

Analysis Implementation Method of Praying Together and Reciting the Asmaul Husna Based on Aswaja An-Nahdliyah in Building Students' Religious Character at MTs Yapika Kebumen

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Abstract: Building students' religious character is an important aspect of Islamic education. This habituation has the potential to enhance students' spiritual values. MTs Yapika Kebumen implements the method of praying together and reciting the Asmaul Husna based on Aswaja An-Nahdliyah as a concrete step in instilling religious values in students. This study aims to describe the implementation of this method and analyze its impact on the formation of students' religious character. The study used a descriptive qualitative approach. The subjects were Islamic Religious Education teachers at MTs Yapika Kebumen. The research instruments used in this study were observation, interviews, and documentation. The results showed that the activities were carried out regularly every morning before classes began. This habituation can foster positive attitudes in students, such as discipline, responsibility, spiritual awareness, moderation, tolerance, and balance, reflected in their daily behavior within the school environment. These findings indicate that religious habituation methods such as communal prayer and the recitation of the Asmaul Husana are effective in shaping students' religious character.

Keywords: Prayer Together, Asmaul Husana, Religious Character.

Introduction

Education is a crucial investment in developing quality human resources. Character education has become a major focus in the Indonesian education system, particularly in the face of the challenges of globalization and rapid technological advancement. This situation necessitates educational interventions that focus not only on cognitive aspects but also on the development of students' ethics, morals, and attitudes (Asbari, 2024). In Indonesia, Islamic educational institutions play a strategic role in producing individuals who excel not only academically but also possess strong religious character (Fahrudin, 2025). One approach to developing students' religious character is through the implementation of a religious-values-based habituation method within the school environment,

which can positively impact character development (Shodiq, Kuswanto, 2024). This habituation method emphasizes not only cognitive aspects but also affective and psychomotor aspects of students through repeated, hands-on practice in daily life (Fatmawati et al., 2025). In this context, religious practices such as praying together and reciting the Asmaul Husana (The Beautiful Names of Allah) are not merely rituals, but concrete steps toward building a strong personality and love for God, gradually and sustainably fostering positive attitudes. Furthermore, the practice of praying together and reciting the Asmaul Husana can also create a religious atmosphere within the school environment, supporting the development of students' religious character (Handrini et al., 2025).

MTs Yapika Kebumen is an Islamic educational institution based on the teachings of Ahlussunnah

wal Jamaah (Aswaja) An-Nahdliyah. The concept of Aswaja An-Nahdliyah has been used as a foundation by Nahdlatul Ulama, where values such as *tawassuth* (moderation), *tawazun* (balance), *tasamuh* (tolerance), and *i'tidal* (justice) are taught which are the basis for the formation of students' religious character. These Aswaja values are internalized through habituation, introduction of knowledge about goodness, *uswah hasanah* (good role models), and various supporting academic and non-academic activities (Kholifah, 2025). The method of habituating prayer together and reciting Asmaul Husna based on Aswaja An-Nahdliyah is expected to be able to shape students' religious character. Therefore, it is important to analyze how this method of religious habituation is applied in the context of Islamic education.

Based on preliminary research, the habituation method of praying together and reciting Asmaul Husna has become a daily routine at MTs Yapika Kebumen. However, the application of the habituation method of praying together and reciting Asmaul Husna in shaping students' religious character has not been studied in depth, especially by emphasizing the integration of Aswaja An-Nahdliyah values. Different from previous research which generally only highlights the practice of religious habituation in general, the novelty of this research lies in the effort to link the religious habituation method, namely praying together and reciting Asmaul Husna with the values of Aswaja An-Nahdliyah in shaping students' religious character at MTs Yapika Kebumen. This research not only describes the practice of religious habituation, but also analyzes the value dimensions and their impact on the formation of religious character in the MTs Yapika Kebumen environment. Thus, this research is expected to provide a conceptual contribution in the form of a religious habituation method based on Aswaja An-Nahdliyah values that can be applied in other educational institutions, as well as a practical contribution in strengthening religious character education strategies that are contextual to the Nusantara Islamic tradition.

Materials and Methods

Study area

This research was conducted at MTs Yapika Kebumen. This school was chosen as the research location because it has implemented a method of habituating communal prayer and reciting the Asmaul Husana.



Figure 1. MTs Yapika Kebumen

The research model used is descriptive qualitative. This research was chosen because the data collected is not in the form of numbers but words. Furthermore, it describes and interprets events or incidents experienced in the form of words. Based on the research objectives, the researcher will describe the analysis of the habituation method of praying together and Asmaul Husana. The research subjects in this study are teachers of the Aswaja subject. The data collection techniques and instruments used are observation, interviews, and documentation.

Data analysis

Data analysis is the process of systematically searching for and organizing data from interviews and questionnaires. The research analysis process begins with data collection, data condensation, data presentation, and finally, drawing conclusions.

