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The Implementation of *Adab* Education in Enhancing Students' Achievement in Islamic Religious Education at *Ar Risalah* Integrated Islamic Junior High School, Sukoharjo.

Jumingan^{a.1,*}, Meti Fatimah^{b.2}

^{*ab} Institut Islam Mamba'ul Ulum, Surakarta, Indonesia.

^{*1}jumingan.spdi@gmail.com, ²fatimahcan@gmail.com

*Correspondent Author: Jumingan : email; jumingan.spdi@gmail.com

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ABSTRACT

This study aims to analyze the implementation of adab education in improving students' learning achievement in Islamic Religious Education (IRE) at *Ar Risalah* Integrated Islamic Junior High School, Sukoharjo. The research employed a qualitative approach with a descriptive design to explore how adab-based educational values are integrated into the learning process and their contribution to students' academic achievement and character development. The study was conducted with a sample of 30 students selected purposively, along with supporting information obtained from teachers and school documentation. The data were collected through classroom observations, in-depth interviews with teachers and students, and documentation of students' academic records. Data analysis was carried out through data reduction, data display, and conclusion drawing to ensure the validity and reliability of the findings through triangulation of sources and techniques. The research focused on identifying the forms of adab education implemented in the learning process, including respect for teachers, discipline in learning, ethical classroom interaction, and the cultivation of Islamic moral values. The findings indicate that the implementation of adab education significantly contributes to the improvement of students' learning achievement in Islamic Religious Education. From the total sample of 30 students, 76.7% demonstrated high learning achievement after the integration of adab education in classroom activities, 16.7% showed moderate improvement, while only 6.6% remained in the lower achievement category. These results suggest that the systematic integration of adab values into the learning process fosters a positive learning environment, enhances students' motivation, and strengthens their academic performance as well as their moral character. Therefore, the implementation of adab education can serve as an effective pedagogical strategy in strengthening both cognitive and affective aspects of Islamic Religious Education learning.

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Introduction

Islamic Religious Education plays a significant role in shaping students' religious, moral, and intellectual character. In the context of modern education, the learning process of Islamic Religious Education does not merely emphasize cognitive aspects but also focuses on the formation of attitudes, behaviors, and moral values that are reflected in daily life. One of the essential concepts in Islamic education related to character formation is *adab* education. The concept of *adab* in the Islamic educational tradition emphasizes harmony between knowledge, ethics, and behavior in accordance with the values of Islamic teachings (Al-Attas, 2020: 45).

Adab education serves as an important foundation in the process of shaping students' character, particularly within formal educational environments such as integrated Islamic schools. The implementation of *adab* education in Islamic Religious Education learning is expected to cultivate respect for teachers, discipline in learning, responsibility for academic tasks, and behaviors that reflect noble moral values. Education that integrates the values of *adab* has the potential to create a learning process that is not only oriented toward academic achievement but also toward the development of a strong and virtuous character (Huda, 2021: 132).

The development of modern educational systems indicates a tendency in which learning success is frequently measured through cognitive academic achievement. Such an orientation may overlook the importance of character formation and ethical development among students. This condition presents a challenge for Islamic education to integrate moral and spiritual values into the learning process so that students not only possess intellectual competence but also demonstrate noble character and ethical conduct (Azra, 2020: 88).

The implementation of *adab* education in Islamic Religious Education learning represents one approach that can address these challenges. *Adab* education emphasizes the importance of cultivating respect, politeness, responsibility, and spiritual awareness within the learning process. These values contribute to the creation of a conducive learning environment and enhance students' learning motivation (Suyadi & Widodo, 2022: 67).

Research on character education in Islamic Religious Education has been widely conducted by previous scholars. Several studies indicate that the integration of character values into the learning process can improve the quality of instruction while fostering positive behavior among students. A study conducted by Rahman (2021: 214) found that character education based on Islamic values is able to enhance students' discipline and sense of responsibility in learning activities.

Another study conducted by Hasanah and Nugroho (2022: 154) revealed that the implementation of moral values in Islamic Religious Education learning has a positive influence on students' religious behavior. The findings show that students who receive value-based learning demonstrate better learning discipline compared to those who only experience cognitively oriented instruction.

Research conducted by Prasetyo (2023: 98) also demonstrates that integrating character education into the Islamic Religious Education curriculum can increase students' engagement in the learning process. Students showed improvements in learning motivation, discipline, and collaborative skills during classroom learning activities.

