

## Optimizing the Communication Skills of Islamic Education Teachers to Strengthen Students' Congregational Prayer Habits

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**Abstract:** This study aims to examine the communication skills of Islamic Religious Education (PAI) teachers in fostering the habit of congregational prayer among students at SD Islam Terpadu Anak Sholeh in Langkat Regency. This study used a qualitative descriptive method by utilizing interviews, observations, and documentation for data collection. The results showed that PAI teachers effectively communicated the significance of congregational prayer through various methods, including short lectures, inspirational stories, and demonstrations, all of which were adjusted to the level of student understanding. The use of media tools such as images, videos, and audio further enhance instruction clarity. Adequate facilities and consistent teacher supervision was carried out for successful implementation. Evaluation through attendance records and moral assessments indicates improved student participation and discipline. Challenges, such as students' lack of awareness and disciplinary issues, are addressed through educational approaches and character-building programs. Overall, PAI teachers' communication skills significantly impact the habituation of congregational prayer, positively influencing students' character and discipline development. The study underscores the importance of effective communication in religious education to nurture essential spiritual practices among young students.

**Keywords:** Congregational Prayer, PAI, Teacher Communication

**Abstrak:** Penelitian ini bertujuan untuk mengkaji keterampilan komunikasi guru PAI dalam menumbuhkan kebiasaan shalat berjamaah pada siswa SD Islam Terpadu Anak Sholeh Kabupaten Langkat. Penelitian ini menggunakan metode deskriptif kualitatif dengan memanfaatkan wawancara, observasi, dan dokumentasi untuk pengumpulan data. Hasil penelitian menunjukkan bahwa guru PAI secara efektif mengkomunikasikan pentingnya shalat berjamaah melalui berbagai metode, termasuk ceramah singkat, cerita inspiratif, dan demonstrasi, yang semuanya disesuaikan dengan tingkat pemahaman siswa. Penggunaan alat media seperti gambar, video, dan audio lebih meningkatkan kejelasan instruksi. Fasilitas yang memadai dan pengawasan guru yang konsisten dilakukan untuk keberhasilan implementasi. Evaluasi melalui catatan kehadiran dan penilaian moral menunjukkan peningkatan partisipasi dan disiplin siswa. Tantangan, seperti kurangnya kesadaran siswa dan masalah disiplin, diatasi melalui pendekatan pendidikan dan program pengembangan karakter. Secara keseluruhan, keterampilan komunikasi guru PAI berdampak signifikan terhadap pembiasaan shalat berjamaah, yang secara positif memengaruhi pengembangan karakter dan disiplin siswa. Penelitian ini menggarisbawahi pentingnya komunikasi yang efektif dalam pendidikan agama untuk memelihara praktik spiritual yang penting di kalangan siswa muda.

**Kata kunci:** Shalat Berjamaah, PAI, Komunikasi Guru

### INTRODUCTION

Education is an inseparable part of human life and existence, as it enables individuals to develop their potential, acquire knowledge and skills, and build good character. Education plays a role not only in intellectual aspects but also in moral, social, and spiritual dimensions, all of which contribute to the well-being and progress of society (Yatri & Amini, 2022). Without education, individuals would lose direction and purpose in life, as education provides a solid foundation for facing various challenges and changes in life. Islamic religious education is a holistic process involving various essential elements to shape individuals who are faithful,

knowledgeable, and possess noble character in accordance with Islamic teachings. This process includes the actions of educating carried out by educators and students as the primary objects being guided, with the foundation and objectives of education based on Pancasila and the 1945 Constitution to enhance faith and piety (Jadidah, 2021). Educators responsible for shaping superior generations, educational materials that enrich religious knowledge, educational media that facilitate the delivery of messages, evaluations to assess learning outcomes, and the surrounding environment that influences the psychological development of students all work together to achieve the comprehensive and integrative goals of Islamic education.

