal Ilmu Keislaman Dan Pendidikan* 6(1):190–99.
- Widat, Faizatul, Fathor Rozi, and Puji Lestari. 2022. "Pembiasaan Prektek Keagamaan Sholat, Mengaji, Doa, Asmaul Husna (SMDH) Dalam Meningkatkan Pendidikan Moral Anak." *Edukatif: Jurnal Ilmu Pendidikan* 4(3):4766–75.

Copyright Holder :

© Jimi Harianto et.al (2026).

First Publication Right :

© JOBE: Journal of Basic Education

This article is under: