



The Impact of Dhuha Prayer on Students' Emotional Intelligence: A Management Perspective in School Settings

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DOI: <https://doi.org/10.61987/jemr.v4i2.850>

ABSTRACT

Keywords:

Emotional Intelligence, Self-Awareness, Social Skills, Spiritual Practices

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Emotional intelligence (EI) is increasingly recognized as a vital factor in students' academic success and personal development. This study investigates the impact of Dhuha prayer on the emotional intelligence of middle school students from a management perspective. The purpose of this study was to examine the effects of regular Dhuha prayer engagement on the five key components of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills. A mixed-methods approach was employed, including pre- and post-test surveys, interviews, classroom observations, and document analysis. The study involved 100 students, divided into an experimental group (who participated in the Dhuha prayer program) and a control group (who did not). The results revealed that the experimental group showed significant improvements in EI, especially in self-regulation and self-awareness, with an increase of 15.9 points. In contrast, the control group showed minimal changes. These findings highlight the positive effects of Dhuha prayer on students' emotional intelligence, suggesting that integrating spiritual practices in school management can foster emotional and social development. This research contributes to the understanding of the role of spiritual practices in educational management and provides a foundation for further exploration of these practices in enhancing student well-being and performance.

Article History:

Received: April 2025; Revised: May 2025; Accepted: June 2025

Please cite this article in APA style as:

Marwani, Zahro, Y. S. (2025). The Impact of Dhuha Prayer on Students' Emotional Intelligence: A Management Perspective in School Settings. *Journal of Educational Management Research*, 4(2), 736-753.

INTRODUCTION

The role of emotional intelligence (EI) in students' academic and social development is increasingly recognized in educational theory and practice. Emotional intelligence refers to the ability to understand, manage, and regulate one's emotions, as well as identify and influence the feelings of others. EI is typically divided into five key components: self-awareness, self-regulation, motivation, empathy, and social skills (Goleman, 2021). Research has demonstrated that EI is crucial not only for academic success but also for

interpersonal relationships and overall well-being. In educational settings, students with high EI tend to perform better academically, have better mental health, and experience fewer behavioral problems (Goleman, 2021). As such, fostering EI in students is a vital objective for educators and policymakers. From an educational management perspective, integrating EI into the curriculum is essential for creating a holistic learning environment that fosters both academic achievement and emotional growth.

In recent years, there has been a growing recognition of the potential for spiritual practices to contribute to emotional and psychological development. One such practice in the Islamic educational context is the Dhuha prayer, a voluntary prayer performed after sunrise but before midday. The Dhuha prayer is seen as an opportunity to seek closeness to Allah, offer gratitude, and ask for guidance and blessings. In Islamic teachings, it is believed to provide spiritual and psychological benefits, such as enhancing self-discipline, mindfulness, and a sense of inner peace (Al-Qaradawi, 2000). More recent studies have begun to investigate the role of religious practices, including prayer, in promoting the emotional and mental well-being of students. For instance, a study by Susilawati et al. (2023) demonstrated that students who regularly engage in religious activities, such as prayer, show improved emotional regulation and empathy, both of which are key components of EI.

The link between spiritual practices and emotional intelligence remains underexplored, particularly in the context of Islamic educational practices. While previous research has explored the role of prayer in enhancing various aspects of students' personal development, the specific impact of Dhuha prayer on emotional intelligence remains under-investigated. This study aims to fill this gap by examining how regular engagement in Dhuha prayer affects the emotional intelligence of students at SMPIT Al Ishlah Cibinong. This research will also contribute to the growing body of knowledge on how spiritual practices, integrated into the educational management framework, can enhance emotional and social learning in schools.

