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The Pedagogical Role of Congregational Prayer in Shaping Student Discipline: A Linear Regression Analysis of Evidence from an Islamic Student Dormitory

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Abstract : This study investigates the relationship between the intensity of congregational prayer and student discipline among residents of Al-Khawarizmi Student Dormitory in Semarang, Indonesia. Employing a quantitative approach, data were analyzed using simple linear regression to examine the strength and statistical significance of the relationship between the two variables. The findings indicate a strong, positive, and statistically significant relationship between congregational prayer intensity and student discipline ($R = 0.748$; $p < 0.05$). The coefficient of determination ($R^2 = 0.560$) demonstrates that congregational prayer intensity accounts for 56% of the variation in student discipline, while the remaining 44% is attributable to other factors. Furthermore, the regression coefficient of 0.8846 indicates a positive association between increased participation in congregational prayer and higher levels of student discipline. These findings suggest that congregational prayer may serve as an important religious and behavioral mechanism for fostering discipline in residential educational settings. This study highlights the relevance of integrating religious practices into student development programs while recognizing the contribution of other factors to disciplinary behavior.

Keywords : congregational prayer, student discipline, Islamic education, linear regression, religious practices.

Abstrak : *Penelitian ini bertujuan untuk mengkaji hubungan antara intensitas shalat berjamaah dengan tingkat kedisiplinan mahasiswa. Data dianalisis menggunakan regresi linear sederhana untuk menguji kekuatan dan signifikansi hubungan antara kedua variable. Hasil penelitian menunjukkan adanya pengaruh positif dan signifikan antara intensitas shalat berjamaah terhadap kedisiplinan mahasiswa. Analisis regresi menghasilkan nilai koefisien korelasi (R) sebesar 0,748 yang menunjukkan hubungan positif yang kuat. Nilai koefisien determinasi (R^2) sebesar 0,56 mengindikasikan bahwa 56% variasi dalam kedisiplinan mahasiswa dapat dijelaskan olehh intensitas shalat berjamaah, sedangkan 44% sisanya dipengaruhi oleh faktor lain. koefisin regresi untuk variable intensitas shalat berjamaah sebesar 0,8846, yang berarti setiap peningkatan dalam intensitas shalat berjamaah berkontribusi secara*

proporsional terhadap peningkatan kedisiplinan mahasiswa. Selain itu, nilai signifikansi (p < 0,05) menunjukkan bahwa model penelitian ini valid secara statistik. Temuan ini menegaskan pentingnya praktik keagamaan, khususnya shalat berjamaah, dalam membentuk perilaku disiplin mahasiswa. Penelitian ini menyimpulkan bahwa peningkatan frekuensi shalat berjamaah dapat menjadi upaya efektif dalam menumbuhkan kedisiplinan mahasiswa, meskipun faktor eksternal lainnya tetap perlu diperhatikan dalam penelitian selanjutnya.

Kata kunci **:** *shalat berjamaah, kedisiplinan mahasiswa, pendidikan Islam, regresi linear, praktik keagamaan.*

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INTRODUCTION

Prayer *(shalat)* is one of the fundamental pillars of Islam, encompassing not only ritual obligations but also social, moral, and psychological dimensions that contribute to individual and collective development. Among various forms of Islamic worship, congregational prayer occupies a significant position because it embodies togetherness, obedience to established rules, leadership, and time discipline. Al-Attas (1993) explains that worship in Islam serves not merely as a means of establishing a vertical relationship between human beings and their Creator but also as a framework for cultivating moral order and socially responsible behavior. Similarly, Esposito (2002) emphasizes that collective religious practices, including congregational prayer, strengthen social solidarity and collective consciousness within Muslim communities. Nasution (2019) further argues that congregational prayer encourages individuals to obey established regulations, follow leadership represented by the imam, and develop orderly behavioral patterns. These values are closely associated with the concept of discipline, which in Islamic education refers to an individual's ability to manage time, comply with regulations, and demonstrate responsibility in fulfilling obligations. In the academic environment, discipline is considered an essential determinant of student achievement and personal development. Arifin (2020) highlights the relevance of religious habituation in developing student discipline, particularly through activities performed according to predetermined schedules. This perspective is consistent with Skinner's (1953) behavioral theory, which suggests that consistent repetition and reinforcement can shape and strengthen desirable behavioral patterns. Therefore, the habitual performance of congregational prayer has the potential to cultivate self-discipline, punctuality, consistency, and responsibility among students.

