



Analysis of the Habitual Practice of Dhuha Prayer and Reading the Qur'an on Academic Results at SMK Muhammadiyah 1 Sirampog

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Abstract

Introduction to the Problem: Analysis of the practice of performing the Dhuha prayer in an academic setting. **Purpose:** Analyze students at SMK Muhammadiyah 1 Sirampog who regularly perform the Dhuha prayer and identify differences between those who perform the prayer out of obligation and those who perform it voluntarily. These groups differ in terms of the outcomes they achieve, particularly academically. **Methods:** This article employs qualitative research, including in-depth interviews with relevant sources and direct observation of the school environment. Data analysis techniques used in this study include data reduction, data presentation, and drawing conclusions. **Findings:** Descriptive analysis of the interview data and documentation indicates that students who habitually perform the Dhuha prayer generally achieve better academic results. However, academic performance measurement remains ineffective due to other factors influencing academic performance. These factors are satisfactory, but differ from those of students without this habit. For example, students with this habit tend to be calmer during the learning process, which inevitably influences the outcomes obtained. **Research implications:** Affect the outcome of Generalizability Constraints, Methodological Influence on Findings, Practical Utility, Internal Validity Concerns Recommendation, Future studies should use mixed methods and expand sampling to improve validity and generalizability. **Originality:** The main limitation is the sources' reluctance to be open due to the desire to maintain the school's reputation. The recommendation is to focus more on field observations and the results of interviews with objective sources.

Keywords: Analysis, Academic, Habitualization, Prayer, Students

Introduction

Education is one of the main pillars in building quality human resources, not only in terms of academics but also in aspects of character and spirituality. In this context, the habitual practice of religious activities such as the Dhuha prayer and recitation of the Qur'an is believed to have a positive impact on students' development, both academically and psychologically. The Dhuha prayer, as a Sunnah worship performed in the morning, and the recitation of the Qur'an, as an activity that calms the mind, are expected to create a conducive learning environment, enhance discipline, and improve students' concentration.

Previous studies have shown that religious activities such as the Dhuha prayer and recitation of the Qur'an can shape discipline, mental tranquility, and enhance learning motivation. However, specific studies examining the impact of habituating these two religious practices on academic performance in vocational school settings, such as SMK Muhammadiyah 1 Sirampog, remain limited. Vocational schools have unique characteristics with a focus on practical skills and work readiness, making the integration of spiritual values into the learning process an intriguing area of research.

Based on this background, this study aims to analyze the influence of habituating the Dhuha prayer and Qur'an recitation on students' academic performance at SMK Muhammadiyah 1 Sirampog. The study will also identify supporting and inhibiting factors in the implementation of these activities, as well as examine the level of students' awareness in carrying them out. Through a qualitative approach using interviews and observations, this research is expected to provide an in-depth understanding of how the habituation of this morning worship contributes to improving academic achievement and character development in students.

The results of this study are expected to serve as a reference for educational institutions, particularly vocational schools, in designing balanced character and spiritual development programs alongside academic demands. Additionally, the findings may provide a foundation for the development of holistic learning strategies that integrate cognitive, affective, and spiritual aspects in efforts to shape a generation of excellence with noble character.

Literature review

The success of a nation in achieving its goals is not solely determined by the abundance of natural resources but is highly influenced by the quality of human resources. A great nation can be seen through the quality of its character (humanity) (Haryanto et al., 2023).

The Dhuha prayer is a Sunnah prayer performed when the sun has risen. The time for the Dhuha prayer extends from the time the sun rises until just before it reaches its zenith (Istiwa). In Surah Adh-Dhuha, the Qur'an emphasizes the special nature of the Dhuha time, to the extent that Allah swears by this time. Therefore, it is encouraged to make the best use of the Dhuha time to supplicate to Allah SWT through the Dhuha prayer (Haryanto et al., 2023).

The practice of the Dhuha prayer helps students become more inclined to offer advice, as they understand the importance of punctuality in performing their religious duties, particularly those involving obligatory prayers (Haryoto & Mustain, 2020). Students who are disciplined tend to have better self-control. Obeying tasks based on awareness and existing rules reflects a disciplined attitude (Sholicha & Darajatul Aliyah, 2024). Discipline is also essential because it ensures the proper application of legal requirements. At the very least, these rules are meant to control and guide students' attitudes toward improvement (Rahayu & Fauji, 2024).

