

Relationship between discipline in five daily prayers and academic discipline among university students

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Abstract: Academic success is influenced by some factors including discipline. Various practices can be carried out to build discipline. This study aims to find out whether there is a relationship between discipline in carrying out five times daily prayers and academic discipline among students. This study uses a quantitative approach. The research subjects consisted of fifty active students from various universities in Indonesia, both public and private, with an age range between 18 to 25 years. The research instrument is in the form of two scales, namely the five-time daily prayer and the Academic Discipline Scale, each of which consists of 10 items using the Likert scale. Data analysis was carried out by Pearson correlation technique after the data was declared to meet the assumptions of normality and linearity. The results showed that there was a positive and significant relationship between discipline in carrying out the five-time prayer and the academic discipline of students. These findings are consistent with previous research about the contribution of worship practices to the formation of disciplined behavior. The implications of this study show that students' academic discipline can be supported through internalized worship habits, in addition to strengthening time management skills, self-control, and learning motivation.

Keywords:

Academic discipline,
prayer,
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A high level of discipline reflects a structured and orderly life. Omote et al. (2015) stated that indisciplined students showed poor performance in academic tasks. Individuals with high discipline tend to be calmer, and have a strong sense of responsibility in completing their tasks. However, student discipline is not only performed by attendance or accuracy in finishing assignments, but also in time management, personal commitment, and responsibility for academic and social obligations. Considering the importance of student discipline, understanding various factors that contribute to the development of student discipline is needed. Including spiritual factors such as the implementation of the five-time prayer or shalah.

Among muslims, five-time daily prayer or shalah is a worship that must be carried out by every muslim at certain times (five times) every day. Kafrawi (2018) stated that shalah is a form of worship consisting of a series of specific worship spelling and movements, starting with takbiratul ihram, and ending with salam. Sazali (2016) prayer is one of the most basic pillars of Islam and has a broader role than just a ritual obligation. Therefore, a deep understanding of religious teachings and their practice is important so that Islamic values can have a real impact on the lives of individuals and society. In an Islamic perspective, the performance of the five-time daily prayer not only serves as a spiritual obligation, but also a process that contributes to the formation of individual character and ethics. Prayer has a significant influence on the formation of behavior patterns, social interactions, and one's self-perception in daily life.

This prayer not only has spiritual value, but also self-development. For example conditioned order, commitment, and punctuality, which are the core of discipline. A study conducted by Maulana (2022) found that consistency in performing the five-time prayer has a positive effect on the formation of disciplined character. Individuals who consistently perform the five-time prayer punctually tend to respect time and organize their daily activities more effectively. According to research conducted by Arifin and Sofa (2024), 85% of respondents who routinely perform five daily prayers experience an increase in discipline, especially in time management and sense of responsibility. Students with a high level of discipline are better able to manage their study time, improve academic achievement, build positive habits, and be better prepared to face the challenges of the professional world. On the other hand, low discipline can have an impact on low productivity, inability to set priorities, and increase stress levels due to poor time management. Therefore, it is important to further examine how the implementation of the five-time prayer can play a role in shaping student discipline

Arifin and Sofa (2024) also revealed that 75% of respondents reported an improvement in quality of life such as: better stress management and social relationships. Meanwhile, a high quality of life is characterized by mental stability,

harmony in social relationships, and feelings of gratitude and satisfaction in living life. Individuals who consistently perform five times daily prayers tend to gain inner peace, reduce stress, and build a strong spiritual relationship with God. This practice also provides space for self-reflection and fosters a positive attitude towards life. Thus, prayer plays an important role in creating emotional balance and supporting mental health. On the other hand, individuals who have a low quality of life often experience excessive stress, anxiety, and lack of motivation. They tend to be prone to social conflict and feel living under constant pressure. Irregularities in carrying out worship such as prayer can strengthen feelings of emptiness, as well as lower spiritual and emotional quality in daily life.

Discipline can be reviewed in terms of etymology and terminology. Etymologically, the word discipline comes from the English word "*discipline*", which means follower or supporter. Terminologically, however, discipline means a controlled state, where followers voluntarily follow the teachings of their leader. Discipline is created when there are standards of openness, cooperation, and responsibility. Discipline is essential not only in formal institutions, but also in informal institutions. Therefore, every educational institution, both formal and informal, must be able to maintain and build high discipline (Mistingsih & Fahyuni, 2020; Mulyani & Hunainah, 2021; Santosa et al., 2022). In his book, Moenir defines discipline as a form of obedience to both written and unwritten rules, which have been agreed upon and enforced. Disciplines are divided into two types, each of which has a strong influence depending on the individual's desires. The type of discipline in question is time discipline and discipline in carrying out work or activities (Mulyani & Hunainah, 2021).

