

# ASSISTANCE IN FORMING A HABITUATION TO READ STUDENTS' DAILY PRAYER THROUGH STORYTELLING

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## ABSTRACT

The purpose of this study is to encourage students to get used to praying in every activity, especially activities that are often carried out such as praying to sleep, wake up, want to eat, and finish eating. The subjects in this study were 32 students, 19 male students and 13 female students in grade 1 at SDN Cihanjavar for the 2023 academic year. The method used in this study was PAR (participatory action research). The steps taken in this study included: (1) the teacher tell stories; (2) the teacher convey prayers using the storytelling method; (3) the students read the prayers given; (4) the students memorize the prayers that have been delivered; and (5) the students get used to reading the daily prayers in every activity. The instrument used was observation and interview about the students' development in memorizing the prayers and the effectiveness of the story telling method. Based on the results of the implementation, it is known that forming the habit of reading daily prayers through the storytelling method for grade 1 students at SDN Cihanjavar has been very good after participating in the activities carried out. The habit of reading daily prayers becomes better after students are accustomed to reading prayers for every activity that is carried out. Furthermore, through the application of the storytelling method, students are more enthusiastic in memorizing prayers and it is also easier for children to remember when conveyed through the storytelling method.

Keywords: *reading, daily prayer, habituation, storytelling*

## 1. INTRODUCTION

Elementary school education is an early education after the student attends kindergarten. In the Outline of the State Direction (GBHN) it has been explained that children are the next generation of the nation and a source of people for national development, so they must be considered and fostered as early as possible in order to become qualified and useful people for the nation. For this reason, Islam has instructed parents to pay attention to education for their children. Indeed, children are not always in the midst of their parents, and influences from outside the family environment make an impression on the child. However, the education that parents instill leaves the deepest foundation for their education. This shows that the responsibility that parents bear requires great thought and attention. (Akmal, 2018)

As in the Law on the National Education System number 20 of 2003 concerning the purpose of national education, it is stated that The purpose of national education is the development of the potential of students to become human beings who have faith and piety in God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Depdiknas, 2003). Whereas Education in an Islamic perspective aims not only to stop at the

moment in which man lives in the world, but to pass the goal in the hereafter.

To realize meaningful education requires a character teacher, namely a learning teacher who is able to become an intelligent facilitator for the students. The teacher no longer 'teaches' in one direction, but 'teaches' the students actively, creatively and innovatively. so that students like to be involved in learning and can construct their own knowledge. Teachers prioritize *collaborative learning*, where children work together and learn from each other actively in finding knowledge rather than *competitive learning* that beats each other. Teachers also give space to students to be able to hone their talents, potential, uniqueness, as well as to be able to develop innovation, critical and creative thinking skills in solving their life problems.

The theme of education that can be given to students in religious subject includes many things, including learning to read the Qur'an and memorizing prayers. Parents or teachers can give them an understanding that in living life, every Muslim acts as a servant of Allah, the Almighty; therefore, a Muslim believer must always try and pray. Because prayer is an encouragement in life, teaching students in school requires a reference that can be used as a foundation in education. In addition, teachers should also know good knowledge and ways of teaching, especially in elementary school children. This foundation of education is like a building foundation, in which if the foundation is upright, solid, and in the right place, then the building will stand tall and look beautiful. Therefore, to be a professional educator, teachers should first understand the foundation of education so that when teaching and educating they can know what is the right foundation to use.

In addition, it is important to note that elementary school is the earliest stage in formal schooling, where students are in the '*golden age*' in which they have begun to 'record' concepts and knowledge into memory, both *short term* and *long-term memory*. If an educator misunderstands the concept of teaching elementary school children, it will be fatal. Elementary school children will receive fully what the teacher says. Students in their golden age have a great opportunity to learn important things in religion, in accordance with Regulation of the Minister of Nasional Education number 58 of 2009, especially in the development of religious and moral values, namely by getting used to worship which starts from something easy and simple, according to the abilities that exist in children including by reading prayers.