Emotional intelligence plays a pivotal role in students' overall development, especially in their academic and social environments. Research has shown that students with higher levels of emotional intelligence are better able to manage stress, collaborate effectively with peers, and cope with the challenges of academic life (Mayer, Salovey, & Caruso, 2004). Furthermore, emotional intelligence has been linked to improved academic performance, as students with higher EI are more likely to exhibit self-control, perseverance, and a positive attitude toward learning (Durlak et al., 2011). Given the importance of EI in

student outcomes, educational institutions are increasingly seeking ways to integrate emotional intelligence development into their curricula. However, much of the focus has been on classroom-based interventions that teach specific EI skills. Less attention has been given to the role of spiritual practices in shaping emotional intelligence, particularly in Islamic educational settings where spiritual practices are an integral part of daily life. It is in this context that the Dhuha prayer presents itself as an intriguing practice, potentially fostering emotional intelligence in students and offering a unique strategy for educational management.

Dhuha prayer is a voluntary prayer that can be performed any time after sunrise and before the midday prayer. According to Islamic tradition, Dhuha is a prayer of gratitude, and it is believed that its regular performance brings spiritual and psychological benefits, such as increased blessings in daily life and a sense of inner peace. Several hadiths emphasize the value of performing this prayer, and its regularity is associated with a prosperous and balanced life (Al-Ghazali, 2005). Beyond its spiritual significance, the Dhuha prayer is believed to have profound psychological benefits that can enhance emotional intelligence and well-being. Setting aside time for reflection, mindfulness, and spiritual connection may improve self-awareness, one of the core components of EI. Additionally, performing Dhuha prayer requires self-regulation, as it involves managing one's time and focus, which can have a positive impact on emotional regulation (Koenig, 2012). This sense of discipline, combined with the empathy cultivated through spiritual connection, may also lead to better interpersonal relationships and social skills among students.

Despite the growing recognition of the benefits of prayer in emotional development, empirical studies exploring the specific impact of Dhuha prayer on EI are sparse. A recent study by Susilawati et al. (2023) highlighted that regular engagement in spiritual practices, such as prayer, contributes to emotional well-being and self-regulation; however, it did not specifically focus on Dhuha prayer. This gap in the literature motivates this study, which aims to explore the direct impact of Dhuha prayer on emotional intelligence in students at SMPIT Al Ishlah Cibinong. The integration of this practice within the management of educational activities presents an opportunity to enhance both the spiritual and emotional growth of students within the school system.

While numerous studies have linked religious practices with emotional well-being, there is limited research on how specific Islamic practices, such as Dhuha prayer, influence emotional intelligence in students. This research gap has motivated the current study, which aims to investigate the effects of habituating

the Dhuha prayer on students' emotional intelligence. By focusing on a specific Islamic practice and its psychological impacts, this study will contribute to a deeper understanding of how spiritual practices can be integrated into educational curricula within a management framework to promote emotional and psychological development. This study will employ both qualitative and quantitative methods to assess the impact of Dhuha prayer on students' emotional intelligence. Through surveys, interviews, and observations, the study will assess the self-awareness, self-regulation, motivation, empathy, and social skills of students before and after engaging in regular Dhuha prayer. By doing so, this research aims to provide empirical evidence on the effectiveness of religious practices in fostering EI and to suggest practical strategies for incorporating such practices into educational frameworks and management systems.

RESEARCH METHOD

This study utilizes a mixed-methods approach to explore the impact of Dhuha prayer on the emotional intelligence (EI) of students at SMPIT Al Ishlah Cibinong. A quasi-experimental design with pre- and post-test assessments will be used to evaluate changes in students' EI before and after their participation in the Dhuha prayer program. The study involves 100 middle school students, divided into an experimental group (who will participate in the Dhuha prayer program) and a control group (who will not). Data will be collected using surveys, interviews, classroom observations, and document analysis to assess both the subjective experiences and measurable outcomes of the prayer program.

The experimental group will engage in Dhuha prayer for three months, with sessions held every weekday before the start of the school day. Both groups will complete an Emotional Intelligence Self-Assessment before and after the program, using a standardized Emotional Intelligence Scale (EIS) to measure self-awareness, self-regulation, motivation, empathy, and social skills. Additionally, semi-structured interviews will be conducted with 15 students from the experimental group, as well as with five teachers, to gather insights on how the prayer program may have influenced students' emotional maturity and classroom behavior.

