

ANALYSIS OF CLASS IV STUDENTS' DIFFICULTIES IN PERFORMING MANDATORY PRAYERS

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Abstract

Articles are created with the aim of describing students' difficulties; Factors responsible for the difficulties involved in salat; And the effort that can be made to overcome the students' difficulties of performing mandatory religious services. The type of research used is qualitative descriptive. Main data retrieval techniques using study literature study. The factors behind the student's difficulties in mandatory worship match the theory of sheikh abdul shuuja 'ahmad bin husein and the ahmadi and supriyono. The difficulties students experience in performing mandatory religious services need attention early and early teacher support, parental example at home before coming up with the interest of the students in performing mandatory services without any coercion. Research concludes that motivation, interest, interactive religious studies, school facilities and parental example require students to mandatory salat.

Keywords: Mandatory salat; Student difficulties.

Introduction

Daily life cannot be separated from worship, especially the obligatory prayers which are routine for Muslims. Confirmed in the words of Allah SWT:

إِنَّ الصَّلَاةَ كَانَتْ عَلَى الْمُؤْمِنِينَ كِتَابًا مَوْقُوتًا

Meaning: "Indeed, prayer is a fardu that is determined by the time for those who believe." (Q.S 4:103). Prayer services must be considered valid and perfect if they are carried out in accordance with the requirements and pillars, including for children entering puberty (puberty).

According to Musyaddah (2018: 13) the objectives of PA & BP subjects in SD/MI are at the core of faith, knowledge and charity. Where students can have the ability to: 1) cultivate and develop and form good attitudes and discipline as well as love for religion in various ways of life. Children will later become human beings who are devoted to Allah SWT. and His Messenger; 2) development of religious knowledge, which will enable the knowledge gained to form a person with noble character and strong belief in Allah SWT; 3) use religious skills in living life, including carrying out obligatory prayers.

In carrying out the obligatory prayers, Muslims are required to observe 5 prayers including Fajr, Duhur, Asra, Maghrib, Isha. Based on preliminary studies, students only perform the obligatory prayers 3 times a day. Prayers that students often miss include the Fajr, Noon and Isha prayers. This is because students wake up late and the morning prayer is often left behind or not even carried out. Based on a literature study, during teaching and learning activities at school, students are sent home at 12.00, students continue their activities by playing, sleeping, thus leaving behind midday prayers. Isha prayers are the same, after studying students continue to play on gadgets and sleep, so that the prayers that have been mentioned are easily abandoned by students; Students perform obligatory prayers in congregation, both with their families, in the prayer room and in the mosque.

The example of parents in education in the family environment is very important and determining. As a prospective elementary school teacher, it is important to know the difficulties and causal factors experienced by students, especially when carrying out obligatory prayers.

Discussion

In the study of Religious & Character Education, there is one material that will be carried out throughout life and continuously, this material is prayer. Students must master prayers with Arabic pronunciations from an early age. In its implementation, schools can facilitate it, so that it can be carried out continuously at school, so that the pronunciation, movements and perfection of prayers can be learned as early as possible. Learning starts from class IV because students are able to differentiate between right and wrong, students also enter maturity. At this age, students' maturity hormones also begin to become active, so religious training must start early. Limited facilities, motivation, interest in carrying out the future can make it difficult to carry out the obligatory prayers. Based on literature studies from several studies, there are several schools that do not have adequate learning support facilities such as prayer rooms and ablution places. There is also a majority of students attending evening school/TPQ (Al-Quran Education Park), so that the majority of students can read and pronounce Arabic texts well. Based on the results of research conducted through literature studies, it shows that prayer material learning and implementation in mosques before the pandemic had been implemented. Based on journal literature, some students have difficulty in prayer material in continuing to pronounce Arabic during obligatory prayers, meaning this is in line with Ahmadi and Supriyono's theory that learning difficulties can be experienced by children with normal abilities caused by non-intelligent factors (Ahmadi and Supriyono, 2013:77). Thus, learning difficulties are a learning obstacle experienced by children and are caused by various factors that can be overcome with cooperation between teachers and parents. In line with the research of Sa'adah, S. (2021), the conclusion of this research is that the ability to practice reading prayers for class IV students at SDN-5 Teangkat varies. Diversity is influenced by each student's family, interests and knowledge. Adequate facilities can be a supporting factor in learning prayer material. In line with research conducted by Hijerawati (2019) which explained the obstacles found were students' lack of awareness, laziness, and playing too much. The supporting factors are adequate infrastructure, prayer rooms, ablution places that have been provided by the school.