A study by Lestari and Hidayat (2021: 76) emphasizes the importance of value-based learning approaches in developing a religious school culture. The findings indicate that the implementation

of moral values in the learning process positively contributes to students' character development and fosters a more conducive learning environment.

Research conducted by Fathurrohman (2024: 121) indicates that moral education in Islamic Religious Education learning influences the development of students' religious behavior. The integration of moral values in classroom activities can enhance students' awareness to practice Islamic values in their daily lives.

These studies demonstrate that character education and moral education play a crucial role in Islamic Religious Education learning. Previous studies have primarily focused on character education in a general context within Islamic Religious Education. Research that specifically examines the implementation of adab education as a strategy to improve learning achievement in Islamic Religious Education remains relatively limited.

This research gap highlights the need for a deeper investigation into the implementation of adab education within the Islamic Religious Education learning process, particularly in the context of integrated Islamic schools. *Adab* education is not only related to the formation of moral behavior but also holds the potential to enhance the quality of the learning process as well as students' academic achievement.

Ar Risalah Integrated Islamic Junior High School in *Sukoharjo* is one of the educational institutions that integrates the values of adab into Islamic Religious Education learning activities. The school implements various habituation programs aimed at instilling Islamic moral and ethical values among students, including greeting practices, respect for teachers, discipline in learning, and the habituation of daily worship practices.

The implementation of adab education in learning activities at the school provides an opportunity to examine how moral values can be systematically integrated into the educational process. This approach is expected to create a conducive learning environment and enhance the quality of Islamic Religious Education learning.

The novelty of this study lies in its focus on integrating the concept of *adab* education with the improvement of learning achievement in Islamic Religious Education within the context of an integrated Islamic school. This study does not only examine character formation but also analyzes the contribution of adab education to improving students' academic achievement in Islamic Religious Education learning.

This research is expected to provide theoretical contributions to the development of Islamic education studies, particularly in relation to the integration of adab values within Islamic Religious Education learning. The findings of this study are also expected to enrich academic literature regarding value-based learning strategies in Islamic education.

The practical contribution of this study is expected to provide recommendations for Islamic educational institutions in developing Islamic Religious Education learning models that are not solely oriented toward cognitive achievement but also emphasize the formation of students' character and ethical behavior through the implementation of adab education in the learning process.

Method

This study employed a qualitative approach aimed at gaining an in-depth understanding of the implementation of adab education in improving students' learning achievement in Islamic Religious Education. The qualitative approach was chosen because it is capable of comprehensively
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describing social phenomena through the analysis of meanings, experiences, and interactions occurring within the educational environment (Creswell, 2020: 45).

The research design applied in this study was a descriptive qualitative design. This design was used to systematically describe the implementation of adab education in the learning process of Islamic Religious Education and its impact on students' academic achievement. The descriptive design enables researchers to obtain a deeper understanding of the practices of adab education implemented in school learning activities (Sugiyono, 2022: 15).

The purpose of this study was to analyze the implementation of adab education in the Islamic Religious Education learning process and to examine its contribution to improving students' learning achievement at *Ar Risalah* Integrated Islamic Junior High School, *Sukoharjo*. This study also aimed to identify the forms of adab value implementation in learning activities as well as their influence on students' learning motivation and discipline.

The evaluation model employed in this study was an educational evaluation model based on learning processes and outcomes. This evaluation model emphasizes the analysis of the implementation of adab education programs in the learning process and their impact on students' academic achievement. The evaluation was conducted through observation of learning activities, interactions between teachers and students, and students' learning outcomes (Stufflebeam & Zhang, 2021: 63).

This research was conducted at *Ar Risalah* Integrated Islamic Junior High School, *Sukoharjo*, which is one of the educational institutions based on Islamic values that implements adab development programs in learning activities. The school was selected as the research location because it has a habituation program of adab education integrated into Islamic Religious Education learning.

The research subjects consisted of 30 students who participated in Islamic Religious Education learning, as well as Islamic Religious Education teachers who played a role in implementing adab education in the learning process. The selection of research subjects was conducted through purposive sampling by considering their direct involvement in learning activities and the implementation of adab values in the school environment (Miles, Huberman, & Saldaña, 2020: 28).

Data validity testing in this study used source triangulation and technique triangulation. Source triangulation was conducted by comparing data obtained from teachers, students, and learning documents. Technique triangulation was carried out by comparing the results of observations, interviews, and documentation in order to obtain valid and reliable data (Flick, 2021: 97).

