

Forming Student Self-Regulation through Worship Practices and Islamic Habits at SMP Muhammadiyah 5 Surakarta

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Abstract

The paradigm shift in modern education emphasizes the holistic development of students, encompassing intellectual, emotional, and spiritual dimensions. Self-regulation, defined as the ability to manage emotions, thoughts, and behaviors to achieve goals, is a key component of character education. In the context of Islamic education, self-regulation is cultivated through religious practices such as prayer, Qur'an recitation, and remembrance of God, which foster discipline, patience, and moral awareness. Previous studies indicate that students' participation in religious activities is associated with improved emotional control, motivation, and independence. However, limited research has specifically examined the relationship between Islamic practices and the development of self-regulation among junior high school students. Therefore, this study aims to explore how religious practices and Islamic habits at SMP Muhammadiyah 5 Surakarta contribute to students' self-regulation and identify the supporting and inhibiting factors in this process. Self-regulation is an individual's ability to regulate behavior, emotions, and thoughts in order to achieve certain goals, which is very important in the context of education to support student discipline, responsibility, and independence in learning.

This study uses a qualitative approach with a case study design, as it aims to describe and understand in depth how students' self-regulation is formed through religious practices and Islamic habits at SMP Muhammadiyah 5 Surakarta. Data collection techniques were conducted through in-depth interviews with the school principal, Islamic education teachers, students, and parents; direct observation of Islamic activities such as Dhuha prayer, morning Quran recitation, and memorization programs; and documentation in the form of schedules, character assessment rubrics, and photos of Islamic activities. The collected data were analyzed using the Miles and Huberman model, through the stages of data reduction, data presentation, and conclusion drawing. To ensure data validity, the researcher employed source and technique triangulation, as well as conducting member checks with informants to verify data accuracy. This study also refers to Zimmerman's self-regulated learning theory and Bandura's social modeling theory, and is reinforced by literature on Islamic education and character from Muhaimin and Tilaar. Participants in this study include: students, teachers and Ustadz/Ustadzah (including Islamic guidance counselors, homeroom teachers, and teachers involved in routine spiritual activities), school officials, and parents. Students were selected based on their involvement in Islamic habit formation activities. According to records, boarding students are generally more intensive in tahfidz and routine worship activities, with different memorization targets (minimum 1 juz for regular students and 3 juz for special programs). Teachers and the principal provided perspectives on supervision, guidance, character building, and self-regulation. The number of student participants interviewed was approximately 20 (boys and girls), with additional in-depth interviews with teachers and parents.

The results of the study indicate that the development of students' self-regulation is achieved through various religious practices and Islamic habits, such as Dhuha prayer, Quran recitation, morning remembrance (dzikir), and character development through the example set by teachers and regular religious programs. Additionally, students' involvement in Muhammadiyah-specific activities such as Hizbul Wathan (HW), Tapak Suci, and the Muhammadiyah Student Association (IPM) significantly contributes to fostering values of discipline, responsibility, solidarity, and leadership. These activities help cultivate self-awareness, emotional control, and internal motivation in students. Thus, the cultivation of Islamic practices and the reinforcement of Muhammadiyah movement values within the school environment as a contribution, this study highlights the role of Islamic schools as pioneers in character development through in-depth worship habits. However, limitations in scope and methodological approach are important notes for further research so that the results obtained can be more measurable and widely applicable.

Keywords: Self-regulation, Religious practices, Islamic customs, Muhammadiyah school

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