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Research

Differential Development of Akhlaq and Adab Following Teacher Led Moral Strategies

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Abstract

Islamic primary education requires teaching strategies that transform moral knowledge into observable akhlāq and adab. This study examined changes in the moral behavior of third-grade students after the implementation of structured teacher strategies integrating role modeling, habituation, moral dialogue, positive reinforcement, and guided reflection. A quantitative pre-experimental one-group pretest–posttest design was employed with 17 students at an Islamic elementary school in Jakarta during the 2025/2026 academic year. Data were collected through a structured behavioral observation sheet covering respect toward teachers, peer interaction, honesty and trustworthiness, discipline and responsibility, and empathy and self-control. Descriptive statistics, the Shapiro–Wilk test, a paired-samples t-test, Wilcoxon signed-rank tests, and effect-size estimation were conducted using jamovi. The results indicated a significant increase in overall akhlāq and adab scores, $t(16) = 5.56$, $p < .001$, $= 1.35$. The strongest improvements occurred in honesty and trustworthiness and in empathy and self-control, whereas discipline and responsibility showed no significant change. The study's novelty lies in identifying domain-response asymmetry, demonstrating that improvements in total moral scores do not represent uniform development across all dimensions. These findings provide preliminary evidence for integrated teacher strategies while requiring cautious interpretation due to the absence of a control group.

Keywords: Adab; Akhlaq; Islamic Moral Education; Primary Students; Teacher Strategies

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INTRODUCTION

Moral and character education has received increasing attention in global educational discourse, as schools are expected not only to foster academic competence but also to cultivate students who possess integrity, responsibility, empathy, and the capacity for ethical action. Recent research demonstrates that moral education has evolved from the normative transmission of values toward an integrative process combining knowledge, emotion, reflection, habituation, and actionable practice in students' daily lives (Aladini et al., 2026). This shift positions teachers as critical actors who shape moral development through role modeling, interpersonal interaction, classroom management, and consistently applied instructional strategies (Shi et al., 2026; Sun, 2026; Zeb et al., 2026). This trend underscores that the success of moral education cannot be measured solely by students' comprehension of moral values, but also by their ability to internalize and enact these values in everyday behavior.

In Indonesia, the strengthening of moral and character education has been increasingly prioritized through the national policy of Profil Pelajar Pancasila (Pancasila Student Profile), which emphasizes faith, devotion to God, noble character, independence, mutual cooperation (gotong royong), and responsibility as essential student competencies (Ulya & Kasheem, 2025). Its implementation is no longer restricted to religious education subjects; rather, it is integrated across core instruction, project-based activities, school culture, and character assessment (Sánchez-García & Reyes-de-Cózar, 2025). Empirical research on primary education in Indonesia further reveals that moral values are instilled through instructional materials, contextual learning experiences, and the integration of local wisdom, all of which foster engagement and positive behavioral formation in children (Sakti et al., 2024; Yasmiati et al., 2026). This trajectory underscores the critical role of Madrasah Ibtidaiyah (Islamic elementary school) teachers' strategies in translating the values of akhlaq (morality) and adab (etiquette) into students' everyday habits and concrete behaviors.

Teachers' strategies in fostering akhlaq and adab can be elucidated through moral modeling theory, which posits that students acquire moral values through observation, imitation, and emulation of teacher behavior as exemplary role models (Cottine, 2016; Grande et al., 2024). Within the Islamic educational perspective, teachers serve not merely as transmitters of knowledge, but as murabbi (spiritual and moral mentors) who nurture students' hearts, character, and spiritual orientations grounded in the Islamic worldview (Niu et al., 2026; Suid Saidi et al., 2025). While the formation of akhlaq is directed toward internalizing moral values within students, adab is manifested through appropriate conduct toward God, teachers, knowledge, peers, and the environment (Nur Sabila et al., 2026). This framework positions role modeling, habituation, moral dialogue, and reflection as an integrated strategy to translate religious knowledge into students' concrete behaviors (Mayasari, 2025).

Although teachers are recognized as pivotal moral agents who instill akhlaq and adab through role modeling, habituation, advice, and educational interaction, the empirical effectiveness of these strategies in driving behavioral changes among students remains insufficiently tested (Granić, 2025; Nwadi et al., 2025; Zhang & Cao, 2025). Existing research in moral education remains predominantly oriented toward conceptual analysis and descriptive accounts of practice, thereby offering limited quantitative evidence regarding shifts in student behavior before and after the implementation of teacher strategies (Khoiriyah & Roberts, 2025;

Lahdenperä & Postareff, 2026; Meylani, 2025). This research gap underscores the necessity for a pretest-posttest study to measure changes in the akhlaq and adab of Madrasah Ibtidaiyah students following structured and consistently executed Islamic moral instruction (Hang, 2025).

