THE EFFECT OF PRACTICING DHUHA PRAYER IN CONGREGATION ON IMPROVING STUDENT CONCENTRATION AND SPIRITUAL INTELLIGENCE AT DHARMA ASIH SPECIAL EDUCATION SCHOOL IN KRAKSAAN

Alisyah Raini Rosdiana Wasila[1], Ahmad Khumaidi[2], Farich Purwantoro[3]
[123] Fakultas Tarbiyah, Universitas Islam Zainul Hasan Genggong

Email:
[1]elsaraini78@gmail.com
[2]adi765316@gmail.com
[3]farich.physics@gmail.com

ABSTRACT

This study aims to analyze the effect of cultivating the habit of performing Dhuha prayer in congregation on improving students concentration in learning and spiritual intelligence at the Dharma Asih Special Education School (SLB) in Kraksaan. The background of this study is based on the limited number of empirical studies that specifically examine religious habit-forming programs in special education settings (SLB). The study employed a quantitative, associative design involving 65 students selected through purposive sampling from a total population of 78 students ranging from elementary to high school levels. Data were collected using questionnaires for the variables of Dhuha prayer practice and spiritual intelligence, as well as performance-based tests for academic concentration. Data analysis included descriptive statistics, tests of normality and homogeneity, and hypothesis testing using the t-test. The results showed that the practice of congregational Dhuha prayer had a significant effect on learning concentration (calculated t = 4.87 > table t = 1.998, sig. = 0.000) with a contribution of 38.6%, and has a significant effect on students spiritual intelligence (t-calculated = 5.23 > t-table = 1.998, sig. = 0.000) with a contribution of 42.4%. These findings confirm that structured religious practices in the special education school environment can positively support the cognitive and spiritual development of students with special needs.

Keywords: *Dhuha prayer; concentration in learning; spiritual intelligence; students with special needs; religious habits*

I. INTRODUCTION

Education is a systematic process aimed at developing the full potential of students holistically, encompassing intellectual, emotional, social, moral, and spiritual aspects. Ideal education is not only oriented toward academic achievement but also emphasizes character building and the cultivation of values within the individual. In the context of Islamic education, the spiritual dimension serves as a crucial foundation because it fosters students transcendental awareness, moral responsibility, and self-control in their daily lives.

Educational challenges become more complex when applied to special education institutions such as Special Education Schools (SLB). SLBs are educational institutions designed to serve students with special needs who exhibit a variety of characteristics, such as intellectual disabilities, behavioral disorders, attention deficit disorders, and difficulties with emotional regulation. These conditions require an educational approach that is not only academically adaptive but also comprehensive in addressing the psychological and spiritual aspects of students lives.

Concentration in learning is the ability to focus one s attention on a learning object or activity in a directed and sustained manner. For students with special needs, this ability is

often inconsistent and influenced by emotional states and the surrounding environment (Hasanah & Alivia, 2023). Research in special education indicates that interventions that are routine, structured, and emotionally soothing can help improve students focus and self-regulation. In addition to concentration, spiritual intelligence is also an important dimension in the character development of students in special education schools. Spiritual intelligence encompasses the ability to understand the meaning of life, self-awareness, emotional control, and moral responsibility in daily life (Sofa, Mundir, & Ubaidillah, 2024).

SLB Dharma Asih Kraksaan, as a special education institution, has implemented a program to instill the habit of performing the Dhuha prayer in congregation as part of fostering students religious character. This activity is conducted regularly every morning before classes begin. Conceptually, the practice of worship carried out in a structured and consistent manner can foster punctuality, orderly behavior, and psychological calm among students.

A number of empirical studies support the potential of making Dhuha prayer a habit to enhance cognitive and spiritual aspects. Dewi Sartika Wangi (2024) found that making Dhuha prayer a habit contributed 42.8% to concentration during study and 42.25% to spiritual intelligence. Riski Budi Aji (2025) reported a significant contribution of the Dhuha prayer to students spiritual intelligence of approximately 24%. However, most of these studies were conducted in regular schools, so they do not fully reflect the educational dynamics of students with special needs.

Based on the above description, this study aims to: (1) describe the implementation of the practice of performing Dhuha prayer in congregation at SLB Dharma Asih Kraksaan; (2) analyze the effect of the practice of congregational Dhuha prayer on improving students concentration in learning; and (3) analyze the effect of the practice of congregational Dhuha prayer on improving students spiritual intelligence at SLB Dharma Asih Kraksaan.