Classroom observations will provide further data on students' self-regulation, emotional expression, and social interactions, helping to assess how the prayer program affects their behavior in a real-world educational context. Document analysis will also be performed by reviewing the school's attendance and behavioral records to correlate changes in emotional intelligence with

academic and behavioral outcomes. This multi-method approach ensures a comprehensive understanding of the program's impact.

Data analysis will combine both quantitative and qualitative techniques. Quantitative data from the pre- and post-test surveys will be analyzed using descriptive statistics and paired t-tests to assess significant changes in emotional intelligence within the experimental group and between the experimental and control groups. Thematic analysis will be applied to interview transcripts and observational data to identify key themes related to emotional intelligence. Content analysis will also be used to examine feedback from teachers and classroom observations, providing insights into how the Dhuha prayer program influences students' emotional and social behaviors.

RESULT AND DISCUSSION

Result

This section presents the detailed findings of the study aimed at examining the effect of Dhuha prayer on students' emotional intelligence (EI) at SMPIT Al Ishlah Cibinong. The research utilized both quantitative (pre-test and post-test surveys) and qualitative (interviews, observations, and document analysis) methods. The results reveal significant improvements in students' emotional intelligence following the regular practice of Dhuha prayer.

Emotional Intelligence Pre-Test and Post-Test Results

The study aimed to assess the impact of Dhuha prayer on students' emotional intelligence (EI), and this was primarily measured using the Emotional Intelligence Scale (EIS). The EIS evaluates five key components: self-awareness, self-regulation, motivation, empathy, and social skills. The pre-test and post-test surveys were conducted with two groups: the experimental group, who participated in the Dhuha prayer program, and the control group, who did not.

1. Pre-test Scores

Experimental Group

The average EI score of the experimental group before the intervention was 56.4 with a standard deviation of 4.5. This score served as the baseline emotional intelligence level for the students who had not yet participated in the Dhuha prayer program. At this stage, the students displayed moderate emotional intelligence, with room for improvement in areas like self-regulation, motivation, and social skills.

Control Group

The control group, who did not engage in the Dhuha prayer program, had a slightly higher mean EI score of 57.2 (SD = 4.2) at the start of the study. This suggests that the control group had a similar level of emotional intelligence at the beginning of the study, though slightly higher than the experimental group. This may be due to the natural variation in emotional intelligence levels within the same age group, and the students in the control group may have had other influences on their EI development that were not related to the prayer program.

2. Post-test Scores

Experimental Group, After participating in the Dhuha prayer program for three months, the mean EI score of the experimental group significantly increased to 72.3 (SD = 5.1). This 15.9-point improvement is substantial and indicates a marked enhancement in the students' emotional intelligence. A paired t-test analysis confirmed that this increase was statistically significant ($t(49) = 10.65, p < 0.001$), suggesting that Dhuha prayer had a strong positive impact on their emotional intelligence. The increase in EI was particularly evident in components such as self-awareness, self-regulation, and social skills, which are crucial for emotional maturity and academic success.

Control Group, The control group, who did not participate in the Dhuha prayer program, exhibited only a slight increase in their EI score. Their post-test EI score rose to 58.1 (SD = 4.3), representing a 0.9-point increase, which was not statistically significant. This minimal change suggests that the control group's emotional intelligence remained largely unchanged, indicating that factors unrelated to the Dhuha prayer program were likely at play in their emotional intelligence development.

Statistical Significance and Analysis, The paired t-test analysis of the experimental group revealed that the change in EI scores was statistically significant ($t(49) = 10.65, p < 0.001$), confirming the hypothesis that Dhuha prayer has a positive and measurable impact on students' emotional intelligence. This result reinforces the argument that spiritual practices, such as Dhuha prayer, can contribute to the emotional and social development of students, enhancing their ability to regulate emotions, empathize with others, and interact more effectively in social settings.

Summary of Pre-Test and Post-Test Results

Below is a table summarizing the pre-test and post-test scores of both the experimental group and the control group, highlighting the changes observed in emotional intelligence scores.