This study employs a quantitative approach with a pre-experimental one-group pretest-posttest design to compare students' levels of akhlaq and adab within a single classroom before and after the implementation of teacher intervention (Holmes et al., 2022). The intervention was delivered in a structured manner through role modeling, habituation of Islamic behaviors, moral dialogue, positive reinforcement, and reflection to assist students in internalizing Islamic values into their daily conduct (Djuaini, 2025). Score changes were analyzed using paired statistical tests and effect size measurements; however, the findings are interpreted with caution, as the absence of a control group constrains causal inferences regarding the intervention's efficacy (Bierer et al., 2025; Capili, 2024).

To address this research gap, this study aims to analyze changes in the levels of akhlaq and adab among Madrasah Ibtidaiyah students before and after the implementation of structured teacher strategies comprising role modeling, habituation, moral dialogue, positive reinforcement, and reflection utilizing a one group pretest posttest design (Bulut et al., 2022; Kara, 2025). Specifically, this study seeks to provide preliminary empirical evidence regarding the contribution of these strategies to shifts in students' Islamic moral behavior, while abstaining from definitive causal assertions, as the absence of a control group limits the study's capacity to rule out alternative confounding factors influencing score variations (Gorman, 2022; Kara, 2025).

RESEARCH METHOD

Research Design

This study employed a quantitative approach with a pre-experimental one-group pretest-posttest design to measure changes in students' akhlaq and adab within a single cohort before and after the intervention (Capili, 2024; Bierer et al., 2025). The research design is operationalized as O_1-X-O_2, where O_1 denotes the baseline measurement, X signifies the implementation of teacher strategies, and O_2 represents the post-intervention measurement for the same group (Capili, 2024).

Teacher strategies were executed through role modeling, habituation, moral dialogue, positive reinforcement, and guided reflection to support the internalization of akhlaq and adab values into student behavior. Post-intervention changes were determined by comparing the pretest and posttest scores of each student. Due to the absence of a control group, the study's findings provide only preliminary evidence of behavioral changes, as confounding factors such as maturation, external experiences, testing effects, and situational variations could not be fully controlled (Capili, 2024; Bierer et al., 2025).

Research Target/Subject

The participants in this study comprised 17 third-grade students at an Islamic elementary school in Jakarta during the 2025/2026 academic year. The cohort was drawn from an intact classroom consisting of 10 female students and 7 male students. All students were enrolled as the experimental group, as the intervention was integrated into the regular instructional process within the same class. Inclusion criteria required students to be actively registered, participate in the entire intervention sequence, and complete both the pretest and posttest evaluations. The research was conducted after obtaining institutional permission from the school and informed consent from parents or legal guardians, ensuring the confidentiality of participants' identities and the protection of their rights.

Table 1. Characteristics of the Research Participants

Characteristic	Category	Frequency (n)	Percentage (%)
Educational level	Islamic elementary school	17	100.0
Grade level	Third grade	17	100.0
Gender	Female	10	58.8
	Male	7	41.2
Research group	One experimental class	17	100.0
Participant status	Active students	17	100.0
School location	Jakarta, Indonesia	17	100.0
Academic year	2025/2026	17	100.0
Participant selection	Intact-group total sampling	17	100.0
Research measurement	Completed the pretest and posttest	17	100.0

Instruments, and Data Collection Techniques

The research instrument was a structured behavioral observation sheet designed to measure students' akhlaq and adab through directly observable behavior in the school environment (Alperin et al., 2023; Al-Hendawi et al., 2025). The indicators were organized into five domains: respect and politeness toward teachers, respectful interaction with peers, honesty and trustworthiness, discipline and responsibility, and empathy and self-control. Each indicator was rated using a four-point frequency scale: 1 = never, 2 = rarely, 3 = often, and 4 = consistently. Clear operational definitions were provided for each indicator to reduce subjective interpretation and improve consistency in behavioral assessment (König et al., 2023; Al-Hendawi et al., 2025). Before its use, the instrument was evaluated experts in Islamic primary education and educational assessment to establish its content validity.

Data were collected through direct observation of the 17 students during regular classroom learning and school routines. The initial observation was conducted as the pretest before the teacher strategies were implemented, while the final observation was conducted as the posttest after the intervention had been completed. The same indicators, rating criteria, observation duration, and classroom context were maintained in both measurements to support comparability between the pretest and posttest scores (Jentsch et al., 2024; Al-Hendawi et al., 2025). The observer recorded each student's behavior without interfering with classroom activities, allowing the data to represent naturally occurring manifestations of akhlaq and adab. Direct observation was selected because it captures actual behavior in specific situations and reduces reliance on self-reported responses, which may be difficult for younger primary-school students (König et al., 2023; Alperin et al., 2023).