Discipline can be cultivated through consistent habits such as the Dhuha prayer, which helps students become more disciplined. Teachers, as the second parents in school, are responsible for not only providing education but also guiding students in character development (Paujiah et al., n.d.).

Building character requires a long period of time and should be done continuously. In character education within schools, all elements within the school must be involved. These educational elements include the curriculum, learning processes and assessments, subject

management, school management, infrastructure, and various school activities, alongside the work ethic of all school members (Anwar, 2021).

Although numerous studies discuss the impact of religious activities on learning outcomes, there has been limited research on the specific effects of the Dhuha prayer and Qur'an recitation at SMK Muhammadiyah 1 Sirampog. Therefore, this study aims to fill this gap by analyzing the impact of these two religious practices on academic performance within a vocational school environment.

Methods

Looking at the implied meaning in the title and the issues discussed in this research, this study employs a case study and field research design with a qualitative approach. The research is based on interviews with educators, students, and the entire community surrounding SMK Muhammadiyah 1 Sirampog. In this qualitative research, several key elements are emphasized, particularly in case study and field research: the researcher is the main instrument who directly observes the situation at the location related to the policy of closing the campus gate and its impact. The focus is more on the process than on the outcome, as literary works are rich in interpretation and the analysis is inductive in nature.

Meaning is the central focus. The primary source of analysis in this study is direct observation. The researcher also uses existing literature from previous journals as a source to understand the factual results and strengthen the argumentation. Additionally, the researcher uses a study research method in the data collection process, employing data that can support the researcher during the research process. The sources used include questionnaires completed by the school community of SMK Muhammadiyah 1 Sirampog.

During data analysis, the researcher also conducts direct interviews with the entire school community of SMK Muhammadiyah 1 Sirampog, which include propositions, hypotheses, and assumptions. This line of thinking includes perspectives used to interpret relevant data in accordance with the topic being researched. A descriptive approach is employed to systematically describe the data according to the description created by the researcher. Descriptive analysis is used to represent the data in a manner that aligns with the objective of this research, which is to identify the cultivation of religious culture aimed at enhancing character formation and Islamic values among students.

The researcher directly observes the research location and participates in the morning habituation activities, including performing the Dhuha prayer and reciting the Qur'an with the students of SMK Muhammadiyah 1 Sirampog. Primary data collection interviews are conducted with students, teachers, staff, and even neighbors around the school to gain a clear picture of the impact of the morning habituation activities carried out by the school. Interviews are conducted in an unstructured manner, using an interview guide containing key topics to be discussed.

Triangulation is used to achieve research credibility. The researcher compares data from observations and direct involvement with interview data and other sources. Triangulation helps the researcher to obtain clear and strong data regarding the issue at the heart of this study.

Result

The meaning of "habitualization" comes from the root word "biasa," which means something common, customary, or something that has become inseparable from daily life, something that

happens frequently (Depdiknas, 2007). The Dhuha prayer is a Sunnah prayer that, according to Sayyidina Ali ra., was performed by the Prophet Muhammad saw. when the sun rises in the east, aligning with the sun at the western horizon during the Asr time, concluding at noon (Yusuf, 2010). The Dhuha prayer is filled with virtues and brings abundant rewards, including the reward equivalent to charity and the forgiveness of sins.

Both terms, "habitualization" and "Dhuha prayer," can be concluded by the researcher as a practice of performing the Dhuha prayer, a Sunnah of the Prophet Muhammad saw., which is done repeatedly and continuously with the aim that it becomes a routine activity that is inseparable from daily life. Thus, through the school program of habitualizing the Dhuha prayer, students are expected to adopt attitudes and behaviors based on divine values and obedience to rules or regulations. The goal is for the Dhuha prayer to become a regular routine and inseparable from the students' daily life at SMA Muhammadiyah Sirampog.