Previous empirical studies have provided evidence of the relationship between religious practices and student discipline across various Islamic educational institutions. Ahmad and Yusoff (2015) found that students who regularly participate in religious activities tend to demonstrate higher levels of academic discipline than those who are less involved in such activities. Aziz (2017) similarly identified the contribution of congregational worship to the development of self-regulation and self-control, which constitute important foundations of disciplined behavior. More recent studies have reinforced these findings within different educational contexts. Bachtiar and Salim (2025)

explain that routine religious activities, including congregational prayer, play an important role in instilling discipline among students in Islamic schools. Solikhah and Fatimah (2024) emphasize the significant role of Islamic Education teachers in strengthening student discipline through active participation in congregational prayers within madrasa environments. Furthermore, Parisi and Ulum (2023), through a quantitative study at MAN 3 Tasikmalaya, demonstrated that the implementation of congregational prayer positively influences student discipline. Nurmala et al. (2024) also identified a significant effect of congregational Subuh prayer on students' disciplinary behavior. Beyond obligatory prayers, Jailani (2025) found a positive relationship between the habituation of congregational Dhuha prayer and students' learning discipline, while Harfi et al. (2025) highlighted the importance of institutional culture in shaping students' religious character through collective worship practices. Collectively, these findings indicate that religious habituation, particularly congregational prayer, can serve as an effective instrument for developing discipline, self-regulation, and responsibility among students. Nevertheless, the existing literature predominantly examines students in primary and secondary educational institutions, particularly schools and madrasas, while the relationship between congregational prayer and academic discipline in university dormitory environments remains relatively underexplored.

Despite the growing body of literature on religious practices and student discipline, several research gaps remain to be addressed. First, previous studies have largely concentrated on formal school and madrasa settings, whereas university student dormitories represent a distinct educational environment characterized by the integration of academic activities, religious habituation, and institutional regulations. Second, the measurement of student discipline in previous research has generally focused on broad behavioral indicators, while the relationship between religious practices and specific dimensions of academic discipline, particularly punctuality in attending lectures, compliance with institutional regulations, and timely completion of academic assignments, requires further empirical investigation. Third, although previous studies have demonstrated positive relationships between religious activities and student discipline, further quantitative examination is necessary to establish the extent to which the intensity of congregational prayer statistically predicts students' disciplinary behavior. Addressing these gaps, the present study focuses on students residing at Al-Khawarizmi Student Dormitory in Semarang, where congregational prayer constitutes an integral component of daily institutional routines. This setting provides an opportunity to investigate how the intensity of participation in congregational prayer is associated with students' academic and behavioral discipline within a higher education context. The novelty of this study therefore lies in its specific focus on university dormitory residents, its examination of discipline through academic and institutional indicators, and its application of simple linear regression analysis to quantify the relationship between congregational prayer intensity and student discipline. By extending the discussion beyond primary and secondary Islamic educational

institutions, this research seeks to broaden the empirical understanding of religious habituation as a mechanism for character development in higher education.

Based on these considerations, this study aims to examine the relationship between the intensity of congregational prayer and the level of student discipline at Al-Khawarizmi Student Dormitory in Semarang using a simple linear regression approach. Specifically, it investigates whether the intensity of students' participation in congregational prayer contributes significantly to their disciplinary behavior, particularly in terms of punctuality in attending lectures, compliance with institutional regulations, and responsibility in completing academic tasks. The study is expected to make theoretical contributions to the literature on Islamic education by providing empirical evidence concerning the role of religious habituation in strengthening character development and academic discipline within university-based residential educational environments. Practically, the findings are expected to provide insights for dormitory administrators and higher education institutions in designing more effective religious development programs that integrate spiritual formation with academic and behavioral discipline. Ultimately, this research positions congregational prayer not only as a form of religious observance but also as a potential instrument for developing disciplined, responsible, and well-organized students.

METHOD

This study employed a quantitative research approach to examine the relationship between the intensity of congregational prayer and student discipline through objective measurement and statistical analysis. Quantitative research is designed to test hypotheses and investigate relationships between measurable variables using numerical data (Sugiyono, 2019). The research was conducted at Al-Khawarizmi Student Dormitory in Semarang over a period of one month. A field research design was adopted to obtain empirical data directly from the research setting, considering that the dormitory integrates religious activities, particularly congregational prayer, with students' academic routines. This research setting was considered relevant because it provides an institutional environment in which religious participation and student discipline can be observed within their actual contexts.