Results and Discussion

Results

The results of this study indicate that the application of the habituation method of praying together and reciting Asmaul Husna based on Aswaja An-Nahdliyah has a positive impact on the formation of students' religious character at MTs Yapika Kebumen. By getting students used to praying together and reciting Asmaul Husna before each lesson begins, this habituation method is effective in strengthening Aswaja values so that it can shape students' religious character. This study aims to reveal the effectiveness of the habituation method in the formation of students' religious character at MTs Yapika Kebumen. Based on the results of interviews with Aswaja subject teachers, several important information was found. Strengthening Aswaja values is very important in efforts to form students' religious character. The habituation method of

praying together and reciting Asmaul Husna based on Aswaja An-Nahdliyah was chosen as the main approach used in the formation of students' religious character. Habituation is a process of activities carried out repeatedly as a beginning and spearhead of education. Habituation is the right choice, aiming to make individuals more accustomed to behaving, behaving, and thinking in accordance with the set goals. This habituation method not only helps students develop religious character but also helps them become more aware of the importance of discipline and concern for others and the madrasah environment. The following are the steps for implementing the habituation method of communal prayer and recitation of the Asmaul Husana based on Aswaja An-Nahdliyah.

Table 1. Implementation of the method of habituating joint prayer and Asmaul Husna based on Aswaja An-Nahdliyah

No.	Form of Activity	Activity
1	Preparation	- The accompanying teacher and student council officers prepared all the students in the schoolyard, lining them up neatly according to their respective grade levels. The rows were separated for boys and girls.
2	Opening Activity	- Before reading the prayer together and Asmaul Husana, the accompanying teacher conveyed some information related to the activity.
3	Core Activity	- The reading of prayers together and Asmaul Husana is led by the accompanying teacher and students in turns. - The reading of Asmaul Husana is done together with tartil and with the typical madrasah rhythm. - Reading the prayer before studying in the correct order - All students held hands when chanting Asmaul Husana and raised their hands when praying. - A brief explanation from the head of the madrasa or accompanying teacher regarding the meaning/values of Aswaja by providing motivation to all students.
4	Closing Activity	- All students and teachers performed the Madrasah cheer to increase enthusiasm. - Students are directed to enter their respective classes according to the instructions of the accompanying teacher.

Discussion

The influence of this habituation method is effective in developing students' religious character. This study confirms that the integration of structured and meaningful religious activities, such as

communal prayer and the recitation of the Asmaul Husana, is an effective step in character education. This differs from approaches that focus solely on lectures or theoretical delivery without practical habituation. Successful character education requires a combination of cognitive understanding, affective

internalization, and ongoing practice. (Sri Hartati, 2025). Several aspects of religious character were observed and the impact of these activities on the school environment.

1. Internalization of the Values of Faith and Piety

The routine activity of praying together and reciting the Asmaul Husana every morning before class demonstrates a significant contribution to strengthening students' faith and piety. Through the recitation of the Asmaul Husana, students become more familiar with the attributes of Allah, which forms the foundation of their faith. They become more cautious in their actions. This awareness is reflected in students' behavior, which includes adherence to school rules and religious norms, obedience, and respect for teachers.

2. Strengthening the Aswaja An-Nahdliyah Values

The implementation of the joint prayer and recitation of Asmaul Husana activities at MTs Yapika Kebumen uses a habituation, exemplary, and participatory approach, in accordance with the values of Aswaja An-Nahdliyah, including Tawassuth (moderate), Tawazun (balance), Tasamuh (tolerance), and I'tidal (fair). Through the habituation of joint prayer and recitation of Asmaul Husana, the example of the teachers and the active participation of students and teachers in these activities are able to strengthen the Aswaja values that are in accordance with the students' daily lives. With this habituation, it will teach students a balanced attitude between the world and the hereafter, integrating the spiritual values contained in the habituation activities with learning activities. Cultivating an attitude of caring for each other and strengthening ukhuwah/brotherhood as well as training students' discipline and responsibility.

3. Formation of Students' Religious Character

The elements of character formation for a student include their traits, which are related to the characteristics that differentiate individual reactions regardless of the stimulus that causes them. Likewise, the formation of student character through the method of habituating joint prayer and Asmaul Husana at MTs Yapika Kebumen. Forming character from the elements of the students' traits, namely students who have

different characters, will affect their level of emotional intelligence. Students who truly have a disciplined nature without any stimulus that causes them to do something, the students will spontaneously do it without coercion from other parties (Anam, Halim, 2023). So far, the method of habituating joint prayer and reading Asmaul Husana has made students more aware of the importance of discipline and increased students' concern for each other and the madrasah environment.

4. Creating a Religious Atmosphere in the School Environment

Another impact of practicing communal prayer and reciting the Asmaul Husana is not limited to individual students, but also creates a religious atmosphere throughout the school environment. Research shows that this habituation makes the school environment calmer, more peaceful, and more Islamic. This habituation activity also becomes a distinctive feature or attractive school identity in the effort to shape student character, as this habituation is also in line with the school's vision and mission, which are based on Aswaja. Furthermore, the creation of a religious atmosphere in the school environment shows that character education is not only personal but also communal. A supportive and conducive religious environment can strengthen the habituation of values. When the entire school community, including the principal, teachers, and students, is actively involved in religious activities, this will create a collective moral atmosphere, where religious values become shared norms. Therefore, it will minimize peer pressure to commit deviant acts and instead encourage positive behavior.

Conclusions

After analyzing the data obtained from the research results and interviews with Aswaja teachers at MTs Yapika Kebumen, the conclusion that can be drawn is that the habit of praying together and reciting Asmaul Husana based on Aswaja An-Nahdliyah is effective and shows a positive impact on the formation of students' religious character. This

activity encourages increased spiritual intelligence, fosters inner peace, and strengthens the values contained in the Aswaja principles such as Tawassuth (moderate), Tawazun (balanced), Tasamuh (tolerance), and I'tidal (fair), namely the growth of discipline, responsibility, politeness, awareness of worship, and concern for others.

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