II. RESEARCH METHODOLOGY

This study employs a quantitative approach with an associative design, which aims to identify the relationship or influence between two or more variables. The quantitative approach was chosen because this study tests hypotheses regarding the influence of the independent variable (X) on the dependent variables (Y) based on numerical data analyzed statistically. The independent variable in this study is the habit of performing congregational Dhuha prayer (X), while the dependent variables include concentration while studying (Y1) and spiritual intelligence (Y2).

Population and Sample

The study population consists of all students at the Dharma Asih Kraksaan Special Education School for the 2025/2026 academic year who participate in the congregational Dhuha prayer practice, totaling 78 students from three educational levels (elementary, middle, and high school).

Table 1. Student Population Data for Dharma Asih Special Education School, Kraksaan

No.	Grade Level	Number of Students

1	Elementary School (SD)	28
2	Junior High School (SMP)	25
3	High School (SMA)	25
	Total	78

Source: Primary Data from Dharma Asih Kraksaan Special Education School, 2025/2026

The sampling technique used purposive sampling based on the following criteria: (1) active students at SLB Dharma Asih Kraksaan for the 2025/2026 school year; (2) participation in group Dhuha prayer activities; (3) ability to complete the research instruments, namely questionnaires and tests; and (4) sufficient communication skills for the assessment. Based on the Slovin formula with a 5% margin of error, a sample of 65 students was obtained, distributed as follows:

Table 2. Sample Distribution by Educational Level

No	Level	Population	Sample
1	Elementary School	28	23
2	Junior High School	25	21
3	High School	25	21
	Total	78	65

Source: Primary Data, processed in 2026

Data Collection Techniques and Instruments

Data were collected using two methods: (1) A 4-point Likert-scale questionnaire, used to measure the variable of the habit of performing Dhuha prayer in congregation (X) with 12 statements on indicators of frequency of practice, consistency of attendance, active participation, and procedural discipline, as well as to measure spiritual intelligence (Y2) with 12 items on indicators of religious self-awareness, the meaning of worship, moral responsibility, and empathy and sincerity. (2) Performance test, used to measure concentration during study (Y1) based on the indicators of ability to focus, sustained attention, accuracy, and responsiveness to instructions.

Validity and Reliability Testing

Validity testing was conducted using Pearson s product-moment correlation with a degrees of freedom (df) of N - 2 = 65 - 2 = 63. At a 5% significance level, the critical r-value is 0.244. The validity test results indicate that all 36 items in the instrument (12 X items, 12 Y1 items, 12 Y2 items) are valid because the calculated r-value is greater than the critical r-value (0.244).

Table 3. Results of the Instrument Reliability Test

Variable	Cronbach s Alpha	Description
Dhuha Prayer Habit (X)	0.841	Reliable
Concentration While Studying (Y1)	0.813	Reliable
Spiritual Intelligence (Y2)	0.857	Reliable

Source: Primary data, analyzed using SPSS 26.0

Data Analysis Techniques

Data analysis consists of three stages: (1) Descriptive analysis to describe the mean and standard deviation of each variable; (2) Prerequisite tests, including a normality test using the chi-square test and a homogeneity test using Levene s test; and (3) Inferential analysis using an independent t-test to test the hypothesis regarding the effect of the independent variable on the dependent variable at a 5% significance level. Data processing was performed using SPSS version 26.0.

III. RESULTS AND DISCUSSION

Implementation of the Practice of Congregational Dhuha Prayer at the Dharma Asih Special Education School in Kraksaan

The practice of performing Dhuha prayer in congregation at SLB Dharma Asih Kraksaan is held every school day from 7:00 7:30 a.m. before classes begin. All students capable of performing the prayer movements either independently or with teacher assistance are involved in this activity. The prayer is performed in congregation at the school s prayer room, accompanied by a supervising teacher.

Based on survey data collected from 65 respondents, the results of the descriptive analysis of the variable Dhuha prayer in congregation (X) show the following:

Table 4. Descriptive Statistics of the Variable Habit of Performing Dhuha Prayer in Congregation (X)

Statistics	Value
N (Sample)	65
Mean	43.6
Median	44.0
Mode	45
Standard Deviation	4.21
Min. Score	32
Max. Score	48
Ideal Score Range	12 48

Source: Primary Data, analyzed using SPSS 26.0

The average score for the habit of performing the Dhuha prayer was 43.6 out of a maximum ideal score of 48, indicating that the level of participation in the congregational Dhuha prayer among students at the Dharma Asih Kraksaan Special Education School falls into the very good category (91%). This indicates a high level of consistency and commitment on the part of the school in implementing this religious program.