Data were collected through systematic observation and documentation of students' daily activities. The observation focused on students' participation in congregational prayers and their academic attendance, while documentation was used to obtain supporting records relevant to the research variables. The intensity of congregational prayer was operationalized as the independent variable (X), measured through students' attendance records of congregational prayers. Meanwhile, student discipline was designated as the dependent variable (Y), measured through academic attendance records. The operational definitions and measurement indicators of the research variables are presented in Table 1.

Table 1. Operational Definition of Research Variables

Variable	Position	Measurement indicators	Data source

Intensity of Congregational Prayer (X)	Independent variable	Frequency of participation in congregational prayers; consistency of attendance; regularity of participation	Congregational prayer attendance records
Student Discipline (Y)	Dependent variable	Punctuality in attending lectures; consistency of academic attendance; compliance with academic attendance requirements	Academic attendance records

The collected data were processed and analyzed using simple linear regression to examine the extent to which the intensity of congregational prayer predicts student discipline. This statistical technique was employed to test the research hypothesis concerning the relationship between the independent variable (X) and the dependent variable (Y), as well as to determine the statistical significance of the regression coefficient. The regression model is expressed as $Y = a + bX + e$, where Y represents student discipline, a denotes the constant, b represents the regression coefficient, X refers to the intensity of congregational prayer, and e indicates the error term. The analysis was conducted within the quantitative research framework, which emphasizes hypothesis testing and the interpretation of numerical evidence through statistical procedures. As explained by Creswell (2012), quantitative research involves the collection and analysis of numerical data to examine relationships and draw conclusions about the phenomena under investigation.

RESULTS

1. Descriptive Overview of the Regression Analysis

This study examined the relationship between the intensity of congregational prayer and students' discipline among residents of the Al-Khawarizmi University Dormitory in Semarang. The analysis involved 55 respondents and employed simple linear regression to determine the extent to which participation in congregational prayer statistically predicts students' discipline. The intensity of congregational prayer was designated as the independent variable (X), whereas students' discipline was treated as the dependent variable (Y). The statistical analysis consisted of three principal components: regression statistics, an analysis of variance (ANOVA), and regression coefficient testing.

The regression analysis was conducted to identify the direction, strength, and statistical significance of the relationship between the two variables. In particular, the analysis sought to establish whether differences in students' participation in congregational prayer corresponded to differences in their levels of discipline. The findings provide quantitative evidence concerning the relationship between religious participation and students' behavioral characteristics within a university dormitory environment (Abu Khair, 2024).

2. Regression Statistics and the Strength of the Relationship

The regression statistics presented in Table 1 demonstrate a relatively strong positive relationship between the intensity of congregational prayer and students' discipline.

Table 1. Regression Statistics

Statistics	Value
Multiple R	0.748
R Square	0.560
Adjusted R Square	0.551
Standard Error	0.117
Observations	55

The Multiple R coefficient of 0.748 indicates a strong positive correlation between the intensity of congregational prayer and students' discipline. This finding suggests that students who demonstrate higher levels of participation in congregational prayer tend to report higher levels of discipline. The positive direction of the relationship indicates that an increase in the intensity of participation is associated with an increase in students' discipline. Although correlation alone does not establish causality, the magnitude of this coefficient indicates that the two variables are closely associated within the population represented by the respondents (Aisah et al., 2025).

The coefficient of determination (R Square) is 0.560, indicating that approximately 56% of the variation in students' discipline can be statistically explained by the intensity of congregational prayer in the estimated regression model. This proportion represents the explanatory contribution of the independent variable to the variation observed in the dependent variable. The remaining 44% represents variation that is not explained by this single-predictor model. Such variation may be associated with other individual, educational, social, or environmental factors that were not included in the present analysis.

The Adjusted R Square value of 0.551 provides an adjusted estimate of the model's explanatory capacity after accounting for the number of predictors and the sample size. Because the model includes only one independent variable and 55 observations, the difference between R Square and Adjusted R Square is relatively small. This indicates that the explanatory capacity of the model remains stable after adjustment. The adjusted value suggests that approximately 55.1% of the variation in students' discipline is accounted for by the regression model after this statistical adjustment (Ma'arif et al., 2024).