The morning habitualization, in the form of the Dhuha prayer, is performed at SMK Muhammadiyah 1 Sirampog around 07:35 AM after the morning activity of reciting the Qur'an together. The benefits of the Dhuha prayer, as explained in the book Berkah Sholat Dhuha by M. Khalilurrahman Al-Mahfani, are based on the experiences of those who perform it, including a calm heart, increased concentration, physical health, finding ease or solutions in every problem, receiving unexpected sustenance, becoming diligent and persistent in efforts, improving intelligence and creativity, and fostering istiqomah (steadfastness in performing tasks at the right time).

However, there are several factors that hinder the implementation of the Dhuha prayer, such as the lack of awareness or willingness among students to perform the Dhuha prayer and recite the Qur'an. One cause of this is the frequent tardiness of students, especially during the rainy season, or students who are reluctant to arrive early and prefer to arrive late. There is also a lack of support from parents, who may not pay sufficient attention to their children or are unaware of the activities their children engage in while at school.

Additionally, not all teachers participate in the Dhuha prayer, as some teachers have long commutes to the school or have other obligations, resulting in delayed attendance. There is also a lack of monitoring and presence tracking for the Dhuha prayer, with insufficient supervision from teachers and a lack of responsibility among students to attend the prayer and sign the attendance list provided by the teacher.

According to the results of a survey and interviews conducted with the students of SMK Muhammadiyah 1 Sirampog, we gathered the following reasons for their participation in the morning habituation activities:

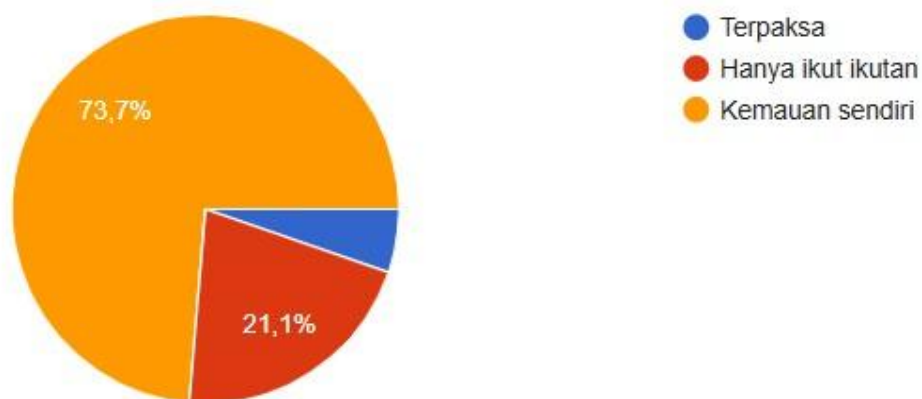


Figure 1. Reasons for Students of SMK Muhammadiyah 1 Sirampog in Participating in Morning Routine

The majority, 73.7%, practice the morning habituation willingly, while 21.1% do it because they are following others, and 5.3% do it reluctantly due to the school's requirement. These results demonstrate that the school has successfully encouraged students to perform the Dhuha prayer and recite the Qur'an willingly, without any coercion.

One student stated, "Because performing the Dhuha prayer and reciting the Qur'an helps start the day well, brings blessings, and strengthens closeness to Allah, it also brings peace of mind." This reflects the positive benefits students experience from this habituation—they feel personal improvements in themselves.

Another student mentioned, "Because it brings me closer to the Creator and trains my discipline." A female student also expressed that performing this habituation has drawn her closer to the Creator and has led to a change within herself, becoming more disciplined.

On the other hand, students who have memorized parts of the Qur'an also use this time to review or revise their memorization. One student shared, "Yes, I also use this time for revising my memorization." This is another positive outcome derived from practicing the morning habituation.