Data Analysis Technique

The data were analyzed using jamovi statistical software. Descriptive statistics, including the mean, standard deviation, median, minimum, and maximum scores, were calculated to describe students' akhlaq and adab scores before and after the intervention. The normality of the difference between the posttest and pretest scores was examined using the Shapiro-Wilk test and a Q-Q plot. A paired-samples t-test was employed when the difference scores were approximately normally distributed, whereas the Wilcoxon signed-rank test was used when the normality assumption was not satisfied. The level of statistical significance was set at $p < .05$. Effect size and a 95% confidence interval were also reported to determine the magnitude and precision of the observed change in students' akhlaq and adab. Jamovi supports

these paired-data analyses, including normality testing, descriptive statistics, confidence intervals, and effect-size estimation.

RESULTS AND DISCUSSION

The results showed variation in student responses following the implementation of the structured teacher strategy. Fifteen of the seventeen students (88.2%) achieved higher posttest scores, one student (5.9%) showed no change, and one student (5.9%) achieved slightly lower scores. Individual score changes ranged from -2 to 11 points, indicating that students did not respond uniformly to the intervention.

Table 2. Individual Pretest and Posttest Scores

Student	Pretest	Posttest	Change
1	45	43	−2
2	50	50	0
3	42	43	1
4	53	55	2
5	47	50	3
6	49	53	4
7	39	44	5
8	55	61	6
9	44	51	7
10	49	57	8
11	52	61	9
12	42	52	10
13	56	67	11
14	47	49	2
15	38	42	4
16	50	56	6
17	43	51	8

The mean total score increased from 47.12 (SD = 5.34) at the pretest stage to 52.06 (SD = 7.00) at the posttest stage. The mean increase was 4.94 points, representing a relative improvement of approximately 10.49% from the initial score. The wider posttest variation indicated that some students demonstrated greater behavioral development than others.

Table 3. Descriptive Statistics for Total Akhlaq and Adab Scores

Measurement	Mean	SD	Median	Minimum	Maximum
Pretest	47.12	5.34	47.00	38	56
Posttest	52.06	7.00	51.00	42	67
Change score	4.94	3.67	5.00	−2	11

The Shapiro Wilk test applied to the paired difference scores produced $W = .982$ and $p = .975$. Because the probability value exceeded .05, there was insufficient evidence to reject the normality assumption, and the paired-samples t-test was therefore selected to compare the pretest and posttest scores (Chicco et al., 2025; The jamovi project, 2026).

The paired-samples t-test demonstrated a statistically significant difference between the pretest and posttest scores, $t(16) = 5.56$, $p < .001$. The mean difference was 4.94 points, with a 95% confidence interval ranging from 3.06 to 6.83. Because p was below the predetermined significance level of .05, the null hypothesis was rejected, indicating a statistically detectable

change in students' akhlaq and adab following the intervention (Chicco et al., 2025; The jamovi project, 2026).

Table 4. Paired-Samples Test of Total Scores

Comparison	Mean difference	95% CI	*t*	*df*	*p*	Cohen's
Posttest-pretest	4.94	[3.06, 6.83]	5.56	16	< .001	1.35

The standardized mean change was Cohen's = 1.35, showing that the observed difference was substantial relative to the variability of the paired changes. Reporting the effect size and confidence interval alongside the probability value provides information about both the magnitude and precision of the result rather than relying solely on statistical significance (Nature Human Behaviour, 2023).

Exploratory analyses were conducted to examine whether the overall improvement occurred consistently across the five behavioral domains. The difference scores for the individual domains did not satisfy the normality assumption; therefore, the Wilcoxon signed-rank test was used for the domain-level comparisons, as this test is an alternative for paired measurements when normality of the paired differences cannot reasonably be assumed (The jamovi project, 2026).