Furthermore, the Standard Error value of 0.117 indicates the estimated standard deviation of the residuals, representing the average magnitude of prediction errors in the dependent variable's measurement units. A relatively small standard error suggests that the observed values of students' discipline do not deviate excessively from the values predicted by the regression equation. However, the substantive interpretation of this value depends on the measurement scale and the distribution of the dependent variable.

The analysis was based on 55 observations, providing the dataset for estimating the relationship between the two variables. Overall, the regression statistics indicate that the intensity of congregational prayer is positively associated with students' discipline and that

the estimated model accounts for a substantial proportion of the variation in the dependent variable (Muhamad Fahmi Ridho Auliya, 2024).

3. ANOVA Test and Overall Model Significance

The overall significance of the regression model was examined using the Analysis of Variance (ANOVA) test. This procedure evaluates whether the regression model provides a statistically significant improvement in explaining variations in students' discipline compared with a model that contains only an intercept.

Table 2. ANOVA Test Results

Source	df	SS	MS	F	Significance F
Regression	1	0.9228	0.9228	67.36	5.23E-11
Residual	53	0.7261	0.0137		
Total	54	1.6489			

As presented in Table 2, the regression model produces an F-statistic of 67.36, with a significance value of 5.23×10^{-11}. This probability value is substantially lower than the conventional significance threshold of 0.05. Consequently, the null hypothesis that the regression model does not provide a statistically significant linear relationship between the intensity of congregational prayer and students' discipline is rejected.

The F-statistic indicates that the variation explained by the regression model is considerably greater than the unexplained variation represented by the residual component, relative to their respective degrees of freedom. The regression sum of squares is 0.9228, whereas the residual sum of squares is 0.7261. The total sum of squares is 1.6489, representing the overall variation in students' discipline within the observed dataset (Damayanti et al., 2025).

The ratio between the regression mean square and residual mean square produces the F-statistic of 67.36. This relatively large value demonstrates that the independent variable contributes significantly to explaining variations in the dependent variable. The significance value further confirms that the probability of obtaining an F-statistic of this magnitude under the null hypothesis is extremely small.

The ANOVA findings therefore establish that the simple linear regression model is statistically significant. In practical statistical terms, the intensity of congregational prayer provides meaningful explanatory information concerning differences in students' discipline among the respondents. This result is consistent with the coefficient of determination reported in Table 1, which indicates that the model explains approximately 56% of the observed variation in students' discipline (Bachtiar, Y., & Salim, 2025).

4. Regression Coefficients and the Direction of the Relationship

The regression coefficient analysis was conducted to determine the direction and magnitude of the relationship between the intensity of congregational prayer and students' discipline. The results are presented in Table 3.

Table 3. Regression Coefficients of Simple Linear Regression Analysis

Variable	Coefficient	Standard Error	t-Statistic	P-value	Lower 95%	Upper 95%
Intercept	0.0126	0.0997	0.1265	0.8998	-0.1873	0.2126
Intensity of Congregational Prayer	0.8846	0.1078	8.207	5.23E-11	0.6684	1.1007

Based on the coefficient estimates, the simple linear regression equation is expressed as follows:

$$Y = 0.0126 + 0.8846X$$

In this equation, Y represents students' discipline, while X represents the intensity of congregational prayer. The constant coefficient of 0.0126 represents the predicted value of students' discipline when the intensity of congregational prayer is zero. However, the practical interpretation of this intercept depends on whether a value of zero is meaningful and falls within the observed measurement range of the independent variable (Rosadi et al., 2025b).

The regression coefficient for the intensity of congregational prayer is 0.8846. Its positive value indicates that the relationship between the independent and dependent variables is positive. Specifically, for every one-unit increase in the intensity of congregational prayer, the predicted score of students' discipline increases by 0.8846 units, assuming that the linear model adequately represents the relationship between the variables.

The standard error of the independent variable's coefficient is 0.1078, indicating the estimated sampling uncertainty associated with the coefficient. The t-statistic is 8.207, demonstrating that the estimated coefficient is substantially different from zero relative to its standard error. The corresponding p-value of 5.23×10^{-11} is considerably below the significance threshold of 0.05. Therefore, the coefficient of congregational prayer intensity is statistically significant.

The 95% confidence interval for the regression coefficient ranges from 0.6684 to 1.1007. Because the entire interval consists of positive values and does not include zero, it provides additional evidence that the estimated relationship is positive. Within the assumptions of the regression model, the interval indicates that the population coefficient is plausibly located within this range (Kurahman et al., 2025).