Students can pray anywhere and anytime, such as on the street, in the office, in the shop, in the school, and also in the solitude quiet room, or even in the crowd inside a place of worship. There are no

specific rules set about the place and the time. In order to truly form a personality, prayer must become a habit. The purpose of praying is not only to ask God to realize the wish, but to hope that the activities carried out will get blessings from the creator. Teaching students to pray in each activity can also help train discipline, patience as well as make them remembering God both in starting the activity and ending the activity. Applying habituation so that students are accustomed to praying in every activity is very important as the basis for children to behave so that they have a strong personality and commendable morals. Therefore, habituation methods in learning activities are very effective in training to improve children's ability to pray. According to Fauziddin et al., (2018), stories can have an effect on a child's thinking mindset and thinking insights, especially in developing the socio-emotional aspects of the child. In general, the benefits of telling stories for students are as follows: developing a mental attitude that is in accordance with the teachings of the Islamic religion, understanding commendable and despicable deeds, preparing children to be able to living as a social being in society, developing the ability to imagine logically and systematically, changing the students attitude to understand oneself and his environment, and forming noble morals in accordance with the *aqidah* of Islamiyah. Based on the results of observations made, at SDN Cihanjawar, especially in grade 1, the students are not used to the habituation of daily prayers. Therefore, the researchers would like to find out whether the application of this habituation was effective or not. However, given the fact that grade 1 only had approximately 1 hour of the study time, researchers try their best to be able to apply the habit of reading daily prayers by using the storytelling method in grade 1 which is considered effective, because grade 1 students tend to enjoy listening to stories and can remember each recording.

## 2. LITERATURE REVIEW

### 2.1 Habituation

**2.2** Habituation comes from the word 'ordinary' which means 'prevalent' or 'general', while the word 'habituation' means a pattern for responding to a particular situation that is learned by the individual and that he does repeatedly for the same (Depdiknas, 2008). Habituation is a practical effort occur in the education and development of children during their life (Khaidir et al., 2021). Then, Saifuddin (2010) stated habituation starts from repeating every time and at all times, repetition must be followed by improvement and improvement of effort. The theory of refraction in education is an educational process that takes place with the path of accustoming the students to behave and speak. Thinking and doing certain activities according to good habits should be emphasized because not everything done is good. A distinctive feature of habituation is an activity that is in the form of repeated repetition of the same thing. This repetition is deliberately done many times so that the association between a stimulus and a response becomes very strong. Or in other words, it is not easy to forget. Thus, ready knowledge or ready skills are formed at any time that are ready to be used by the person concerned. Habituation is considered very effective if the application is carried out on students who are young. Because they have a strong 'recording' of memory and immature personality conditions, so they are easily

dissolved by the habits they do. Therefore, as a prelude to the educational process, habituation is a very effective way of instilling moral values into the child's psyche. These values ingrained will then be manifested in life from the moment he begins to step into adulthood. Thus, it can be concluded that deep habituation is an effort made to make it normal to carry out religious behavior in everyday life, especially for children. As with the habituation of reading daily prayers, if accustomed to it since childhood, it will continue until he grows up. Praying in Islam is worship as in the following hadith:

وعن النعمان بن بشير - رضي الله عنهما - عن النبي صلى الله عليه وسلم قال : (إن الدعاء هو العبادة)

That is to say: From Nu'man Ibn Basyir radliyallahu 'anhu that the Prophet SAW said: Verily prayer is worship. (HR. Tirmidzi No. 3371).

### 2.3 Storytelling Method

**2.4** The storytelling method is a method to convey a message, information or a mere fairy tale that can be done orally or in writing. The purpose of the storytelling method is to develop language skills, help students think by telling stories, instill moral messages, develop social emotional sensitivity, train memory, and develop creative potential through a diversity of the story ideas. The forms are without props and with props (Dewi, 2020). The storytelling method also means the delivery of the story in a continuous way. What distinguishes storytelling from other methods is that it emphasizes more aspects of storytelling techniques. Strictly speaking, the storytelling method emphasizes the oral narration of the story material compared to other technical aspects (Safitri, 2019). Based on the opinions above, it can be concluded that the benefits of the storytelling method are to train the knowledge or information absorption of early childhood students, to provide learning experiences, for students, to practice listening to stories presented by teachers, to help students language development, and to communicate actively and efficiently. Because through stories, students can develop their language skills and gain a number of social, moral, and religious knowledge to be lived and applied in everyday life, as well as develop thinking and imagination will be easier so that they can broaden student's horizons and ways of thinking. The storytelling method is used in students's learning, especially in conveying messages and values to be internalized to students. Each learning method must have advantages and disadvantages, for this reason, with learning, the development of varied methods can help achieve the goals of each learning material. The advantages of the storytelling method include: the ability to reach a relatively larger number of students, the available time can be used effectively and efficiently, the classroom arrangement becomes simpler, the teacher can master the class easily, it relatively does not require much cost, and the storytelling method is very efficient if applied to early childhood, as can be seen from the advantages of the storytelling method described above. Hence, the storytelling method is one of the right methods given to children (Dhieni & Nurbiana, 2007).