This practice of worship not only has a positive impact on the spiritual dimension, but also contributes to the formation of disciplined attitudes in the academic and social lives of students. Discipline in carrying out the five-time prayer encourages students to develop a sense of personal responsibility. This is in accordance with the hadith of the Prophet Muhammad PBUH which states that prayer is a "pillar of religion," which means that the continuity of one's religion is highly dependent on the implementation of his prayer Sazali (2016). Therefore, the success of a student in maintaining his five prayers is an early indicator of his ability to carry out other responsibilities in life, such as studies, organizations, and work.

In addition to the aspect of time management, prayer also trains students in terms of calmness and self-control. Prayer requires solemnity, patience, and regularity in movement and recitation. This practice directly impacts students' emotional stability, helps them manage stress, and maintain focus in various daily activities. Spiritual values such as sincerity, gratitude, and self-reflection contained in prayer also form a resilient mentality and positive character (Fatimah et al., 2022).

Prayer also has a function as a soul training (or *tarbiyah ruhiyah*), which can direct students to act measurably, avoid negative deeds, and behave in accordance with Islamic values. This shows that prayer also plays a role in maintaining the cleanliness of the heart and strengthening the moral resilience of students in facing the challenges of campus life. Thus, the five-time daily prayer is not just a religious routine, but also an effective means in shaping student discipline as a whole. Prayer trains order, responsibility, self-control, and social values that are indispensable in academic life. Through this habituation, students not only develop intellectually, but also spiritually and morally.

This study aims to examine a correlation between discipline in carrying out five times daily prayers and academic discipline among students. The hypothesis proposed in this study is that there is a positive correlation between the implementation of the five-time prayer and the level of student discipline. The more routine and punctual a person performs five times prayers, the higher the level of discipline.

METHODS

This study employed a quantitative research design to examine the relationship between discipline in performing the five-time prayer and students' academic discipline. The participants were undergraduate students recruited from various universities in Indonesia.

Data were collected using self-report questionnaires administered online. The instruments used in this study consisted of two measurement scales: the Five-Time Prayer Discipline Scale and the Academic Discipline Scale. All items were measured using a four-point Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree).

The Five-Time Prayer Discipline Scale was adapted from Zubaidah (2018) and consists of 10 items measuring students' consistency and discipline in performing the five-time prayer, including aspects of punctuality, intention, and personal awareness. Example items include statements such as "I pray on my own awareness" and "I feel restless when I have not performed the prayer." This scale demonstrated good reliability with a Cronbach's alpha coefficient of .893.

The Academic Discipline Scale consists of 10 items designed to measure students' discipline in fulfilling academic responsibilities, such as time management, task completion, and adherence to study schedules. Example items include "I always complete my assignments before or on the deadline" and "I prioritize academic responsibilities over leisure activities."

Quantitative data obtained from the questionnaires were analyzed using Jamovi software. Pearson's correlation analysis was employed to examine the relationship between discipline in performing the five-time prayer and students' academic discipline.

RESULT

This study involved as many as 50 respondents, all of whom were active students from various universities in Indonesia, both public and private universities. The age range of respondents was between 18 to 25 years old. Respondents came from 21 higher education institutions spread across various regions of Indonesia. The universities that contributed the most respondents included the Islamic University of Indonesia (20 respondents), the "Veteran" National Development University of Yogyakarta (4 respondents), Sunan Gunung Djati State Islamic University Bandung (4 respondents), the University of Muhammadiyah Yogyakarta (2 respondents), Padjadjaran University (2 respondents), Ahmad Dahlan University (2 respondents), and Siliwangi University (2 respondents). It should be noted that in this data collection, no information about the gender of the respondents was included, so it was not possible to know the number of participants based on the male or female categories. Before the hypothesis analysis is carried out, an assumption test is first carried out in the form of a test of normality and linearity of data.

Prior to hypothesis testing, assumption tests were conducted to ensure that the data met the requirements for parametric analysis. The results of the normality test using the Shapiro-Wilk method indicated that both variable discipline in performing the five-time prayer and students' academic discipline were normally distributed, with significance values greater than 0.05. Furthermore, the linearity test conducted through residual plot analysis showed that the data points were randomly distributed and did not form a specific pattern, indicating a linear relationship between the two variables. Based on these results, the assumptions of normality and linearity were fulfilled, allowing Pearson's correlation analysis to be applied.