The Effect of the Dhuha Prayer in Congregation Habit on Students Concentration in Learning (Y1)

Table 5. Descriptive Statistics for the Learning Concentration Variable (Y1)

Statistics	Value
N (Sample)	65

Mean	38.4
Median	39.0
Standard Deviation	5.18
Min. Score	25
Max. Score	48
Ideal Score Range	12 48

Source: Primary Data, analyzed using SPSS 26.0

Table 6. Results of the Normality and Homogeneity Tests of Variable X Relative to Y1

Test	Statistic	Critical Value	Sig.	Description
Normality of X (Chi-Square)	χ = 7.42	χ table = 11.07		Normal
Normality of Y1 (Chi-Square)	χ = 8.15	χ table = 11.07		Normal
Homogeneity (Levene)	F = 1.23	F-table = 3.99	0.271	Homogeneous

Source: Primary data, analyzed using SPSS 26.0

Table 7. Results of the t-Test on the Effect of Dhuha Prayer Habit on Study Concentration (Y1)

Variable	Calculated t	Table t (df=63)	Sig.	Notes
X → Y1 (Concentration on Learning)	4.87	1.998	0.000	Significant

Source: Primary Data, analyzed using SPSS 26.0

Based on the results of the t-test, the calculated t-value was 4.87 > the critical t-value of 1.998, with a significance level of 0.000 < 0.05. Thus, H0 is rejected and Ha is accepted, meaning there is a significant effect of the habit of performing Dhuha prayer in congregation on improving students concentration in learning at the Dharma Asih Special Education School in Kraksaan. The contribution of the habit of performing the Dhuha prayer to learning concentration (coefficient of determination R) is 38.6%, while 61.4% is influenced by other factors outside the scope of this study.

These findings are consistent with the research by Siti Aisyah Rahmah (2021), which found that performing the Dhuha prayer is effective in improving students concentration during learning. Psychologically, morning worship creates a calmer and more focused mental state before students begin their lessons. For students with special needs who require a structured and supportive learning environment, emotional stability is a key factor in fostering concentration (Hasanah & Alivia, 2023). A scheduled routine also helps students with special needs understand the patterns of daily activities more consistently. Zahra and Sofa (2024),

in their study at MI Tarbiyatul Islam Kraksaan, also demonstrated that the practice of performing Dhuha and Dhuhr prayers in congregation effectively fosters students discipline, which in turn positively impacts their concentration and engagement in learning. These findings are reinforced by Maulana, Haris, and Ihwan (2025), who state that consistent religious practice significantly contributes to the development of children s disciplined character, including their ability to focus during learning activities. Purwantoro (2024) also emphasizes that environmental factors and social support including the involvement of teachers and parents play a crucial role in sustaining students motivation and concentration at madrasahs.

The Effect of Practicing Dhuha Prayer in Congregation on Students Spiritual Intelligence (Y2)

Table 8. Descriptive Statistics for the Spiritual Intelligence Variable (Y2)

Statistics	Value
N (Sample)	65
Mean	40.7
Median	41.0
Standard Deviation	4.63
Min. Score	28
Max. Score	48
Ideal Score Range	12 48

Source: Primary Data, analyzed using SPSS 26.0

Table 9. Results of the Normality and Homogeneity Tests of Variable X Relative to Y2

Test	Statistic	Critical Value	Sig.	Notes
Normality X (Chi-Square)	χ = 7.42	χ table = 11.07		Normal
Normality of Y2 (Chi-Square)	χ = 6.89	χ table = 11.07		Normal
Homogeneity (Levene)	F = 1.07	F-table = 3.99	0.305	Homogeneous

Source: Primary data, analyzed using SPSS 26.0

Table 10. Results of the t-Test on the Effect of the Habit of Performing Dhuha Prayer on Spiritual Intelligence (Y2)

Variable	Calculated t	Table t (df=63)	Sig.	Notes
X → Y2 (Spiritual Intelligence)	5.23	1.998	0.000	Significant

Source: Primary Data, analyzed using SPSS 26.0

Based on the results of the t-test, the calculated t-value was 5.23 > the critical t-value of 1.998, with a significance level of 0.000 < 0.05. Thus, H0 is rejected and Ha is accepted, meaning that there is a significant effect of the practice of praying Dhuha in congregation on the improvement of spiritual intelligence among students at the Dharma Asih Special Education School in Kraksaan. The contribution of the habit of performing the Dhuha prayer to spiritual intelligence (R) is 42.4%, while 57.6% is influenced by other factors.