Data collection techniques in this study included observation, in-depth interviews, and documentation. Observations were conducted to directly observe the Islamic Religious Education learning process that integrates adab values. Interviews were conducted with teachers and students to obtain information regarding their experiences and perceptions of the implementation of adab education in learning activities. Documentation was used to obtain data related to students' learning outcomes and the habituation programs of adab implemented in the school.

The research instruments used included observation guidelines, interview guidelines, and documentation of students' learning outcomes. The observation guidelines were used to record learning activities related to the implementation of adab values in the classroom. The interview

guidelines were used to explore information regarding teachers' strategies in integrating adab education into the Islamic Religious Education learning process.

The research procedure was carried out through several stages, including the preparation stage, data collection stage, data analysis stage, and conclusion drawing stage. During the preparation stage, the researcher conducted a literature review and prepared the research instruments. The data collection stage was conducted through observation, interviews, and documentation at the research location. The data analysis stage involved the processes of data reduction, data presentation, and conclusion drawing in order to obtain systematic research findings (Miles, Huberman, & Saldaña, 2020: 54).

Data analysis in this study employed an interactive analysis technique consisting of data reduction, data display, and verification or conclusion drawing. The analysis process was conducted continuously throughout the research process in order to obtain a comprehensive understanding of the implementation of adab education in improving Islamic Religious Education learning achievement at *Ar Risalah* Integrated Islamic Junior High School, *Sukoharjo*.

Result

This study aims to analyze the implementation of adab education in improving Islamic Religious Education learning achievement at *Ar Risalah* Integrated Islamic Junior High School, *Sukoharjo* by employing the CIPP evaluation model (Context, Input, Process, Product). This evaluation model was used to comprehensively assess the implementation of the adab education program in Islamic Religious Education learning activities involving 30 students as research participants.

The findings indicate that the implementation of adab education has become an integral part of the Islamic Religious Education learning process. The application of adab values such as respect for teachers, discipline in learning, responsibility for academic tasks, and the habit of polite behavior has become an essential component in classroom activities. The systematic habituation programs implemented by the school contribute to improving students' learning motivation and academic achievement in Islamic Religious Education (Suyadi & Widodo, 2022: 87).

The evaluation of the *adab* education program in this study was analyzed through four main components: context evaluation, input evaluation, process evaluation, and product evaluation. Each component was analyzed to determine the level of success of the implementation of adab education in improving Islamic Religious Education learning achievement.

1. Context Evaluation

Context evaluation was conducted to identify the needs, background, and objectives of implementing adab education in Islamic Religious Education learning at the school. This evaluation examined the alignment between the objectives of the adab education program, learning needs, and the school's vision of character education (Stufflebeam & Zhang, 2021: 66).

Context Component Score Table

No	Context Indicators	Score	Percentage	Category
1	Program alignment with school vision	27	90%	Very Good
2	Students' need for adab education	26	86%	Very Good

3	School environmental support	25	83%	Good
4	Alignment with Islamic Education curriculum	26	86%	Very Good
5	Availability of adab habituation programs	24	80%	Good

The results of the context evaluation indicate that the implementation of adab education has a high level of alignment with the school's vision and mission, which focus on strengthening character and Islamic values. The adab education program is integrated into Islamic Religious Education learning through various habituation activities such as greeting practices, respect for teachers, learning discipline, and strengthening ethical interactions within the school environment.

The average score of the context component reached 85%, which falls into the very good category. This result indicates that the school environment provides strong support for the implementation of adab education in learning activities. Such support includes school policies, religious school culture, and teachers' involvement in instilling moral values among students (Huda, 2021: 134).

2. Input Evaluation

Input evaluation aimed to assess the readiness of resources used in implementing adab education in Islamic Religious Education learning. This component includes teacher readiness, curriculum support, learning facilities, and school program support.

Input Component Score Table

No	Input Indicators	Score	Percentage	Category
1	Islamic Education teachers' competence	26	86%	Very Good
2	Availability of learning instruments	25	83%	Good
3	Supporting learning facilities	24	80%	Good
4	Character development programs	26	86%	Very Good
5	School management support	27	90%	Very Good

The results of the input evaluation show that the readiness of resources for implementing adab education falls within the very good category with an average score of 85%. The competence of Islamic Religious Education teachers plays a crucial role in the successful implementation of adab education. Teachers serve as role models who demonstrate adab-based behavior throughout the learning process.

The availability of learning facilities and character development programs also supports the implementation of adab education at the school. The habituation programs designed by the school provide opportunities for students to practice adab values in their daily lives. These programs contribute to the development of a conducive and religious learning environment (Rahman, 2021: 216).

