

STRENGTHENING SELF-MANAGEMENT IN DHUHA PRAYER HABIT FOR ELEMENTARY SCHOOL STUDENTS

Vivin Devi Prahesti
{vivin.uinsuka@gmail.com}

State Islamic University Sunan Kalijaga Yogyakarta, Maksda Adisucipto Street Yogyakarta

Abstract. Students have a lack of the way to manage selves to do Dhuha prayer, making them to know self-management to control themselves in learning activities. The study aims describe how to manage self-management Dhuha prayer habit students in elementary school. The study uses qualitative research. The subject of study is students in Elementary School of Roudlotul Jannah. The researcher analyzed by using observation and documentation. The researcher collects the data through interviews to the teachers, and the one examines implementation of Dhuha prayer habit through observation, while documentation techniques are gained from students management to implement Dhuha prayer. The data is analyzed by Miles and Huberman techniques. The result of study is that teachers can train students the way to manage themselves, resulting to them having strong intension and changing attitude when taking Dhuha prayer. Almost 50% of female and male students can control themselves to join Dhuha prayer, encouraging them to create self-principle in their daily life.

Keywords: self-management, dhuha prayer, elementary school students

INTRODUCTION

Management is shown on organizational processes and using organizational resources to reach any purposes (Hani Handoko, 2017). The processes is conducted to individual who monitor and suprivise for reaching the effective and efisien purposes. Based on moslem perspective that combining integral between physical and mental are shown in some rules of aspects psychological and physical term (Sutoyo, 2013). Self management is the pararel actions that is conducted by individual in arranging themselves to change attitude on their willing (Kartika, 2017). Self management is a plan, attention and evaluation in term of controlling activities(Sari et al., 2020), reaching certain purposes (Pratama et al., 2020). The aspect can encourage ourselves to be managed that is 1) Self motivation that can reach our purposes in simulation processes so that people can do something to encourage the interest and passion; 2) Self organization about how to organize human resources; 3) self controlling happens in mind, time, thing, place and resources to monitor will power and discipline for enhance spirit that lead to purposes (Kurniawan & MUHAMMAD IRFAN SYAIFUDIN, 2020).

The factor that encourages ourselves is 1) the term about relationship with others to survive in social environment; 2) the intelegence to solve problems; 3) the sharpness thingking related on processes that solve problems and can create better condition; 4) The stability of emotion will effect on activity processes in daily life to avoid worry; 5) the courage for deciding decision(INAYAH & Supandi, 2020). Self management is included the way to control ourselves about attitude or action that related on the poise to built ourselves (Apriyanti, 2020). Self management is to manage emotion and feeling since the ones have some indicators like the ability to arrange ourselves, monitoring activities and giving reinforcement. Such activities have an important role to respon individual by observation, and self judgement is individual step to

compare performance and standar that is decided by such an individual, and self reaction is individual processes adjusting and planning purposes that has been decided(Miswari, 2017).

Needs in self development have variety purposes that lead in planning, implementation, monitoring resources in reaching purposes, and the one sets problems and learning activities(Miswari, 2017). Management based on POAC concepts like Planning, Organizing, Actuating and Controlling, so planning processes set activities in detailed and set the activity ones, then implementatation vision and mission that is made and revised(Apriyanti, 2020). Management processes in education sector, students are explained the way to accept positive feeling in self controlling, giving a help to clear purposes, and writing a success in ourselves to measure self management is that 1) arranging purposes ability; 2) monitoring and self evaluating; 3) giving reinforcement on self(Uno, 2008).

Self management guides as a form to organize about their experiences on that they experience based on insight leading to activities to reach purposes, formulating s specific question(Iska, 2011). The techniques that are utilized on guidance forms through students' habit in positive attitude enable in attitude changes bu students(Muliyadi et al., 2017). Those ways to give training for students who manage themselves that is 1) giving assessment or monitoring to identify the problems; 2) examining the purpose that will be reached; 3) arraging the strategy; 4) students implement evaluation on students' needs (Gunawan et al., 2020). Some self management training have 3 ways like self monitoring, self control and self reward (Pratama et al., 2020). In the other way, giving self reward needs to appreciate the ones and improve responses, resulting in improving behaviour(Salsabila & Saputra, 2021).

The main problem is less of self management in dhuha prayer habit in students' elementary school, so they have not controlled themselves in certain condition. The one makes some educators taking the way to give guidance for students how to control themselves, leading the, to manage attitude and emotion. The study purposes to describe how to manage students in elementary school.

RESEARCH METHOD

The study describes self management dhuha prayer habit students in elementary school. The study uses qualitative research. The subject of study is students in MI Roudlotul Jannah. The analyzing of study had been conducted by descriptive approach by taking the data using observation and documentation. The researcher examines implementation of dhuha prayer habit through observation, while documentation techniques are gained from student's management to implement dhuha prayer.