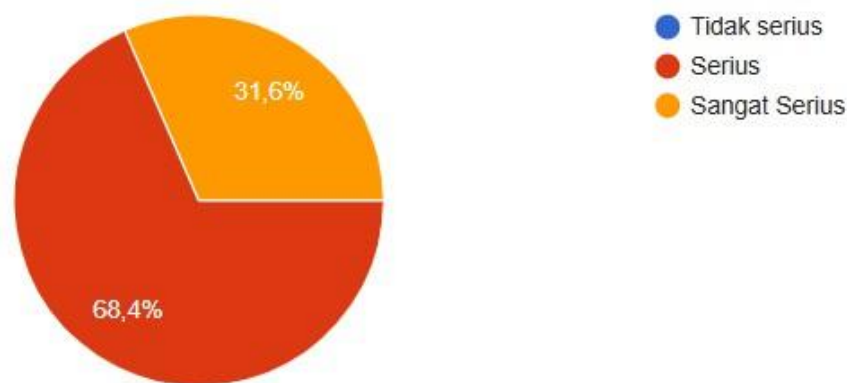


Figure 2. The Level of Seriousness of Students from SMK Muhammadiyah 1 Sirampog when Carrying Out Morning Routines

The diagram above illustrates the level of seriousness exhibited by students when performing the Dhuha prayer and reciting the Qur'an at SMK Muhammadiyah 1 Sirampog. The diagram shows that 68.4% of the students perform these activities with great seriousness, meaning they do so with devotion and of their own volition. Meanwhile, 31.6% perform them seriously, indicating that at times they struggle to maintain focus and full seriousness. There are 0% of students who perform these activities playfully or in a joking manner.

These results indicate that the students of SMK Muhammadiyah 1 Sirampog carry out the Dhuha prayer and Qur'an recitation with sincerity, without any joking or playful behavior.

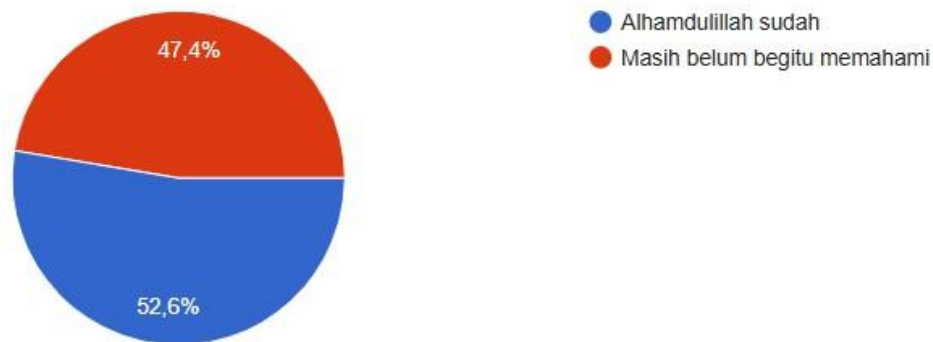


Figure 3. The Level of Understanding of Students of SMK Muhammadiyah 1 Sirampog Regarding the Procedure of Dhuha Prayer and Reading the Al-Qur'an.

The diagram above indicates that 52.6% of the students at SMK Muhammadiyah 1 Sirampog understand the procedure for performing the Dhuha prayer and reciting the Qur'an. However, 47.4% of the students still do not fully understand the correct procedures. This shows that the level of mastery of the material among the students is still lacking, although it is considered relatively good since more than 50% of the students have understood it.



Figure 4. The Academic Achievement Results of Students of SMK Muhammadiyah 1 Sirampog After Implementing Morning Routine in the Form of Dhuha Prayer.

The diagram above shows that 52.6% of the students at SMK Muhammadiyah 1 Sirampog have experienced changes in their academic performance after participating in the morning habituation activities, which include the Dhuha prayer and reciting the Qur'an. This indicates a positive change in their academic outcomes following the implementation of these morning habituation practices.