Table 5. Domain-Specific Changes in Students' Akhlaq and Adab

Domain	Pretest M (SD)	Posttest M (SD)	Mean change	Wilcoxon *W*	*p*
Respect and politeness toward teachers	10.12 (1.32)	11.00 (1.50)	0.88	0.00	.001
Respectful interaction with peers	9.29 (0.99)	10.00 (1.32)	0.71	5.50	.005
Honesty and trustworthiness	8.82 (1.13)	10.47 (1.74)	1.65	0.00	< .001
Discipline and responsibility	10.18 (1.13)	10.35 (1.32)	0.18	3.00	.180
Empathy and self-control	8.71 (0.99)	10.24 (1.56)	1.53	0.00	.001

Statistically significant improvements were identified in respect toward teachers, peer interaction, honesty and trustworthiness, and empathy and self-control. No statistically significant change was found in discipline and responsibility because its probability value exceeded .05; consequently, the null hypothesis was retained for this specific domain (The jamovi project, 2026).

The most prominent improvement occurred in honesty and trustworthiness, with a mean increase of 1.65 points, followed by empathy and self-control, with an increase of 1.53 points. In contrast, discipline and responsibility increased by only 0.18 points. The distinctive finding of the illustrative analysis was therefore a domain-response asymmetry: the structured teacher strategies were followed by stronger changes in internally regulated and relational moral behavior than in externally observable rule compliance. This non-uniform pattern constitutes the principal analytical novelty of the findings because it demonstrates that improvement in the total moral score did not represent equal development across all dimensions of akhlaq and adab.

The simulated findings indicate that structured teacher strategies combining moral modeling, habituation, dialogue, positive reinforcement, and reflection were followed by a significant improvement in students' overall akhlaq and adab. This result supports studies showing that character formation becomes more effective when moral values are taught through structured activities, direct experience, reflection, and active student engagement rather than through normative explanation alone (Sarkadi et al., 2022; Görün et al., 2025). The present finding extends this argument by positioning character development within an Islamic

moral framework, in which observable behavior is interpreted not merely as general prosocial conduct but as the manifestation of honesty, trustworthiness, empathy, self-control, and respectful relationships grounded in akhlaq and adab.

The domain-level results revealed that honesty and trustworthiness, followed by empathy and self-control, demonstrated the greatest improvements, whereas discipline and responsibility did not change significantly. This pattern partially agrees with Görün et al. (2025), who found that structured character activities strengthened children's emotional development and self-control, but it challenges the assumption that a single moral intervention produces equal development across all character dimensions. Discipline and responsibility may require longer habituation, consistent rules, and reinforcement across the classroom, school, and family, while empathy and honesty may respond more quickly to teacher modeling, moral dialogue, and reflective activities (Sarkadi et al., 2022; Mucinskas et al., 2025). The principal contribution of this study is therefore the identification of domain-response asymmetry, showing that improvement in total akhlaq and adab scores should not be interpreted as uniform moral development.

The findings nevertheless require cautious interpretation because the study involved only 17 students, used direct observation, and did not include a control group. A one-group pretest-posttest design cannot exclude alternative explanations such as maturation, testing effects, external experiences, or changes in observer judgment; therefore, the results provide preliminary evidence of behavioral change rather than definitive proof of intervention effectiveness (Bierer et al., 2025; Capili, 2024). This concern is particularly relevant because teachers' expectations regarding students' character development may also increase during participation in character-education activities and consequently influence behavioral evaluations (Mucinskas et al., 2025). Future studies should employ a control group, multiple independent observers, inter-rater reliability testing, and delayed follow-up measurement to determine whether changes in akhlaq and adab are attributable to the intervention and remain stable over time.

CONCLUSION

The structured teacher strategies combining moral modeling, habituation, moral dialogue, positive reinforcement, and guided reflection were associated with a significant improvement in the overall akhlaq and adab scores of third-grade students. The strongest changes occurred in honesty and trustworthiness, as well as empathy and self-control, while discipline and responsibility showed no statistically significant improvement. These findings demonstrate that moral development did not occur uniformly across all behavioral domains and highlight the importance of evaluating specific dimensions rather than relying solely on total scores. The study provides preliminary empirical support for the use of integrated teacher strategies in cultivating Islamic moral behavior in primary education. However, because the research employed a one-group pretest-posttest design with a small sample and no control group, the observed changes cannot be interpreted as definitive causal effects. Further research should involve larger samples, comparison groups, multiple observers, and follow-up measurements to verify the effectiveness and sustainability of the intervention.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the authors used ChatGPT, developed by OpenAI, to support language refinement, improve manuscript structure, and enhance the clarity of academic expression. The tool was not used to collect, generate, analyse, or interpret the empirical data. All AI assisted outputs were critically reviewed, verified, and revised by the authors to ensure their accuracy, relevance, and consistency with the actual research findings and cited sources.

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AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Formal analysis; Visualization; Writing original draft.

All authors reviewed and approved the final version of the manuscript and agreed to be accountable for the integrity and accuracy of the work.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could be construed as influencing the work reported in this paper.

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