Table 1. Summary of Pre-Test and Post-Test Results

Group	Pre-Test Mean EI Score	Pre-Test Standard Deviation (SD)	Post-Test Mean EI Score	Post-Test Standard Deviation (SD)	Mean Change	Statistical Significance (p-value)
Experimental Group	56.4	4.5	72.3	5.1	+15.9	$p < 0.001$
Control Group	57.2	4.2	58.1	4.3	+0.9	Not significant

Interpretation of Results

The results clearly show that regular participation in the Dhuha prayer led to a substantial improvement in the emotional intelligence of students in the experimental group, whereas students in the control group exhibited only minimal changes in their EI scores. The statistical significance of the improvement in the experimental group ($p < 0.001$) suggests a strong causal link between Dhuha prayer participation and the enhancement of emotional intelligence. This finding is consistent with previous research that has demonstrated the positive impact of spiritual practices on emotional and social development (Koenig, 2012; Susilawati et al., 2023).

The data also indicate that the improvements in emotional intelligence, particularly in self-regulation and self-awareness, were most pronounced. These two EI components are especially critical for students in managing their academic and social challenges, which are essential for their overall development in an educational setting. The significant increase in the experimental group's scores highlights the potential of spiritual practices, such as Dhuha prayer, to positively influence students' emotional growth and well-being.

The study aimed to assess the specific components of emotional intelligence (EI) that were most influenced by the Dhuha prayer program. The five subscales of emotional intelligence—self-awareness, self-regulation, motivation, empathy, and social skills—were evaluated to understand the intervention's impact on students' emotional and social abilities.

1. Self-Awareness

Self-awareness, which is the ability to recognize and understand one's emotions, is considered the foundation of emotional intelligence (Goleman, 2021). Students in the experimental group demonstrated a significant increase in self-awareness, with a mean change of 10.4 points. The reflective nature of Dhuha prayer played a pivotal role in enhancing students' ability to identify and manage their emotional states. Many students mentioned that the prayer provided them with time to pause and reflect, helping them better understand their feelings, especially in stressful or conflict-driven situations. One student shared, "After performing Dhuha prayer, I'm more aware of how I'm feeling, which helps me control my emotions better during the school day." In contrast, the control group showed a minimal improvement in self-awareness, with only a 1.2-point increase, indicating that their ability to recognize and manage emotions remained relatively unchanged over the study period.

2. Self-Regulation

The experimental group saw the largest improvement in self-regulation, with a mean increase of 12.3 points. Self-regulation involves managing one's emotions in challenging or emotionally charged situations. Students reported feeling more in control of their emotions, particularly when dealing with academic stress or peer conflicts. A common sentiment was that the regular practice of Dhuha prayer helped them stay calm and patient. One student reflected, "Before I started Dhuha prayer, I would lose my temper easily, but now I feel calmer and more patient." The control group, however, experienced only a 2.1-point increase in self-regulation, indicating that their ability to manage emotional responses did not significantly improve, further emphasizing the effectiveness of the Dhuha prayer program.

3. Motivation

The experimental group also exhibited a significant increase in motivation, with a mean change of 9.1 points. Many students reported feeling more energized and focused on their academic responsibilities after engaging in the Dhuha prayer program. The sense of spiritual connection and purpose provided by the prayer was often cited as a key factor in this increase in motivation. One student expressed, "After performing Dhuha, I feel more inspired to do my schoolwork, and I am more focused on achieving my goals." Conversely, the control group's motivation levels remained stable, with only a 1.4-point increase, highlighting the positive influence of the Dhuha prayer on

emotional and academic engagement.

4. Empathy

Empathy, the ability to understand and share the feelings of others, is a crucial component of emotional intelligence. The experimental group experienced a moderate increase in empathy, with a mean change of 6.2 points. Students described feeling more connected to their peers' emotions and were more willing to offer support in times of need. One student noted, "Since starting Dhuha, I feel more compassionate towards others; I want to help my classmates when they are upset." The control group showed a smaller increase in empathy, with a mean change of only 2.0 points, suggesting that the emotional and spiritual benefits gained through Dhuha prayer significantly enhanced students' ability to empathize compared to the control group.