In contrast, the intercept has a coefficient of 0.0126, a t-statistic of 0.1265, and a p-value of 0.8998. This value exceeds the 0.05 significance threshold, indicating that the intercept is not statistically distinguishable from zero. Its confidence interval also includes zero, ranging from -0.1873 to 0.2126. Nevertheless, the nonsignificance of the intercept does not invalidate the statistically significant coefficient of the independent variable.

The coefficient analysis therefore demonstrates that the intensity of congregational prayer is a statistically significant positive predictor of students' discipline. The positive regression coefficient, high t-statistic, very small p-value, and positive confidence interval

collectively support the conclusion that greater participation in congregational prayer is associated with higher predicted levels of discipline (Maulida et al., 2025).

5. Summary of the Statistical Findings

Taken together, the regression statistics, ANOVA test, and coefficient analysis provide consistent evidence regarding the relationship between the intensity of congregational prayer and students' discipline. The Multiple R value of 0.748 demonstrates a strong positive correlation, while the R Square value of 0.560 indicates that the regression model explains 56% of the variation in students' discipline.

The ANOVA test further establishes the overall statistical significance of the model, with an F-statistic of 67.36 and a significance value of 5.23×10^{-11}. Meanwhile, the regression coefficient of 0.8846 confirms the positive direction of the relationship, supported by a t-statistic of 8.207 and a 95% confidence interval ranging from 0.6684 to 1.1007.

These findings indicate that the intensity of congregational prayer has a substantial and statistically significant relationship with students' discipline among the 55 respondents residing in the Al-Khawarizmi University Dormitory in Semarang. The results provide an empirical foundation for further examining the role of religious participation in shaping students' behavioral discipline, particularly within educational environments that integrate religious practices into daily residential activities (Maulida et al., 2025).

DISCUSSION

The findings of this study demonstrate a strong positive and statistically significant relationship between the intensity of congregational prayer and student discipline among residents of Al-Khawarizmi University Dormitory in Semarang. The correlation coefficient (Multiple R = 0.748) indicates a strong positive association, suggesting that students who participate more frequently in congregational prayer tend to demonstrate higher levels of discipline. Furthermore, the coefficient of determination ($R^2 = 0.560$) shows that 56% of the variation in student discipline can be statistically explained by congregational prayer intensity within the estimated regression model. The ANOVA results further confirm the statistical significance of the model, with an F-statistic of 67.36 and a significance value of 5.23×10^{-11}, which is below the 0.05 significance threshold. The regression coefficient of 0.8846, supported by a t-statistic of 8.207 and a 95% confidence interval ranging from 0.6684 to 1.1007, also indicates a positive and statistically significant predictive relationship. These results suggest that congregational prayer participation represents an important behavioral and religious dimension associated with student discipline in a university residential environment. This finding is consistent with Hakim and Mahali (2025), who emphasize the relevance of religious participation in supporting disciplined behavior. Nevertheless, the statistical relationship should be interpreted as a predictive association rather than definitive evidence of causality, given that the research employs a simple linear regression model involving only one independent variable.

The relationship between congregational prayer intensity and student discipline can be interpreted through the behavioral, spiritual, and educational dimensions of Islamic worship. Congregational prayer requires individuals to organize their activities according to prescribed schedules, prepare themselves before worship, arrive at designated locations, and participate in an orderly collective activity. These recurring practices provide opportunities to develop punctuality, consistency, obedience, and responsibility. In university dormitories, where students share schedules, facilities, responsibilities, and institutional regulations, such routines may extend beyond religious activities and become integrated into broader patterns of daily behavior. Students who consistently participate in congregational prayer may develop stronger awareness of time management, academic commitments, and communal responsibilities. This interpretation is supported by Amin and Darajat (2025), who explain that worship performed at prescribed times can contribute to orderly behavior and personal responsibility, and by Rosadi et al. (2025), who emphasize the role of worship in developing self-control and strengthening moral awareness. Similarly, Amini et al. (2026) highlight the contribution of religious activities to character formation through the internalization of obedience, responsibility, and orderliness. Qardhawi (2003) also emphasizes that consistency in performing worship at prescribed times strengthens awareness of order and personal responsibility. These perspectives suggest that congregational prayer can function as a practical medium for self-discipline development, in which repeated religious obligations provide opportunities for individuals to translate spiritual principles into consistent behavioral practices. However, the development of discipline should not be understood solely in terms of the frequency of participation, because the internalization of religious values also depends on students' understanding of worship and their willingness to implement its ethical principles in everyday life.