Education in Islam according to Abidin (2019) aims to restore divine values in humans (fitrah) through the guidance of the Quran and as-Sunnah (Hadith), thereby creating individuals with noble character (*akhlaqul karimah*) or complete human beings (*insan kamil*). Through the inculcation of high moral and ethical values, Islamic religious education strives to shape individuals who possess *akhlaqul karimah*, capable of living with integrity and goodness. A person of knowledge holds the highest status in Islamic teachings, regardless of their social standing. Islam does not consider lineage and social class but emphasizes the importance of knowledge and noble character possessed by an individual (Huda, *et.al.*, 2021). Fundamentally, every human being has the potential to be an educator, not only for their students and children but also for others. The responsibility for educating students does not lie solely with teachers but is a shared responsibility of all humanity. The importance of education cannot be separated from the role of a teacher. Teachers are vital components in the teaching and learning process. The success of a learning process heavily depends on the teacher (Fakhrudin *et al.*, 2023). Teachers with significant responsibility in the educational process and the development of students' potential, not only transfer knowledge but also shape the character, attitudes, cognitive abilities, and psychomotor skills of students. Teachers are responsible for influencing and guiding students towards maturity and independence, as well as instilling moral and ethical values (Wiyani, 2015). Teachers play a significant role in the context of Islamic Religious Education by imparting religious knowledge and instilling Islamic values in students.

A teacher must be able to guide and direct students to live according to Islamic teachings. Generally, a teacher's role is as "*waratsat al-anbiya*," inviting people to submit and obey Allah's laws to achieve salvation in this world and the hereafter, and to form individuals with a monotheistic spirit, creativity, righteous deeds, and high morals. Specifically, an educator's tasks include roles as an instructor, educator, and leader. As an instructor, the educator is responsible for planning, implementing, and evaluating teaching programs (Haris & Siswopranoto, 2022). Islamic Religious Education in educational institutions at every level aims to instill and enhance students' faith through guidance and advice on religious knowledge, appreciation, and experience (Tanjung, 2019). Thus, it is expected that students will develop as Muslims with increasing faith and piety to Allah SWT and possess good character in every phase of their personal development, whether in society, the nation, or the state (Sundari, *et.al.*, 2023). Islamic Religious Education teachers play a significant role in constantly reminding students to fear Allah by obeying His commands and avoiding His prohibitions. One of the commands in Islam is congregational prayer.

Congregational prayer (*sholat berjama'ah*) is a prayer performed together with at least two participants, an imam and a follower (*makmum*). Islam highly recommends congregational prayer due to its numerous benefits, one of which is fostering a sense of social cohesion and community (Ilyas, 2021). Regular participation in congregational prayer helps students develop religious awareness and form a religious character. It is not only strengthening their relationship with Allah SWT but also serves as a means for interaction and bonding with fellow Muslim peers (Satriani, 2018). Engaging in activities such as smiling, shaking hands, and exchanging greetings before and after the congregational prayer strengthens camaraderie and earns great rewards. The presence of congregational prayer in a school environment creates a religious atmosphere that encourages students not only to master theoretical lessons but also to fulfill their religious duties to Allah SWT. Students are expected to apply and uphold Islamic values in their daily lives through the practice of congregational prayer. Ultimately, this helps shape individuals who are

faithful and pious to the Almighty God. Students are not only taught to develop religious awareness and form a religious character but are also encouraged to understand the essence of worship through the consistent practice of congregational prayer. Worship represents the peak of obedience and submission, encompassing an element of love for Allah SWT. This indicates that adherence to congregational prayer is not merely about religious routine but also about fostering love and servitude to Allah SWT (Estiyaningsih & Rofiq, 2020). Therefore, congregational prayer serves as a crucial means to teach students the true meaning of worship as an act of servitude and an effort to gain Allah's pleasure and rewards.

One of the key factors in encouraging students to routinely perform congregational prayer is the teacher's communication skills. Communication is the process of conveying information, ideas, emotions, and messages from one individual or group to another individual or group. The success of the communication process is strongly influenced by the effectiveness of the message conveyed, the medium used, and the response given by the recipient of the message (Tegegne & Wondimu, 2024). Effective communication is characterized by harmony between the message to be conveyed and the understanding obtained by the recipient, so that there is a process of mutual understanding between the two parties (Kristina, 2020). PAI teachers must be able to convey the importance of congregational prayer in an interesting and easy-to-understand way for students. Effective communication allows teachers to explain the benefits and virtues of congregational prayer and instill deep values of worship. The ability of PAI teachers to communicate effectively is very important in familiarizing students to routinely perform congregational prayers.