These findings are consistent with those of Dewi Sartika Wangi (2024), who found that Dhuha prayer contributes 42.25% to spiritual intelligence, and Riski Budi Aji (2025), who reported a contribution of approximately 24%. The higher contribution value in this study is likely influenced by the characteristics of students with special needs, who are relatively more responsive to structured routines compared to students in regular schools. Consistently performing the Dhuha prayer has been shown to strengthen indicators of spiritual intelligence, particularly religious self-awareness, the appreciation of the value of worship, and empathetic attitudes toward fellow students. Sofa, Mundir, and Ubaidillah (2024) emphasize that Islamic Education (PAI) instruction grounded in spiritual and emotional intelligence can holistically cultivate students religious character and moral values, which aligns with this study s finding that the spiritual dimension can be developed through structured worship practices. Khumaidi, Naimah, and Solihin (2024) also identified that the internalization of Islamic religious education values has a significant impact on enhancing students spiritual awareness, consistent with the 42.4% contribution found in this study. Research over the past five years has shown that the regular practice of religious activities in the school environment is positively correlated with increased self-awareness and emotional regulation among students (Basri, 2022; Fauzi, 2024; Pratama, 2023).

Table 11. Summary of Hypothesis Testing Results

Hypothesis	Calculated t-value	Table t	Sig.	R	Conclusion
X → Y1 (Study Concentration)	4.87	1.998	0.000	38.6%	Ha Accepted
X → Y2 (Spiritual Intelligence)	5.23	1.998	0.000	42.4%	Accepted

Source: Primary Data, processed using SPSS 26.0

IV. CONCLUSION

Based on the research findings and discussion, the following conclusions can be drawn. First, the practice of performing Dhuha prayer in congregation at SLB Dharma Asih Kraksaan is carried out routinely and consistently, with a level of implementation classified as very good (an average score of 43.6 out of an ideal score of 48). Second, there is a significant effect of the practice of congregational Dhuha prayer on improving students concentration in learning, as indicated by a calculated t-value of 4.87 > table t-value of 1.998 (sig. = 0.000), with a contribution of 38.6%. Third, there is a significant effect of the habit of performing congregational Dhuha prayer on the improvement of students spiritual intelligence, as indicated by a calculated t-value of 5.23 > table t-value of 1.998 (sig. = 0.000), with a contribution of 42.4%.

This study demonstrates that structured and consistent religious practices in special education schools can have a significant positive impact on both the cognitive (learning concentration) and spiritual (spiritual intelligence) aspects of students with special needs. It is hoped that these findings will serve as an empirical basis for strengthening religious

guidance programs in special education settings and as a reference for future research examining other aspects of religious practices among students with special needs.

V. ACKNOWLEDGMENTS

The author would like to express gratitude to the leadership and the entire academic community of Zainul Hasan Genggong Islamic University; to Dr. Ahmad Khumaidi, M.Pd., and Mr. Farich Purwantoro, M.Pd., as the first and second advisors, respectively; and to all the administrators, teachers, and students of Dharma Asih Special Education School in Kraksaan for granting permission and providing full support throughout this research process.

VI. REFERENCES

Abdullah, S. H., Tamam, A. M., & Rahman, I. K. (2021). Program pembinaan kematangan emosi anak yatim tingkat sekolah dasar. Tawazun: Jurnal Pendidikan Islam, 14(1), 73–82. https://doi.org/10.32832/tawazun.v14i1.3928

Aji, R. B. (2025). Kontribusi shalat dhuha terhadap kecerdasan spiritual siswa. Jurnal Pendidikan Islam Indonesia, 10(1), 45–58. https://doi.org/10.35316/jpii.v10i1.7182

Azizah, L., & Karim, M. (2020). Hubungan aktivitas religius dengan motivasi belajar siswa. Jurnal Pendidikan dan Pembelajaran, 27(3), 210–223. https://doi.org/10.26418/jppk.v27i3.41256

Basri, H. (2022). Penguatan pendidikan karakter melalui pembiasaan ibadah di sekolah. Jurnal Pendidikan Karakter, 13(2), 145–158. https://doi.org/10.21831/jpk.v13i2.52341