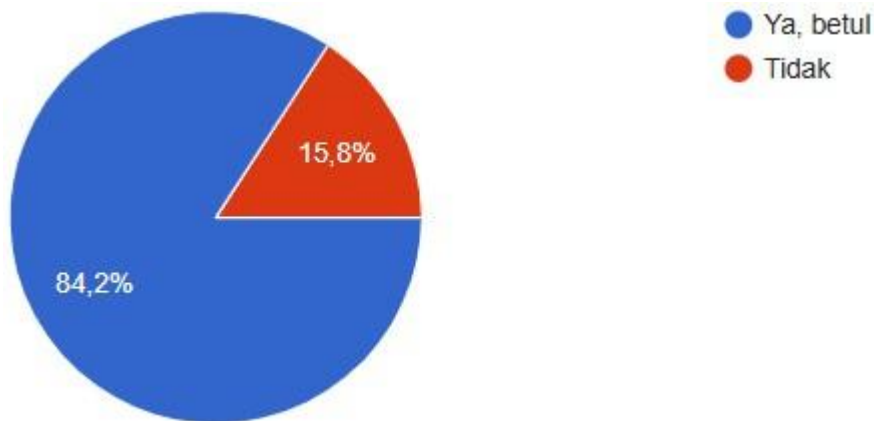


Figure 5. The Impact of Morning Habituation on Mental Calmness and Facilitation of Learning Absorption in Class According to Students of SMK Muhammadiyah 1 Sirampog

The diagram above shows the positive results of the morning habituation activities, which include the Dhuha prayer and reciting the Qur'an, practiced by the students of SMK Muhammadiyah 1 Sirampog. A significant 84.2% of the students reported experiencing mental calmness, which in turn facilitates their ability to absorb knowledge during class lessons. This demonstrates that there has been an improvement in the academic performance of the students at SMK Muhammadiyah 1 Sirampog after participating in these morning practices.

According to one of the teachers at SMK Muhammadiyah 1 Sirampog, "Because of the Dhuha prayer, the students are more disciplined and more focused in receiving lessons." This directly supports the perspective of the teacher, who interacts closely with the students, confirming that the morning habituation activities help students become more disciplined and focused in class. Another teacher also mentioned, "There has been a positive behavioral change in the process".

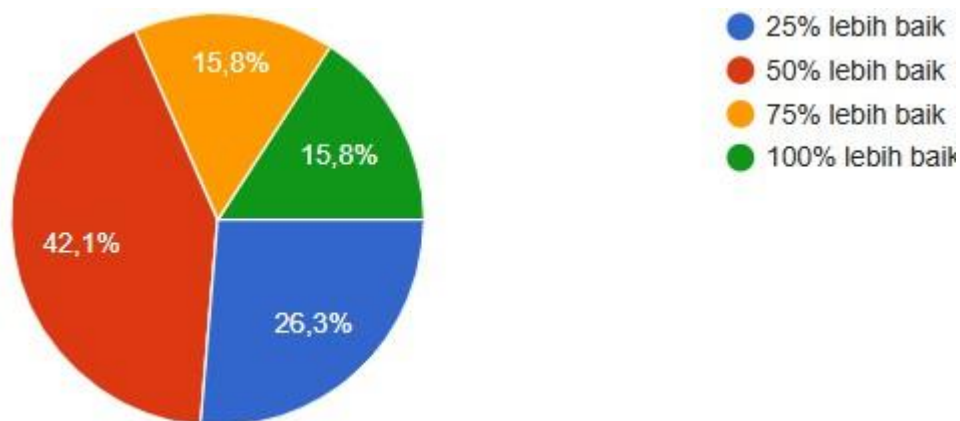


Figure 6. Percentage of Improvement in Academic Scores of Students of SMK Muhammadiyah 1 Sirampog After Implementing Morning Routine in the Form of Dhuha Prayer and Reading the Quran.

The diagram shows an improvement in the academic performance of students at SMK Muhammadiyah 1 Sirampog after participating in the morning habituation activities, which include the Dhuha prayer and reciting the Qur'an. The results vary, with 26.3% of the students experiencing an improvement of at least 25% compared to their usual performance, which is considered a positive outcome of the morning practices. Moreover, 15.8% of the students experienced a

remarkable 100% increase in their academic scores. This indicates that the morning habituation activities have been highly successful for a significant portion of the students, leading to improved academic performance.