Teachers can use persuasive communication to encourage students to regularly perform congregational prayers. Perloff (2021) states that persuasive communication is a process of delivering messages designed to influence the attitudes, beliefs, and behaviors of the audience through the use of strategic communication techniques, whose effectiveness is greatly influenced by factors such as the credibility of the source, the attractiveness of the message, and the relevance of the message to the audience. In the context of education, persuasive communication is used to encourage changes in students' attitudes and behaviors through messages delivered so as to encourage changes by the individual's own will, such as increasing motivation to learn or promoting good habits such as congregational prayer. PAI teachers need to use persuasive communication to motivate students to understand and implement congregational prayer voluntarily and with full awareness. This approach not only fosters good habits but also strengthens them.

Persuasive communication is successful when the recipient exhibits behavioral effects from the delivered message. A teacher's ability to convey messages will certainly affect how well these messages are received by students (Mavianti, *et.al.*, 2022). Persuasive communication has several effects: a) cognitive effect, which provides information to the recipient; b) affective effect, which elicits feelings after receiving the information; and c) behavioral effect, which is a direct change in actions or activities. Persuasive communication in Islamic religious education aims not only to provide information (cognitive) and elicit feelings (affective) but most importantly to bring about real changes in student behavior (behavioral). When PAI teachers successfully implement persuasive communication, students become more active, motivated, and the practice of congregational prayer increases (Harfiani, 2017).

Several previous studies have discussed various aspects of the role of Islamic Education (PAI) teachers in familiarizing students with congregational prayer. Various studies emphasize that the role of PAI teachers through exemplary, habituation, giving advice, and supervision is very effective in forming the habit of congregational prayer among students. The role of PAI teachers is evident in improving student discipline through regular and consistent implementation of congregational prayer in schools (Rofiq & Alimin, 2023; Ridwan, Asmita & Wulandari, 2023; Ashar, Fatoni & Hartoyo, 2022; Arif, 2022). Although previous studies have shown the effectiveness of the role of PAI teachers in familiarizing students with congregational prayer, this study offers an update by examining specifically how the communication skills of PAI teachers play a role in fostering this habit for elementary school children. This study aims to examine the

communication skills of Islamic Religious Education (PAI) teachers in fostering the habit of congregational prayer at Anak Sholeh Integrated Islamic Elementary School in Langkat Regency. In addition, this study will evaluate the impact of teacher involvement in religious activities on students' spiritual awareness. The contribution of this research is to provide insight into the importance of the teacher's role in developing religious values and building student character through effective communication. The findings of this study are expected to be used to develop better educational strategies to foster religious habits among students.

## METHOD

This study aims to examine the communication skills of Islamic Religious Education (PAI) teachers in encouraging the habit of congregational prayer at SD Islam Terpadu Anak Sholeh in Langkat Regency. Additionally, the study will evaluate the impact of teachers' involvement in religious activities on students' spiritual awareness. The contribution of this research is to provide insights into the importance of teachers' roles in developing religious values and building students' character through effective communication. The findings of this study are expected to be used to develop better educational strategies for fostering religious habits among students.

This study employs a qualitative research approach to understand social and cultural phenomena from the participants' perspectives. This approach focuses on an in-depth understanding of the experiences, views, and social contexts that influence the participants (Creswell, 2013). The descriptive qualitative approach used in this study aims to provide a detailed and systematic depiction of phenomena or events without utilizing statistical or numerical analysis. This approach emphasizes a descriptive understanding of events, experiences, or situations from the participants' perspectives. Descriptive qualitative research is generally used to answer research questions regarding "what" and "how" a phenomenon occurs (Sugiyono, 2016). The descriptive qualitative method is employed to explore in depth the communication skills of Islamic Religious Education (PAI) teachers in fostering the habit of congregational prayer at SD Islam Terpadu Anak Sholeh in Langkat Regency. The study is designed to identify and understand how teachers' communication skills influence students' habits of congregational prayer. The primary focus is on the communication techniques used by teachers and their impact on students' participation in congregational prayer.

The population in this study includes all teachers and students at SD Islam Terpadu Anak Sholeh in Langkat Regency. The research was conducted during November 2023. The sample was selected purposively, focusing on PAI teachers and students actively participating in congregational prayer. This purposive sampling is conducted to obtain relevant and in-depth information about the studied phenomenon. Data for this research are collected through various techniques, including in-depth interviews, participatory observation, and documentation. In-depth interviews with PAI teachers are conducted to understand the communication strategies used in fostering the habit of congregational prayer. Observations are made during congregational prayer activities at the school to directly observe the interactions between teachers and students, as well as students' participation in these activities. Additionally, documentation is used to gather various relevant documents, such as records of congregational prayer activities and reports on religious activities at the school.