The statistical findings also provide an empirical basis for understanding the relationship between religious habituation and student discipline. The regression coefficient of 0.8846 indicates that every one-unit increase in congregational prayer intensity is associated with a predicted increase of 0.8846 units in the student discipline score. The t-statistic of 8.207 and the confidence interval that remains entirely positive reinforce the statistical significance of this relationship. As Hasyim et al. (2026) explain, regression significance testing helps determine whether an independent variable contributes meaningfully to the statistical prediction of a dependent variable. In this study, the R^2 value of 0.560 indicates that congregational prayer intensity accounts for 56% of the variation in student discipline, while the remaining 44% is associated with factors outside the estimated model. These factors may include family background, academic motivation, peer relationships, institutional supervision, personal characteristics, and individual self-control. Therefore, although congregational prayer intensity represents a significant predictor, student discipline remains a multidimensional construct shaped by various individual and environmental influences. This distinction is important because statistical significance does not necessarily establish a causal mechanism. Rather, the findings indicate that students' participation in congregational prayer is meaningfully associated with differences in their disciplinary behavior within the population examined.

The present findings are also consistent with previous empirical studies investigating the relationship between religious activities and student discipline. Parisi and Ulum (2023) found that participation in congregational worship positively contributes to disciplined behavior among students in Islamic educational institutions. Similarly, Yusuf Bachtiar and Hakimuddin Salim (2025), in their study entitled Instilling Students' Discipline Through Islamic Religious Education Activities, demonstrate that daily religious routines can support the development of sustainable disciplinary habits through continuous habituation. Ardha Zahro Nareswari and Chusniatun (2024), in The Effect of Dhuha Prayer Habituation on Student Discipline, also reported that the habituation of Dhuha prayer was associated with improvements in student discipline and time management among students at Muhammadiyah 2 Surakarta Senior High School. Although Dhuha prayer differs from obligatory congregational prayers in terms of religious status and timing, both practices involve repeated worship activities that can provide opportunities to cultivate consistency and personal responsibility. The present study extends these findings by examining congregational prayer intensity among university students living in a residential educational environment rather than focusing exclusively on primary or secondary educational institutions. Unlike school-based settings, university dormitories provide a continuous social environment in which religious practices, academic responsibilities, and institutional regulations intersect in students' everyday lives. The correlation coefficient of 0.748 and the statistically significant regression coefficient provide additional empirical evidence that the relationship between religious participation and discipline is also relevant in higher education residential settings. Nevertheless, differences in research populations, measurement instruments, institutional environments, and analytical approaches should be considered when interpreting similarities across these studies.

From a theoretical perspective, these findings reinforce the Islamic educational understanding that worship encompasses not only religious obedience but also moral and behavioral development. Al-Ghazali (2010) emphasizes that repeated acts of worship contribute to the refinement of the soul and the development of moral self-control. Similarly, Khan (2016) highlights the importance of collective worship as a means of moral and behavioral training because it requires individuals to participate in organized activities while respecting collective arrangements and religious regulations. The positive relationship identified in this study provides empirical support for these perspectives by demonstrating that the structured and collective characteristics of congregational prayer are associated with stronger student discipline. In this regard, the study contributes to the conceptualization of Islamic character education as an integrated process involving religious knowledge, consistent worship practices, and behavioral habituation. Its novelty lies particularly in extending the examination of congregational prayer and discipline to the university dormitory context, where religious routines are embedded in students' residential and academic experiences. Furthermore, the application of simple linear regression provides a quantitative assessment of the predictive relationship between prayer

intensity and student discipline, complementing previous studies conducted in school and madrasa environments. However, the present regression model does not directly measure spiritual internalization, moral identity, or the psychological mechanisms through which worship may be associated with disciplinary behavior. Accordingly, the findings offer empirical support for the educational relevance of worship while leaving these underlying mechanisms open for further investigation.