RESULT AND ANALYSIS

Students are used to do dhuha prayer when they attend in the class, since th study observes in the school. The habit that is conducted in the school is dhuha prayer, becoming obligation to them. The first, students adapt themselves to get used to do prayer in the morning after opening lesson, then they takes wudhu and doing dhuha prayer together. When it comes to the factor that influence them, they accept the rule in the school for doing dhuha prayer to get easiness in the learning processes. Students interact other friends who are used to dhuha prayer at home, so they want to do prayer one. While students have friends who are uncomfortable doing dhuha prayer, they do on teachers' instruction, leading to them love and comfortable to do dhuha prayer in the school.

Based on observation data, students can do dhuha prayer due to the stability of emotion, so they can do the activity one happily with better intention. Students also decide to take such activities based on their insight. Those factors lead students to do such activities with variety motif. However, based on the observation to the teachers, they motivate students the beneficial dhuha prayer in the future that will be gained, and they do such activities with clear intention due to Allah instruction and Sunnahtulloh. Then, some control themselves in unconscious condition

since they can know the better and bad things repeatedly, making the habit in the school, and they often will ask for the teacher if they cannot do dhuha prayer in the school.

Conversely, students can control and lead to clear intention when taking dhuha prayer, but the activity ones only for fulfilling the obligation in the school and avoiding anger for the teachers. Those activation become noted for being controlled continuously, and teachers enable to stimulate more in order to remember the important thing to conduct prayer one. For students who do prayer on reinforcement themselves will stimulate to do such activities every time even though they force themselves since students have to train own self to make better habit in the school. Such activities is hoped to be continued at home with their family with conscious condition and sincere intention.

Table 1. Percentage of Students Taking Dhuha Prayer

No	Gender	Percentage
1.	Male	50%
2.	Female	50%
	Total	100%

Based on the data, around 50% of male students in MI Roudlotul Jannah are used to do dhuha prayer in the school, and those are similar with female ones at 50%. Students bring mukenah for female and kopyah for male, and both bring prayer rug to take dhuha prayer when opening the lesson before learning. The ones attempt to obey on teacher's instruction in the class in order to train faith to Allah. Although female and male ones have the same participation to do so, they have different level of intention and purposes. Teachers guide the students in order to control themselves participating in dhuha prayer sincerely without imposing.

Related on documentation data, the aspect that encourages students to do dhuha prayer is self-motivation where they participate in those activities, based on the affective assessment. They look active students by participating altogether to remind the teacher for taking dhuha prayer in the class. Some is guided how to organize oneself in order to improve faith to Allah. If students are willing to take prayer for creating habit, they are disciplined for improving spirit for worship.

Teachers use subjects for scoring student's attitude in order to support creating habit for doing dhuha prayers, so all elements of learning support each other. Generally, attitude is scored direct assessment due to implicit learning that is included in the subjects. For doing this, teachers often give statement how to control self so that students can manage in learning processes. Based on teachers' note, students are diligent to take prayer together in the school, but teachers do not determine if the students do dhuha prayer at home since teachers only control in the school.

Self-management will give a change students in learning processes. Based on the article about "The Way To Solve Difficulties In Learning Through Self Management Guidance In Junior High School In Makassar" that self-management activities can solve difficulties in learning processes, affecting in learning management. That article is linked to the way to monitor student on learning difficulties so that students get success in learning, and teachers also have an important role to guide students to solve problems. In addition, such a article focuses on self-management in learning difficulties, while this article related on self-management in doing dhuha prayer that is conducted students in Elementary School.

However, in this article, there are some strategies that encourage students taking dhuha prayer like self-controlling and self-observation. Those strategies can solve laziness when they take dhuha prayer. Also, when students feel comfortable for taking dhuha prayer, they enjoy and do dhuha prayer every time. Self-management is supported by teacher who give explanation about the beneficial of taking dhuha prayer, and teachers hope that students control the attitude in the class, being affected by dhuha prayer every time.

Students can control their emotion and attitude when they are in better environment in which support them to make better action, making them to take dhuha prayer. Controlling attitude and emotion can be difficult for the ones who manage students' selves, and teacher have to undertake evaluation on every action that they do for taking dhuha prayer.

CONCLUSION

To conclude, self management can be controlled by students who take dhuha prayer, so students can manage themselves. Besides, teachers have strategies, training and ways to get effective self management, resulting in changing behavior. Students in MI Roudlotul Jannah control intention, self motivated, suggestion from teachers to reach better result. Around 50% of both students' female and male have same proportion to be have level intention taking dhuha prayer. Those proportion based on participating prayer in the school.

Students in elementary school can manage themselves in attitude and behavior in taking dhuha prayer, so that students can change their insight, resulting to them having peaceful condition because they have strong intention to do. Teachers hope that students can control themselves in doing dhuha prayer completely. Also, writer suggests that the next writer can evaluate and monitor more about the reason students doing dhuha prayer comprehensively, and the one hopes the study can become one of main sources in elementary school.

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