## 2.5 Reading Interest

**2.6** Some theories regarding the interest in reading are explained as follows, the first theory is the interest in reading, which is an intention in carrying out activities to read. Generating intention is the main key so that students love to read. The second theory is that the interest in reading is related to a will, a desire that is based on when reading something. This desire then encourages to do something without coercion. The third theory is that interest in reading is a liking, which is related to preferences. A liking for reading will be a factor in increasing interest in reading. Liking can be interpreted as not being bored with the activities that are being carried out (Apriliani & Radia, 2020). Interest in reading is a strong desire of a person, whether realized or not, which is satisfied through reading behavior. Interest determines reading activities and frequency, encourages readers to choose the type of reading they read, determines the level of participation in class in doing assignments, in questions and answers and determines ability to read outside the classroom (Nursalina & Budiningsih, 2014).

## 3. METHODS

The method used in this study was the Participatory Action Research (PAR) method. Thus, as the term implies, PAR has three main pillars, namely research methodology, action dimension, and participation dimension. The steps taken during the study, firstly making observations at SDN Cihanjavar, secondly introducing homework program to students about the habituation of reading daily prayers, thirdly implementing a program to learn to read daily prayers using the storytelling method. This activity was held from February 15, 2023 to March 1, 2023, located at SDN Cihanjavar, Bojong District, Purwakarta Regency. The preparatory stage is carried out by the team by making an activity plan in the form of a timeline of activities so that this activity can be carried out in a directed and measured manner. Basic knowledge about the selection of themes and titles of this study is determined by observation and survey. Verbal application for permission was also made to the teachers and principal of SDN Cihanjavar. This activity was held once a week every Wednesday.

This study was carried out by collecting data containing information obtained from teachers at SDN Cihanjavar. The subject of this study was grade 1 students consisting of 32 students, 19 male students and 13 female students. Assistance in habituation to read daily prayers through the method of telling stories to students in learning activities is believed to be able to improve student's memory of the prayers they have memorized to be subsequently apply in everyday life.

Meanwhile, in during the study, the researchers use the storytelling method in the classroom aiming to develop language skills, instill moral messages and social emotional sensitivity, train memory, and develop creative potential through a diversity of story ideas. The researchers used observation and interview to find out whether or not the use of storytelling is effective in helping the students to memorize the pray.

## 4. RESULTS & DISCUSSION

During the first week, the researchers made observations to teachers, principals, and students of SDN Cihanjavar. In fact, the factors that support the researchers to conduct this study, namely students at SDN Cihanjavar, especially in grade 1, were seen to

be lacking in learning Islamic religious education, which makes researchers were encouraged to apply the habituation of daily prayers, which was still very affordable to apply to children of grade 1 age. Researchers also tried their best to be able to apply the habit of reading daily prayers with using the storytelling method given the fact that they only have 1 hour study time. This was considered very effective because 1st graders tend to enjoy listening to stories and can be remembered in their respective recordings. Therefore, researchers took steps to apply assistance regarding the habituation of reading daily prayers using the storytelling method. Additionally, there were problems that occur in the classroom, namely students who really had to be guided and nurtured because they still acted a lot in the classroom, and still had not been able to keep up with the learning well. The result of observations that researchers can get in the first week are the introduction of schools and classes that researchers will use for program activities, along with introduction with children in grade 1 of SDN Cihanjavar.

In the second week, researchers carried out the initial stage of running the program by delivering students' daily prayers using the storytelling method. Some students were found to be enthusiastic about memorizing daily prayers, but some others were still indifferent to learning. Meanwhile, in the third week, researchers performed appreciations to the students in the classroom, and the students repeated the prayer readings they memorized in the past week, increase was found in which almost 90% of students are able to read and memorize the prayers delivered by researchers. In the fourth week, the researchers again gave the student's daily prayers and relayed back in a storytelling manner, which made the students enthusiastic and listened to what the researchers said.