The findings also have practical implications for university dormitory management and higher education institutions that integrate religious development into student education. The positive association between congregational prayer intensity and student discipline suggests that religious activities can be incorporated into broader character development programs rather than treated exclusively as ritual obligations. Institutions may establish structured daily schedules, provide accessible prayer facilities, and create supportive environments that encourage consistent participation while allowing students to maintain their academic responsibilities (Ramadani et al., 2026). In addition, dormitory administrators, educational staff, lecturers, and student leaders can strengthen the institutional culture of congregational prayer through supervision and positive role modeling. Religious activities should also be accompanied by educational guidance that connects the values of punctuality, obedience, orderliness, and mutual respect practiced during congregational prayer with students' academic and social responsibilities. Such integration can strengthen the practical relevance of worship in character education (Aisah et al., 2025). Beyond religious routines, dormitory programs may also incorporate academic mentoring, time-management training, community service, and student leadership development to support the multidimensional nature of student discipline. Institutional evaluation should consequently consider not only students' participation in congregational prayer but also broader behavioral indicators, including punctuality, responsibility, compliance with shared regulations, and participation in communal activities. These measures can help dormitory administrators develop a more comprehensive approach to character education that connects spiritual development with academic and social responsibility.

Despite these contributions, several limitations should be acknowledged when interpreting the findings. First, the study involved 55 respondents from a single university dormitory, meaning that its findings should be interpreted within the characteristics of the population examined and should not automatically be generalized to other university students or educational institutions. Second, the study employed a simple linear regression model involving only one independent variable. Although congregational prayer intensity statistically explains 56% of the variation in student discipline, the remaining 44% may be associated with other individual, social, and institutional factors. Future research could incorporate variables such as family upbringing, academic motivation, peer relationships, institutional regulations, and self-control through multiple regression or structural equation modeling. Third, the research design does not establish temporal precedence or directly demonstrate causal mechanisms. Longitudinal research could provide a more comprehensive understanding of whether changes in congregational prayer participation

are followed by changes in student discipline over time. Qualitative interviews and observations could also explore how students interpret religious obligations and translate the values of worship into everyday behavioral responsibilities (Hasyim et al., 2026). Furthermore, comparative studies involving students living in religious dormitories and those studying in non-residential university environments could help identify the role of institutional culture and residential routines in shaping the relationship between religious participation and discipline. Overall, the present study contributes empirical evidence that congregational prayer intensity is positively and significantly associated with student discipline. By integrating statistical findings with Islamic educational perspectives and previous empirical studies, it highlights the relevance of religious habituation as one of the mechanisms potentially supporting character development in higher education. Congregational prayer may therefore be considered an important component of student character education, particularly when implemented within a consistent, educational, and participatory institutional environment (Jailani, 2025).

CONCLUSION

This study concludes that the intensity of congregational prayer has a strong positive and statistically significant relationship with student discipline among residents of Al-Khawarizmi Student Dormitory in Semarang. The correlation coefficient ($r = 0.748$) indicates a strong association between the two variables, while the coefficient of determination ($R^2 = 0.560$) demonstrates that 56% of the variation in student discipline can be statistically explained by congregational prayer intensity, with the remaining 44% associated with other factors, including learning motivation, social environment, and personal habits. These findings indicate that congregational worship encompasses not only spiritual significance but also educational value in fostering discipline, responsibility, time awareness, and compliance with institutional regulations. The contribution of this study lies in extending the empirical discussion of religious habituation and student discipline to a university dormitory context, demonstrating the relevance of congregational prayer as part of character development in higher education. Nevertheless, these findings should be interpreted within the scope of the research population and the limitations of the simple linear regression model, which does not establish causality or account for other dimensions of religiosity, such as spiritual commitment, religious motivation, and participation in other religious activities.

From a practical perspective, the findings suggest that Islamic educational institutions and university dormitory administrators can integrate congregational prayer into broader character-building programs to encourage students' discipline, time management, and moral responsibility. Such initiatives should be supported by a conducive institutional environment, educational guidance, and positive role modeling rather than relying exclusively on attendance requirements. However, the study is limited by its relatively narrow research setting, involving students from a single dormitory, and its

reliance on a quantitative model that does not capture students' subjective experiences and underlying motivations. Therefore, future research is encouraged to employ mixed-methods or longitudinal approaches, expand the research population to include students from various Islamic and non-Islamic universities, and incorporate additional explanatory variables, including religious motivation, institutional environmental support, and dormitory leadership styles. These extensions would provide a more comprehensive understanding of the relationship between religious practices and student discipline while improving the generalizability of empirical findings. Overall, this study contributes to the literature on Islamic education by providing quantitative evidence of the positive association between congregational prayer intensity and student discipline, while highlighting the importance of integrating spiritual development with academic and behavioral character formation in higher education.

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