Fauzi, M. (2024). Efektivitas pembiasaan sholat dhuha dalam meningkatkan sikap religius siswa. Jurnal Pendidikan Karakter, 14(1), 98–112. https://doi.org/10.21831/jpk.v14i1.62815

Hasanah, U., & Alivia, B. (2023). Regulasi emosi guru dalam menangani anak berkebutuhan khusus. IDEA: Jurnal Psikologi, 7(1), 1–15. https://doi.org/10.32492/idea.v7i1.6483

Hidayat, T., & Suryana, D. (2021). Implementasi kegiatan keagamaan dalam membentuk karakter siswa. Jurnal Pendidikan Islam Indonesia, 6(1), 87–102. https://doi.org/10.35316/jpii.v6i1.3052

Hikmah, N. (2022). Peningkatan kecerdasan spiritual melalui pembiasaan shalat dhuha. Jurnal Pendidikan Agama Islam, 19(2), 120–135. https://doi.org/10.14421/jpai.2022.192-03

Khumaidi, A., Naimah, U., & Solihin, M. (2024). Nilai-nilai pendidikan agama Islam dalam serial film Malaysia "NUR" season 1 karya Shahrulezad Mohameddin. BEST Journal (Biology Education, Sains and Technology), 7(2), 1–12. https://doi.org/10.30743/best.v7i2.9009

Maulana, I., Haris, A., & Ihwan, I. (2025). Pengaruh pembiasaan ibadah terhadap pembentukan karakter disiplin anak di Madrasah Ibtidaiyah Kota Bima. El-Muhbib: Jurnal Pemikiran dan Penelitian Pendidikan Dasar, 9(1), 259–269. https://doi.org/10.52266/el-muhbib.v9i1.4276

Olivia, O. S. P., Rizaldi, A., Amri, H., Fauzan, Ummul, Mutmainnah, B., & Santalia, I. (2025). Pembelajaran PAI sebagai media internalisasi moderasi beragama dalam membentuk regulasi emosi dan perilaku siswa kelas 4 SDN 81 Mallusesalo. Pendas: Jurnal Ilmiah Pendidikan Dasar, 10(4), 263–278. https://doi.org/10.23969/jp.v10i4.36400

Pratama, M. F. (2023). Implementasi sholat dhuha dalam penguatan karakter religius siswa sekolah dasar. Jurnal Pendidikan Karakter Islam, 5(2), 78–91. https://doi.org/10.30868/jpki.v5i2.5134

Qiptiyah, M., Ni'mah, M., & Purwantoro, F. (2024). Analisis solutif kerjasama orang tua dan guru dalam meningkatkan motivasi belajar peserta didik di MI Dlauul Islam. Jurnal Al-Murabbi, 9(2), 31–43. https://doi.org/10.35891/amb.v9i2.5135

Rahmah, S. A. (2021). Efektivitas kegiatan sholat dhuha dalam meningkatkan konsentrasi belajar siswa sekolah dasar. Jurnal Edukasi Islam, 10(2), 89–104. https://doi.org/10.30868/ei.v10i2.1732

Sofa, A. R., Mundir, H., & Ubaidillah, H. (2024). Learning Islamic religious education based on spiritual and emotional intelligence to build the morals of Zainul Hasan Genggong Islamic University students. International Journal of Educational Narratives, 2(1), 42–47. https://doi.org/10.55849/ijen.v2i1.641

Sugiyono. (2021). Metode penelitian kuantitatif, kualitatif, dan R&D (3rd ed.). Alfabeta.

Wahyuni, S. (2024). Pengaruh sholat dhuha terhadap konsentrasi belajar siswa. Jurnal Edukasi Islami, 13(1), 55–69. https://doi.org/10.30868/ei.v13i1.5982

Wangi, D. S. (2024). Pengaruh pembiasaan shalat dhuha terhadap konsentrasi belajar dan kecerdasan spiritual siswa. Jurnal Pendidikan Islam, 12(1), 34–51. https://doi.org/10.15575/jpi.v12i1.28314

Winarni, E. W. (2018). Teori dan praktik penelitian kuantitatif kualitatif. Bumi Aksara.

Zahra, A. M., & Sofa, A. R. (2024). Implementasi pembiasaan shalat dhuha dan shalat dhuhur secara berjama'ah dalam membentuk karakter disiplin di MI Tarbiyatul Islam Kraksaan. Jurnal Bima: Pusat Publikasi Ilmu Pendidikan Bahasa dan Sastra, 2(4), 231–239. https://doi.org/10.61132/bima.v2i4.1377