Data analysis was conducted using thematic analysis techniques, aiming to identify significant patterns in the data related to teachers' communication skills and their impact on students' participation in congregational prayer. Data obtained from interviews, observations, and documentation were systematically analyzed to uncover key findings that support the research objectives. The results of this analysis were then used to provide recommendations on effective communication strategies for encouraging congregational prayer in schools.

## RESULT AND DISCUSSION

This section presents the findings of the research on the communication skills of Islamic Religious Education (PAI) teachers in fostering the habit of congregational prayers among elementary school students. The results are based on data obtained through observations, interviews, and documentation during the learning process. The analysis was conducted to answer the research questions regarding how PAI teachers use various communication methods to instill the habit of congregational prayers and the impact of these methods on students' participation. This discussion aims to provide an in-depth overview of the effectiveness of the communication methods, the challenges faced, and their impact on students' engagement in congregational prayers at SD IT Anak Sholeh, Langkat Regency. The findings are expected to contribute to improving the quality of Islamic Religious Education, particularly in fostering the habit of congregational prayers.

### Communication Skills of PAI Teachers in Fostering Congregational Prayers

#### 1. Short Lectures

PAI teachers use short lectures to convey the importance of Zuhur prayer before the prayer begins. Students listen to the lectures, although some appear drowsy. The lecture starts with an introduction, explains the main content about the benefits of congregational prayer, and concludes with a summary and an invitation to perform congregational prayers. The lecture is delivered in clear and easy-to-understand language, with active interaction with students. Teachers regularly check students' attendance and participation in congregational prayers, which has proven effective in increasing student attendance for congregational prayers.

Nurul, a PAI teacher, shared her experience:

*"I use short lectures to explain the importance of Zuhur prayer. Despite some students looking sleepy, I notice a positive change in their participation when the message is clear and engaging."* (Nurul, Interview, Monday, 12 November 2024, at 09.00).

Nurul, a PAI teacher, shared her experience in using short lectures to emphasize the importance of Zuhur prayer. She noted that even though some students appear sleepy during these sessions, she has observed a positive change in their participation when the lectures are clear and engaging. This approach highlights the effectiveness of using concise and compelling communication to enhance student involvement in congregational prayers.

#### 2. Demonstrations

PAI teachers foster students' congregational prayers by directly demonstrating the correct way to perform the prayer. The teacher begins with a brief explanation of the importance of congregational prayer and then demonstrates each prayer movement, from the intention, *takbiratul ihram*, to the *salam*, while explaining each movement and the recitations required in detail. Students can better understand and remember the prayer procedures by directly observing and imitating the teacher's movements and recitations. This visual and kinesthetic learning approach helps students understand and remember the prayer procedures, reducing confusion that may arise from verbal explanations alone. Demonstrations actively involve students, ensuring they not only listen but also participate directly in the practice of congregational prayer. Students imitate the movements demonstrated by the teacher, who monitors and guides them to ensure the movements are performed correctly.

Rina, another PAI teacher, emphasized the importance of demonstrations:

*"When students see and follow demonstrations directly, they find it easier to remember and understand the material. This also helps them feel more confident in their ability to memorize."* (Rina, Interview, Tuesday, 13 November 2024, at 11.00).

Rina, another PAI teacher, emphasized the critical role of demonstrations in teaching students how to perform congregational prayers. She explained that when students observe and follow demonstrations directly, they find it easier to remember and comprehend the material. This method not only clarifies the procedural aspects of the prayer but also boosts students' confidence in their ability to memorize and perform the prayers correctly. Rina's insights highlight the effectiveness of visual and hands-on learning in reinforcing students' understanding and retention of the prayer rituals.

### 3. Inspirational Stories

PAI teachers also use inspirational stories that contain moral values and relevant examples to the students' daily lives. Inspirational stories, such as the tales of the companions of Prophet Muhammad SAW who diligently performed congregational prayers despite various difficulties, successfully capture students' attention and provide real-life examples of the importance of congregational prayers in a Muslim's life.

Teachers use various media to convey these inspirational stories, such as pictures, animated videos, and audio recordings of prayer recitations to clarify the procedures of congregational prayers. Observations show that congregational prayers begin with the screening of videos depicting prayer steps in detail, accompanied by the teacher's oral explanations emphasizing key points. Teachers also use audio recordings to play correct prayer recitations, helping students memorize and recite the prayers accurately. The use of these media aids makes it easier for students to follow and imitate the prayer recitations when played through audio aids. The communication method using inspirational stories and other media not only instills important moral values in students' lives but also helps them understand the correct procedures for performing prayers.