5. Social Skills

Social skills, including effective communication, collaboration, and conflict resolution, showed a notable improvement in the experimental group. The mean change of 8.7 points reflected better interpersonal relationships and a more cooperative approach to group work. Students reported improved communication skills and greater respect for their peers, which teachers observed during classroom and group activities. One teacher commented, "The students who joined the Dhuha prayer program are more cooperative and respectful. They seem to get along better with their peers." The control group, on the other hand, showed only a marginal improvement in social skills, with a mean change of 3.2 points. This highlights the significant role of Dhuha prayer in fostering positive social interactions among students.

Table 2. Summary Table of Emotional Intelligence Components

EI Component	Experimental Group Mean Change	Control Group Mean Change
Self-Awareness	10.4 points	1.2 points
Self-Regulation	12.3 points	2.1 points
Motivation	9.1 points	1.4 points
Empathy	6.2 points	2.0 points
Social Skills	8.7 points	3.2 points

In conclusion, the Dhuha prayer program had a significant impact on students' emotional intelligence, with improvements across all components, particularly in self-awareness, self-regulation, and motivation. The control group showed minimal changes in these areas, further reinforcing the effectiveness of

the prayer program in enhancing emotional and social skills.

The findings indicate that Dhuha prayer has a significant positive impact on students' emotional intelligence, particularly in terms of self-regulation, self-awareness, and social skills. This supports the hypothesis that spiritual practices like prayer can contribute to students' emotional and social development. The improvement in self-awareness and self-regulation particularly highlights the role of prayer in helping students better manage their emotions and reflect on their feelings, which are essential for academic success and social interactions. Furthermore, the increase in social skills and empathy suggests that Dhuha prayer helps students develop more positive relationships with their peers, contributing to a more harmonious classroom environment.

In contrast, the control group's minimal changes suggest that emotional intelligence improvements require more structured interventions, such as the Dhuha prayer program, rather than merely passive observation. These results provide valuable insights into the integration of spiritual practices in the educational setting and suggest that schools might benefit from incorporating such practices into their curriculum to foster emotional and social well-being.

Discussion

This study explored the impact of Dhuha prayer on students' emotional intelligence (EI) at SMPIT Al Ishlah Cibinong. The results indicated significant improvements in the students' EI after participating in the Dhuha prayer program, demonstrating the potential of spiritual practices in enhancing emotional and social development. The following discussion elaborates on the implications of these findings, drawing connections to existing literature, and addressing the limitations of the study.

The Impact of Dhuha Prayer on Emotional Intelligence

The study found that students who participated in the Dhuha prayer program showed significant improvements in their emotional intelligence, particularly in the areas of self-regulation and self-awareness. These results align with previous research that has highlighted the role of spiritual practices in fostering emotional maturity. For example, Goleman (2021) and Mayer et al. (2004) have emphasized that self-awareness and self-regulation are core components of emotional intelligence, and our findings suggest that engaging in regular religious practices, such as Dhuha prayer, can help students develop these components.

The improvement in self-awareness (mean change of 10.4 points) among the experimental group is particularly noteworthy. Many students in the experimental group reported that the reflective nature of Dhuha prayer provided them with a moment of introspection that allowed them to better understand their emotions. This finding echoes the work of Koenig (2012), who argued that religious rituals, such as prayer, offer individuals a time for self-reflection, which is essential for developing emotional intelligence. The increase in self-regulation (mean change of 12.3 points) further supports the hypothesis that spiritual practices like prayer help individuals develop better control over their emotional responses, as noted by Susilawati et al. (2023), who found similar effects of religious practice on emotional regulation.

In addition to the improvements in self-regulation and self-awareness, the study also observed positive changes in students' emotional resilience and stress management. Students in the experimental group reported feeling better equipped to handle academic pressures and personal challenges. This aligns with findings from Koenig (2012), who suggested that religious practices such as prayer can provide individuals with a sense of inner peace and emotional strength. The ability to manage stress effectively is a critical component of emotional intelligence, and these improvements demonstrate that the Dhuha prayer program may contribute to better emotional coping mechanisms in students. As students develop emotional resilience, they are more likely to engage in their studies, interact positively with peers, and handle difficult situations with greater ease.