After being given assistance to students in grade 1 of SDN Cihanjavar regarding the habituation of reading daily prayers, it can be seen that the students are very enthusiastic in participating in the assistance in reading daily prayers. Students participated in this study follow the steps that the researcher gave using the storytelling method because the students was easier to remember prayers. In general, from the interview results it was found that they feel that it was new to them. They benefited from this mentoring activity, and they became used to reading prayers in their daily lives. For example, when the break time came, they ate, and they did not forget to read the prayer before eating. Besides, the researchers monitored, and it was seen that the students applied prayers in daily activities. Students gained knowledge and understanding of daily prayers through the storytelling method, which makes students not feel bored when material about prayers were being discussed by researchers. They can follow the steps well. They listened and were very enthusiastic when researchers told about things related to the prayers given. However, the inhibiting factor in the delivery of material was that students did not participate in activities properly, they still joke a lot when learning activities. The supporting factor in the delivery of material was the adequate facilities in the classroom, which makes it easy for researchers to convey material by writing on a whiteboard.



**Figure 1. Materials Submission**



**Figure 2. Delivery of Material with Storytelling Method**

The delivery of material using the storytelling method, especially the material of reading daily prayers, makes it easier for them to recite and remember the prayers they have memorized. As an effort to support the assessment of the results of this mentoring activity, a habituation is carried out in prayer, and researchers can monitor this activity at students' rest time. Based on the results of research for approximately 15 days, students in grade 1 of SDN Cihanjawa followed the steps conveyed by the researchers well. The students in class 1 were 32 people, 19 boys and 13 girls. Of the 32 students, about 70% of students in grade 1 can already recite prayers, but they still recited through Latin readings. After being accustomed to reading prayers when doing activities, students tended to remember them, especially mentoring is carried out using the storytelling method, which is the method of this is very appropriate for children in grade 1 of elementary school, because children in the 1st grade of elementary school still tended to listen, and remembered recordings. The following table describes the observation result.

**Table1. Students' Improvement Observation Result**

No	Student name	BB	BSB
1	Ahzan	√	
2	Alfin		√
3	Alvi		√
4	Alya		√
5	Anggi		√
6	Aziz	√	
7	Farhan		√
8	M. Denmark		√
9	M. Haikal	√	
10	M. Wildan	√	

11	M. Daffa	√	
12	M. Fahri	√	
13	M. Muiz		√
14	Nadira		√
15	Navisa		√
16	Nurkhasanah		√
17	Prahara		√
18	Raidray	√	
19	Rangga	√	
20	Blessing		√
21	Rifki		√
22	Risda		√
23	Rizki		√
24	Rizqi		√
25	Salsa		√
26	Saripah		√
27	Siti mariyam		√
28	Shahila		√
29	Shahrul	√	
30	Vina		√
31	Zahra		√
32	Arpian	√	

**Description:**

BB = Undeveloped

BSB= Very well developed

This study activity was declared successful because based on the observation result it had reached at least 70% of the students who were successful in improving their memorization of daily prayers.

**5. CONCLUSION**

Assistance in habituation to read daily prayers through method of telling stories to students in learning activities can improve

student's memory of the prayers they have memorized. Subsequently, students can apply it in everyday life in which they were able to accustom themselves to praying in every activity, especially activities that are often carried out such as sleeping prayers, waking up, wanting to eat, after eating and so on. Teaching children to pray in each activity can also train discipline, patience and always remembering God both in starting the activity and ending the activity. Applying habituation was very important because the basis for children to behave so that they have a strong personality and commendable morals. Therefore, habituation methods in learning activities are very effective in training to improve children's ability to pray.

## 5. 6. ACKNOWLEDGMENTS

This report is prepared as one of the assessments of the entire Community Service Lecture (KPM) program and to find out the extent to which the student activity program in implementing KPM can be realized properly. With the aim of doing study as community service, it is hoped that all KPM programs that have been running can be useful for both parties. Therefore, let us express our gratitude to Allah SWT, who is always there every step of the way, for his gift, hidayah, reason, mind, strength, health, and all his convenience. Thank you to the beloved campus STAI Dr KHEZ Muttaqien for providing us with the opportunity to be able to take part in this Community Service Lecture (KPM) activities placed in one of the Cihanjawa villages, especially in KP. Soreang rt/rw/07/03. Thank you to Mrs. Annisa Purwani M.Pd as the supervisor for the guidance and direction that has been given. Thank you to the people of Cihanjawa village, especially kp. Soreang rt/rw/07/03 for all its assistance and cooperation so that this Community Service Lecture (KPM) can run smoothly. And thank you to all parties who have participated and provided support, both materially and non-materially that we cannot write down one by one.

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