Discussion

The time for performing the Duha prayer begins from when the sun rises about one or two spear lengths until it starts to set. The Duha prayer time starts when the sun rises about one spear length until it starts to set. However, the sunnah (recommended practice) is to perform it after the sun has risen high and the heat has become intense. According to Ubaid Ibn Abdillah, the Duha prayer starts when the sun has risen, around half a spear or about 7 spans high, and ends when the sun begins to descend (around 7:00 AM until the Dhuhr time). However, it is recommended to perform it later, when the sun is higher and the heat is more intense. Therefore, the Duha prayer is performed approximately from 7:00 AM until just before 11:00 AM, when the sun has risen but before the time for Dhuhr. The minimum number of rakats (units of prayer) is two, and it can be performed up to twelve rakats, with each rakat concluded with a single salam. The Duha prayer is a Sunnah prayer, meaning that those who perform it will be rewarded, while those who do not will not incur any sin. (Dwi, 2019).

The Qur'an serves as a remedy for the ailments of the heart, such as doubt and suspicion. As the Qur'an is a guide and a mercy, it removes impurities, filth, polytheism, and disbelief from the innermost parts of the heart. This is why Islamic education is essential for Muslims. (Moch. Nurtian, 2022). According to Hariandi in an article by Heru Wibowo, the Qur'an is the holy book that serves as the guide for Muslims' lives on earth. The Qur'an is also a miracle granted to Prophet Muhammad (peace be upon him) through the Angel Gabriel as an intermediary, and reading it is a rewarding act. Allah has guaranteed that the Qur'an will remain preserved in its purity until the end of time (Heru, 2023). The Qur'an is the guideline for Muslims. The Qur'an has many special qualities, and even if one reads it without understanding its meanings, it has both physical and psychological benefits. Reading the Qur'an has been shown to reduce nervous tension, bringing calm to those who read it.

The command to read the Qur'an was the first revelation sent by Allah to Prophet Muhammad (peace be upon him). Allah taught something that humanity did not know through the Qur'an. The field of education plays a significant role in shaping the development of superior individuals who contribute to the nation's development. To make education meaningful, it must refer to existing laws and regulations, specifically to Law No. 20 of 2003, Chapter 2, Article 3, regarding the National Education System. Learning outcomes are a representation of students' achievement of the competencies needed to enter the workforce. Evaluating learning outcomes focuses on the information obtained about how much the students have achieved the set learning objectives. Students' learning outcomes are closely related to their intelligence level, which influences the learning process, though it is not the primary factor. (UUD RI, 2003).

According to Slamet, many factors affect students' learning outcomes, beyond intellectual factors. Other factors include motivation, behavior, personality, and more. Environmental factors also play a significant role in influencing students' learning outcomes. Based on research findings, reading the Qur'an can influence one's intelligence. Reading the Qur'an after Maghrib and Fajr can increase intelligence by up to 80%. Furthermore, the Qur'an also enhances concentration and memory. Therefore, students who frequently read the Qur'an find it easier to remember the lesson

material. As a result, the habit of reading the Qur'an at the beginning of lessons can positively impact learning outcomes. (Kurniawan, 2018).

Additionally, the habit of reading the Qur'an at the beginning of lessons plays a crucial role in influencing students' learning outcomes. If students are accustomed to reading the Qur'an regularly, it will foster a desire to understand the meaning of the Qur'an. This, in turn, leads to a better understanding of all subjects taught, especially Islamic Religious Education.

Students' interest and ability in reading the Qur'an vary. Therefore, it is essential to establish a routine of reading the Qur'an to improve their reading skills. According to the Indonesian Dictionary, a habit is an activity or practice that is done frequently. A habit can be defined as a process that makes someone accustomed to performing that activity. In Heru Wibowo's writing, it is cited that Witherington defines habit as "an acquired way of acting which is persistent, uniform, and fairly automatic." Habit is something acquired through continuous learning, becoming stable and automatic. According to Armai Arief, habit is behavior that an individual tends to highlight in specific situations. According to Abdul Mujib, habit results from a series of stimuli and responses learned by a child and practiced continuously. (Heru, 2023).

In today's educational institutions, many schools have implemented the habit of reading the Qur'an at the beginning or end of lessons. This practice is applied at SMK Muhammadiyah 1 Sirampog, where all students are required to read the Qur'an at the beginning of lessons as part of the character education program implemented by the school. This activity is carried out every day before the lessons begin, guided by the homeroom teacher, with the Islamic Religious Education teacher being responsible for the activity.