In learning PA & BP the prayer material has an impact on students regarding reading Arabic pronunciations where students have difficulty spelling and

reading it. Based on literature studies, there are several schools that do not have adequate learning support facilities such as prayer rooms and ablution places. Based on student journal literature, the majority of students attend evening school/TPQ (Al-Quran Education Park), so that the majority of students can read and pronounce Arabic texts well.

Based on the results of research conducted through literature studies, it shows that learning about prayer material and implementation in mosques has been carried out. There are several students who have difficulty with prayer material in continuing to pronounce Arabic during obligatory prayers, meaning this is in line with Ahmadi and Supriyono's theory that learning difficulties can be experienced by children with normal abilities caused by non-intelligent factors (Ahmadi and Supriyono, 2013: 77).

Thus, learning difficulties are a learning obstacle experienced by children and are caused by various factors that can be overcome with cooperation between teachers and parents. In this case, the non-intelligent factor is the existence of a pandemic. In line with the research of Sa'adah, S. (2021), the conclusion of this research is that the ability to practice reading prayers for class IV students at SDN-5 Teangkat varies. Diversity is influenced by each student's family, interests and knowledge. Adequate facilities can be a supporting factor in learning prayer material. In line with research conducted by Hijerawati (2019) which explained the obstacles found were students' lack of awareness, laziness, and playing too much. The supporting factors are adequate infrastructure, prayer rooms, ablution places that have been provided by the school.

When carrying out midday prayers, there is a need for familiarization from school, so that students can be disciplined on their own. In line with research by Noviyanti, R. (2019) *International Journal of Elementary Education*, Vol. 3(4) *Practice of the First Principles of Pancasila Through Congregational Midday Prayers as a Vehicle for Character Education*. This research shows that students are proven to be more religious, disciplined, tolerant, respectful and respectful of each other after holding midday prayers in congregation.

Parental example is needed to form students' discipline in carrying out prayers while at home. This is in line with the discussion of research by Rubama (2021) which concluded that the role of parents in instilling prayer discipline in

children at SD Negeri 2 Petunang Musi Rawas, South Sumatra, without the role of parents education regarding the discipline of praying cannot be realized, so patience and various skills are needed. various methods to provide understanding as a basis for awareness so that in future prayer implementation there is no element of coercion but it is already embedded in the heart. A parent's consistent and unrelenting attitude in reminding their children of the obligatory prayers is necessary to instill prayer discipline in their children in the future. Confirmed by research conducted by Khakami, K. (2019), the research results showed that the influence of parental motivation had a partial effect on discipline in carrying out congregational prayers at the beginning of time.

Conclusions and suggestions

Based on the research results, students experienced difficulties in carrying out the obligatory prayers, namely the morning, noon and evening prayers. Factors that cause students' difficulties in carrying out prayers include internal and external factors. Internal factors come from the students themselves (interest and motivation). External factors come from the family environment, parents' example, teachers' teaching methods and school facilities.

The example of parents while at home must be a figure in carrying out prayers at home. There are adequate school facilities, teachers who can motivate and foster student interest, and exemplary parents who continuously remind them. This makes students successful in carrying out the obligatory prayers. Discipline, honesty and patience in carrying out the obligatory prayers are formed, creating a leadership spirit that will be possessed to welcome a glorious future.

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