Observations during the learning process confirmed these findings. Students showed enthusiasm and active involvement in the demonstrations. Documentation in the form of videos and photos revealed that students paid close attention to each step shown by the teacher and tried to memorize according to the given examples. The teacher's meticulous preparation and execution ensured that the demonstrations ran smoothly and effectively helped students memorize short letters. The demonstration method also increased student involvement and motivation. Students taught using this method were more responsive and quicker in memorizing short letters. They appeared more active and enthusiastic in lessons. The learning process involving direct demonstrations made students more focused and motivated to learn, proving the effectiveness of the demonstration method in improving memorization abilities.

Nurul, a PAI teacher, shared:

*"I make sure to use various media to keep the students engaged. Videos, audio recordings, and pictures help make the lessons more interesting and understandable."* (Nurul, Interview, Monday, 12 November 2024, at 09.00).

Rina added:

*"The use of stories and demonstrations not only makes the learning process more enjoyable but also helps students retain the information better. They become more eager to participate in prayers."* (Rina, Interview, Tuesday, 13 November 2024, at 11.00).

Teachers have successfully built students' trust and motivation to participate in congregational prayers through effective communication approaches and good interpersonal relationships between teachers and students. Teachers reward students who regularly participate in congregational prayers with praise, certificates, or small gifts, motivating them to continue the habit. Evaluations of instilling the habit of congregational prayer in students are conducted through direct observation of students' responses, follow-up discussions, and increased attendance and participation in congregational prayers. Regular and consistent congregational prayers help

shape students' character and discipline, instill religious values, and strengthen camaraderie among students. The use of various communication methods enhances students' interest and motivation to participate in congregational prayers. Additionally, this research identifies the crucial role of teachers in creating a conducive learning environment and providing moral support to students.

### ***Implementation of Congregational Prayers at SD IT Anak Sholeh***

The implementation of congregational prayers at SD IT Anak Sholeh, Langkat Regency, is carried out regularly twice a day, namely dhuha and dhuhur prayers, with a consistent schedule. This consistency significantly influences the formation of good habits among students. Every day before prayer begins, teachers remind students about prayer times and prepare them to participate in congregational prayers. This process ensures that students do not miss prayer times and helps them understand the importance of maintaining time in performing worship. Observations show that the attendance and participation levels of students in congregational prayers are quite high, supported by the motivation and rewards from teachers.

The school provides adequate supporting facilities, such as a comfortable prayer room, ensuring that students can perform congregational prayers well and with concentration. The prayer room at the school is well-designed and spacious enough to accommodate all students participating in congregational prayers. It is equipped with good ventilation and sufficient lighting, creating a comfortable environment for students while performing prayers. The cleanliness and tidiness of the prayer room are also maintained, making students feel more calm and focused during worship. Teachers are always present to supervise and ensure that the prayer procedures are carried out correctly, creating an orderly and focused environment. The presence of teachers is crucial to ensure that all students perform prayers correctly and with concentration. Teachers do not only act as supervisors but also as guides who provide direction and support to students. The presence of teachers makes students feel more motivated and comfortable in performing worship.

Nurul, a PAI teacher, shared her perspective on the daily reminders and preparations for prayers:

*"Reminding students about prayer times and preparing them to participate in congregational prayers every day has a profound impact. It ensures that they do not miss their prayers and helps instill the discipline needed to perform worship regularly."* (Nurul, Interview, Monday, 22 November 2024, at 09.00).

Nurul, a PAI teacher, explained that daily reminders and preparation for congregational prayers significantly influence students' adherence to their prayer routines. Teachers ensure that students do not miss their prayers by consistently reminding students about prayer times and helping them get ready. This regular practice not only reinforces the importance of punctuality in worship but also helps instill a disciplined approach to religious duties, fostering a habit that students carry forward in their daily lives. Observations during prayer times revealed high levels of attendance and participation among students. Documentation in the form of videos and photos showed students actively engaging in the prayers, with many expressing enthusiasm and dedication. The structured environment and consistent guidance from teachers significantly contributed to the students' focus and reverence during prayers.