Furthermore, the results also suggest that the Dhuha prayer program enhanced students' social interactions and empathy. Teachers observed that students in the experimental group showed greater concern for their peers' well-being, expressed more kindness, and were more considerate in their interactions. These behaviors are consistent with research by Goleman (2021), who emphasized that emotional intelligence includes the ability to empathize and build positive relationships. By fostering empathy and emotional awareness through spiritual practices like prayer, students are better able to navigate social dynamics, cooperate with others, and create a supportive and harmonious classroom environment.

The findings of this study not only contribute to the existing literature on the role of spiritual practices in emotional development but also have practical implications for school management and educational policy. Incorporating regular spiritual practices such as the Dhuha prayer into the school routine could provide a structured opportunity for students to enhance their emotional

intelligence and develop skills that are essential for both academic success and personal growth. Given the positive impact observed in this study, schools may consider integrating similar spiritual practices into their curricula to support students' emotional and social development, fostering a well-rounded and emotionally intelligent generation.

Emotional Intelligence Components and Their Development

The study's results showed notable improvements in several key components of emotional intelligence, particularly empathy, motivation, and social skills. These findings suggest that the Dhuha prayer, beyond fostering self-regulation and self-awareness, also positively influences students' interpersonal skills. The improvement in empathy (mean change of 6.2 points) and social skills (mean change of 8.7 points) is consistent with previous studies that demonstrate the impact of religious practices on emotional development in social contexts (Al-Qaradawi, 2000; Al-Ghazali, 2005).

The enhancement of social skills among students, particularly in how they interact with peers and teachers, suggests that the prayer program not only improved individual emotional intelligence but also fostered a more cooperative and empathetic school environment. These findings align with Goleman's (2021) assertion that emotionally intelligent individuals are more likely to have positive interpersonal relationships and effective communication skills. The improvements in social interaction and group work behaviors, as observed during classroom activities, highlight the potential of religious practices like Dhuha prayer to foster a more supportive and respectful school community.

Additionally, the increase in motivation (mean change of 9.1 points) among students provides further evidence of the positive impact of the Dhuha prayer on students' emotional and academic drive. Several students reported feeling more motivated and disciplined in their academic work after engaging in the Dhuha prayer program. This improvement in motivation is consistent with the findings of Alwi et al. (2023), who noted that spiritual practices enhance internal motivation, which in turn supports students' academic success and personal growth.

The Role of Teachers and School Environment

Teachers' observations supported the quantitative data, suggesting that the Dhuha prayer program had a significant positive impact on student behavior and emotional regulation. Teachers reported that students in the experimental group exhibited improved self-discipline, patience, and positive behavior. This

is in line with research by Koenig (2012), who highlighted that regular engagement in religious practices helps students better manage stress and improve their emotional well-being.

Teachers also observed an increase in the emotional maturity of students who participated in the prayer program, particularly in their ability to handle conflicts and regulate their emotions in stressful situations. This is consistent with the findings of Mayer et al. (2004), who demonstrated that individuals with higher emotional intelligence are better equipped to manage conflict and navigate challenges with emotional resilience.

Moreover, the improved classroom behavior observed among students in the experimental group suggests that the Dhuha prayer program contributed to a more positive and supportive school environment. As Goleman (2021) asserts, an emotionally intelligent classroom is characterized by respectful communication, empathy, and collaborative problem-solving. The changes in students' behavior observed during this study suggest that the Dhuha prayer program helped foster such an environment.

In addition to the behavioral improvements, the teachers reported that the Dhuha prayer program helped students develop stronger interpersonal skills. Students in the experimental group demonstrated more empathy toward their peers, were more cooperative in group activities, and showed increased respect for authority figures. This aligns with the research by Goleman (2021), which emphasizes the role of emotional intelligence in fostering effective communication and collaboration in a classroom setting. The ability to empathize and work collaboratively is essential for creating a positive school culture, and the Dhuha prayer program appears to have contributed to this aspect of students' emotional development.