The development of students' spiritual intelligence at SMK Wiworotomo Purwokerto is supported by a conducive curriculum, school management, teacher training, collaboration with parents, a supportive learning environment, and adequate facilities. (Rahma Anindya, 2024).

The purpose of these habits is to develop new, appropriate, and positive behaviors in line with the needs of time and space. Furthermore, the meaning of "appropriate" and "positive" aligns with moral norms and values, which are applicable in religious, social, and cultural contexts. Reading is an activity that involves the collaboration of several skills, such as observing, understanding, and thinking. In addition, reading is a process of interpreting writing, a form of analysis of the reading material. Thus, reading is the capturing and understanding of ideas, an activity where the reader engages emotionally and mentally with the text. (Slamet, 2012). According to Henry Guntur Tarigan: "Reading is a process through which a person acquires the message intended by the author through written language." (Henry, 2008).

Motivation in the teaching and learning process significantly influences the learning achievements of students. It can be concluded that students who are prepared to receive lessons well can achieve positive outcomes, such as improved learning achievements. (Amanullah et al., 2024).

The Chairman of the Indonesia Mengaji Foundation, Police General Syafruddin, stated that 65% of Indonesia's Muslim population cannot read the Qur'an. This data is based on a comprehensive study by Islamic youth organizations and prominent youth figures. "Among all Muslims in Indonesia, which makes up 87.2% of the population, only 35% can read the Qur'an. Thus, 65% cannot read the Qur'an, let alone be Hafiz of the Qur'an," he said during the online soft launch of 'Indonesia Mengaji for the Prosperity and Peace of the Nation.' He cited data from the 2020 census, showing that Indonesia has a Muslim population of 229 million, making it the largest

Muslim country in the world. "In 5-10 years, India will surpass Indonesia to become the number one country in terms of Muslim population," he said.

Based on this data, several Islamic youth organizations and leaders have conducted in-depth research on the ability to read the Qur'an among Indonesian Muslims. As a result, it was found that only 35% or about 80 million Muslims in Indonesia can read the Qur'an. (Umar, 2019).

This data is critical for us as Muslims, especially for the writer, who is studying Islamic Religious Education. It is our collective responsibility to reduce the number of Muslims who cannot read the Qur'an.

Some of the results or impacts of the morning habit of reading the Qur'an and performing the Duha prayer before entering class at SMK Muhammadiyah Sirampog include students being calmer and less hasty in their actions, having a greater potential to absorb classroom lessons, experiencing a more organized state of mind, which reduces incidents of conflicts often arising from emotional disturbances, being easier to guide, and having higher productivity.

Conclusion

Based on the research conducted at SMK Muhammadiyah 1 Sirampog, it can be concluded that the habituation of performing the Duha prayer and reading the Qur'an has a positive impact on students' academic performance and character. The majority of students (73.7%) engage in these activities voluntarily, with a high level of seriousness (68.4%). This indicates that the morning worship habit has successfully created internal awareness among the students, rather than being merely a duty.

Academically, more than half of the respondents (52.6%) reported an improvement in their grades after regularly performing the Duha prayer and reading the Qur'an. Additionally, 84.2% of students felt that it brought them mental calmness, helping them focus better in lessons. Teachers also observed positive changes, such as increased discipline and concentration in class. These findings align with previous research, which states that religious activities can enhance emotional and spiritual intelligence, ultimately supporting academic achievement.

However, there were some challenges in its implementation, such as a lack of awareness among some students (21.1% were merely following the crowd), insufficient parental support, and limited supervision from teachers. Therefore, more intensive efforts are needed, such as socializing the benefits of these activities to parents and enhancing the role of teachers in consistently guiding the students.

Overall, this study proves that the habituation of the Duha prayer and reading the Qur'an is not only a religious ritual but also an effective character-building strategy. Integrating spiritual values into the learning process can create a generation that is not only academically intelligent but also of noble character and competitive. A recommendation for future research is to conduct a similar study using a quantitative approach to measure the impact more objectively and to expand the sample scope to other educational levels.

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