The hypothesis testing aimed to examine the relationship between discipline in performing the five-time prayer and students' academic discipline. The results of Pearson's correlation analysis showed a correlation coefficient of $r = .360$ with a significance value of $p = .010$ ($p < .05$). These findings indicate a positive and statistically significant relationship between discipline in performing the five-time prayer and academic discipline among university students. This suggests that students who demonstrate higher discipline in carrying out the five-time prayer tend to show higher levels of discipline in fulfilling their academic responsibilities. Therefore, the hypothesis proposed in this study is accepted.

DISCUSSION

The findings of this study indicate a positive and significant relationship between discipline in performing the five-time prayer and students' academic discipline. This result suggests that students who are more consistent and disciplined in carrying out religious obligations tend to demonstrate higher levels of discipline in fulfilling academic responsibilities.

Conceptually, this relationship can be explained through the understanding that religious practices such as the five-time prayer require regularity, consistency, and personal commitment. When worship is performed with intrinsic motivation and internalized values, it can influence daily behavior patterns, including time management, responsibility, and task completion. From a behavioral and motivational perspective, routine worship can serve as a foundation for the internalization of discipline-related values, which are then reflected in academic behavior.

The results of this study are consistent with previous research conducted by Zubaidah (2018), which found a positive relationship between prayer discipline and disciplined behavior among school students. Despite differences in age, educational level, and environment, these findings suggest that religious discipline plays a role in shaping disciplined behavior across different contexts. Furthermore, research by Arifin and Sofa (2024) reported that individuals who consistently perform the five-time prayer experience improvements in time management, responsibility, and overall quality of life. Similarly, Maulana (2022) emphasized that consistency in performing prayers trains individuals to respect time and organize daily activities more effectively, contributing to the formation of disciplined character.

Although this study provides empirical support for the relationship between religious discipline and academic discipline, its findings should be interpreted with caution due to certain limitations. The relatively small sample size and the absence of gender-related data may restrict the generalizability of the results. Additionally, the use of self-report questionnaires limits the exploration of students' subjective experiences regarding the meaning of prayer and discipline. Therefore, future studies are encouraged to involve larger and more diverse samples and to employ qualitative or mixed-method approaches to gain a deeper understanding of the relationship between religiosity and academic behavior.

Furthermore, according to research conducted by Arifin and Sofa (2024), 85% of respondents who routinely perform five-hour prayers feel an increase in discipline in time management and responsibility. In addition, the study also revealed that 75% of them reported an improvement in quality of life, one of which is reflected in better stress management and social relationships.

Another study also conducted by Maulana (2022) supports this finding by stating that consistency in carrying out the five-time prayer has a positive effect on the formation of disciplined character. He explained that by getting used to praying on time, a person is trained to respect time and organize his daily activities more regularly.

This study has several limitations that should be considered when interpreting the findings. The relatively small sample size of 50 respondents may limit the generalizability of the results to the broader population of university students and may not fully represent variations across different demographic or institutional contexts. In addition, the absence of gender-related data restricts further comparative analysis, and the use of a quantitative questionnaire-based approach does not capture students' subjective experiences regarding the meaning of prayer and academic discipline. Therefore, future research is encouraged to involve larger and more diverse samples and to apply mixed or qualitative methods to obtain a more comprehensive understanding of the relationship between religiosity and student's academic discipline.

CONCLUSIONS

This study aims to examine whether there is a relationship between discipline in carrying out five-time prayers and student discipline in carrying out academic obligations. Based on the results of the analysis of 50 students from various universities in Indonesia, the results were obtained that there was a positive and significant relationship between the two variables ($r = .360$; $p = .010$). These results are in line with previous research conducted by Zubaidah (2018), which found a positive relationship between discipline in performing the five-time prayer and disciplined behavior in school students. The similarity of these results shows that consistently practiced worship can contribute to the formation of disciplined behavior, not only in the school environment, but also in the context of students' academic lives. These findings support the view that religious discipline that is carried out consciously and internalized can strengthen order, responsibility, and time management in academic activities. Thus, discipline in carrying out the five-time prayer can be one of the factors that support the improvement of students' academic discipline.

SUGGESTION

Future research should involve a larger number of respondents with more diverse backgrounds, so that the results obtained have a higher level of representativeness. In addition, further research should consider the addition of

supporting variables, such as learning motivation, time management skills, and self-regulation, to explore the possibility of an indirect relationship between discipline in carrying out worship and discipline in the academic context. In addition, improving the quality of research instruments, both in terms of validity and reliability, is also a crucial aspect so that future research results have a higher level of accuracy and credibility.

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