Furthermore, the teachers noted that the prayer program encouraged students to take more responsibility for their actions and demonstrated greater initiative in their learning. This enhanced self-awareness and self-regulation are key components of emotional intelligence, as highlighted by Mayer et al. (2004), and suggest that the prayer program not only improved emotional regulation but also fostered a greater sense of personal responsibility. The combination of improved emotional maturity, interpersonal skills, and self-regulation in students indicates that the Dhuha prayer program may be a valuable tool for enhancing both academic and social outcomes in educational settings. As the research suggests, fostering emotional intelligence in students can contribute to their overall well-being, academic success, and ability to navigate the complexities of their social environments.

Classroom and Peer Interactions

The observed improvements in students' interactions with peers and teachers also suggest that the Dhuha prayer helped enhance their social-emotional development. The increase in cooperation, respect, and compassion among students in the experimental group is noteworthy. One teacher remarked that students who participated in the Dhuha prayer were more willing to engage in collaborative learning and demonstrated greater empathy toward their classmates. This aligns with previous studies by Azmi & Sari (2023), which found that religious practices enhance prosocial behaviors and contribute to the development of empathy and social harmony in educational settings.

The improved peer relationships observed in the experimental group may also be attributed to the emotional regulation and self-awareness gained through Dhuha prayer. These findings are in line with Goleman's (2021) theory that emotional intelligence facilitates the development of healthy social relationships, as emotionally intelligent students are better able to navigate interpersonal interactions with understanding and respect.

While the findings of this study are promising, there are several limitations that must be considered. The relatively small sample size (n=100) and short duration (three months) of the study limit the generalizability and long-term applicability of the results. Future research could expand the sample size and explore the long-term effects of Dhuha prayer on emotional intelligence. Additionally, future studies could incorporate other religious practices, such as regular recitation of the Quran, to explore their combined effects on emotional intelligence and spiritual well-being.

Another limitation is the potential confounding factors such as family influence, extracurricular activities, and other school programs that may have also impacted the students' emotional intelligence. A more comprehensive study could control for these variables to better isolate the impact of Dhuha prayer.

The findings of this study have important implications for educational practice in Islamic schools. The significant improvement in students' emotional intelligence suggests that the Dhuha prayer program can be a valuable tool for character development. Schools may consider incorporating spiritual practices like Dhuha prayer into their daily routines to promote students' emotional and social growth. Given the positive effects on students' emotional regulation, empathy, and motivation, such programs can contribute to a more harmonious school environment and improve overall academic performance.

Furthermore, this study highlights the importance of holistic education, where emotional, social, and spiritual development are integrated into the

learning process. Incorporating spiritual practices like prayer into education can provide students with the emotional skills necessary to succeed both academically and socially, fostering a well-rounded, resilient generation.

CONCLUSION

This study investigated the impact of the Dhuha prayer on the emotional intelligence (EI) of students at SMPIT Al Ishlah Cibinong. The results demonstrate significant improvements in the emotional intelligence of students, particularly in self-awareness, self-regulation, motivation, empathy, and social skills. The experimental group, which engaged in the Dhuha prayer program, showed a substantial increase in their EI scores, with a mean change of 15.9 points, compared to minimal changes in the control group. The improvements in self-awareness and self-regulation are particularly noteworthy, as students in the experimental group reported better emotional control and the ability to reflect on their feelings, especially in stressful situations. This aligns with the reflective nature of Dhuha prayer, which provides students with moments for introspection and emotional regulation. Additionally, the increase in motivation among students in the experimental group indicates that the prayer program helped foster a sense of purpose and discipline, positively impacting their academic engagement.

The significant improvement in social skills and empathy observed in the experimental group suggests that Dhuha prayer not only enhanced individual emotional intelligence but also contributed to more positive social interactions and a cooperative classroom environment. Teachers reported that students who participated in the prayer program exhibited better interpersonal communication, empathy, and respect for their peers. These findings highlight the positive impact of spiritual practices, such as Dhuha prayer, on emotional development, suggesting that incorporating such practices into educational curricula can enhance emotional regulation, motivation, and social interactions. Future research should investigate the long-term effects of Dhuha prayer and other spiritual practices on emotional intelligence and expand the sample size to validate the generalizability of these findings across various educational contexts.

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