Rina, another PAI teacher, highlighted the importance of the prayer room facilities:  
*"The design and upkeep of our prayer room play a vital role in creating a conducive environment for worship. Ensuring the space is clean, well-ventilated, and properly lit makes a huge difference in helping students concentrate and feel comfortable while praying."* (Rina, Interview, Tuesday, 23 November 2024, at 11.00).

The evaluation and assessment of students' participation in congregational prayers are conducted through attendance records, moral evaluations, and assessments of students'

personalities. The school records students' attendance in congregational prayers as part of the activity evaluation. These attendance records help teachers and the school monitor students' consistency in participating in congregational prayers. Every time congregational prayers are performed, teachers record students' attendance in a special attendance book. These attendance data are then used to evaluate students' participation and identify those who need more attention. The implementation of congregational prayers is used as one of the indicators in assessing students' morals and personalities. Students who are diligent and consistent in participating in congregational prayers demonstrate good discipline and responsibility.

This research also identifies various challenges faced in implementing congregational prayers at the school, such as the lack of awareness among some students about the importance of congregational prayers and disciplinary issues. Some students sometimes show a lack of enthusiasm and tend to be undisciplined in participating in congregational prayers. This can disrupt the smooth implementation of prayers and reduce the concentration of worship. The school implements several solutions to address these challenges, including providing educational sanctions and character and spirituality reinforcement programs for students.

These solutions involve giving educational sanctions to students who are undisciplined or do not participate in congregational prayers, do not used to punish but to remind and educate them to be more responsible. Additionally, the school organizes various character and spirituality reinforcement programs, such as mentoring activities and religious lectures, to increase students' awareness and motivation in performing congregational prayers. Observations show that providing educational sanctions and regular character and spirituality reinforcement programs have successfully increased students' awareness and motivation. Students who participate in these programs show improvement in discipline and participation in congregational prayers, reflecting the effectiveness of the solutions implemented by the school.

Observations indicate that educational sanctions and reinforcement programs have positively impacted students' attitudes toward congregational prayers. Students who were previously less engaged have shown noticeable improvements in their discipline and participation. Documentation through photos and videos captures these changes, showing students more actively involved and attentive during prayer sessions.

This research reveals that the communication skills of Islamic Religious Education (PAI) teachers are highly effective in fostering the habit of congregational prayers. The use of various communication methods, such as lectures, inspirational stories, and various media-based visuals, videos, and audio, has proven effective in clarifying instructions and motivating students to actively participate in congregational prayers. Regular and consistent implementation of congregational prayers not only shapes students' character and discipline but also instills religious values and strengthens camaraderie. Adequate supporting facilities and the consistent presence of teachers in supervising and guiding students are key factors in creating an orderly and focused environment during congregational prayers. Evaluations and assessments of students' participation through attendance records and moral and personality evaluations ensure that this activity is not just a routine but also a tool for character building.

## CONCLUSION AND SUGGESTIONS

The research demonstrates that the communication skills of Islamic Religious Education (PAI) teachers are crucial in fostering the habit of congregational prayers among elementary school students at SD IT Anak Sholeh, Langkat Regency. Teachers effectively instill the importance of congregational prayers by employing a variety of communication methods, such as short lectures, inspirational stories, and demonstrations. These approaches not only engage students and clarify the significance of congregational prayer but also foster a deeper understanding and retention of prayer procedures. Inspirational stories and media, such as videos and audio, capture students' attention and reinforce moral values, making prayer a more engaging



practice. The consistent implementation of congregational prayers, supported by teacher reminders and adequate facilities, has a significant influence on students' adherence to prayer routines, instilling discipline and enhancing their religious development. Regular evaluations and reinforcement programs further help address challenges like students' lack of awareness and disciplinary issues, resulting in improved participation and discipline.

The contribution of this research lies in providing insights into the importance of teacher communication skills in shaping religious habits and character among young students. It highlights how a combination of visual, auditory, and interactive communication methods can effectively instill key religious practices in students, emphasizing the pivotal role of teachers in creating a conducive environment for learning and worship. This study adds to the literature by emphasizing the application of teacher communication strategies in promoting religious discipline, especially for elementary students.

There is potential to explore for future research about how these communication strategies might be adapted for different educational levels or other religious practices, offering a broader perspective on their applicability. Investigating the long-term impacts of such communication techniques on student behavior and spiritual development could also provide deeper insights into the sustained influence of religious education. Additionally, further research could compare the effectiveness of various communication approaches in different cultural or institutional contexts to refine strategies for religious education across diverse settings.

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