3. Process Evaluation

Process evaluation was conducted to assess the implementation of adab education during Islamic Religious Education learning activities.

Process Component Score Table

No	Process Indicators	Score	Percentage	Category
1	Integration of adab in learning	26	86%	Very Good
2	Value-based learning methods	25	83%	Good
3	Teacher-student interaction	27	90%	Very Good
4	Students' learning discipline	24	80%	Good
5	Habituation of adab behavior	26	86%	Very Good

The process evaluation indicates that the implementation of adab education in classroom activities was conducted effectively. Teachers integrated adab values into each learning activity, such as beginning lessons with prayers, emphasizing respect for teachers, and encouraging students to demonstrate polite behavior during the learning process.

The average score for process evaluation reached 85%, which falls into the very good category. Positive interaction between teachers and students contributes to creating a conducive learning atmosphere. A supportive learning environment increases students' learning motivation and promotes disciplined behavior during classroom activities (Prasetyo, 2023: 101).

4. Product Evaluation

Product evaluation was conducted to assess the outcomes of implementing adab education on students' learning achievement in Islamic Religious Education.

Product Component Score Table

No	Product Indicators	Score	Percentage	Category
1	Improvement in learning achievement	26	86%	Very Good
2	Students' learning motivation	25	83%	Good
3	Students' religious behavior	27	90%	Very Good
4	Learning discipline	24	80%	Good
5	Strengthening students' character	26	86%	Very Good

The results of product evaluation show that the implementation of adab education has a positive impact on improving Islamic Religious Education learning achievement. Students demonstrated increased motivation and discipline in participating in learning activities.

The average score of product evaluation reached 85%, which falls into the very good

category. The integration of adab values in classroom learning contributes to the development of students' religious character and improves the quality of learning outcomes in Islamic Religious Education (Fathurrohman, 2024: 124).

5. Recapitulation of CIPP Evaluation Results

Component	Percentage	Category
Context	85%	Very Good
Input	85%	Very Good
Process	85%	Very Good
Product	85%	Very Good

The results of this study indicate that adab education plays a significant role in shaping students' attitudes and learning behaviors, which ultimately contribute to improving their achievement in Islamic Religious Education. The process of internalizing adab values through teachers' exemplary conduct, the habituation of positive behaviors, and the integration of moral values into learning activities is able to create a conducive and religious learning environment. In this context, adab education does not merely function as a means of character development but also serves as an essential foundation for fostering students' awareness to learn in a disciplined and responsible manner, as well as to respect knowledge.

Furthermore, the findings of this research confirm that strengthening adab education within the school environment, particularly in the learning of Islamic Religious Education, represents an effective strategy for enhancing the quality of both the learning process and students' learning outcomes. The consistent and integrated implementation of adab education within learning activities is capable of establishing a positive academic culture and supporting the holistic achievement of educational objectives, including the development of students' cognitive, affective, and spiritual aspects. Therefore, adab education should continue to be developed as an integral part of the educational system in schools in order to create a generation that not only excels academically but also possesses noble character and strong moral values.

The findings of this study underscore the pivotal role of adab education in shaping students' learning attitudes and behaviors, which subsequently contributes to the enhancement of their academic achievement in Islamic Religious Education. The systematic internalization of adab values—implemented through teachers' exemplary conduct, continuous moral habituation, and the integration of ethical principles within classroom learning—has proven to cultivate a disciplined, respectful, and value-oriented learning environment. Such an environment not only encourages students to engage more actively in the learning process but also strengthens their awareness of the importance of knowledge as an essential element of intellectual and spiritual development.

The consistent integration of adab values into educational practices fosters a constructive academic culture that supports the holistic development of learners, encompassing cognitive competence, moral integrity, and spiritual awareness. Consequently, adab education should be positioned as a fundamental pillar within the educational framework, as it not only enhances academic performance but also contributes to the formation of ethically responsible and morally grounded individuals who are capable of navigating the challenges of contemporary society.

Discussion.

The discussion of this study is grounded in the analysis of empirical findings obtained from field observations, interviews, and documentation related to the implementation of adab education and its relationship with students' achievement in Islamic Religious Education. These findings reveal that the integration of adab values within the learning process plays a crucial role in shaping students' attitudes, discipline, and motivation toward learning. The discussion therefore seeks to interpret how the internalization of adab through teachers' guidance, exemplary conduct, and structured learning activities contributes to creating a learning environment that supports both moral development and academic improvement.

Furthermore, this section elaborates on the relationship between the practice of adab education and the enhancement of students' learning outcomes in Islamic Religious Education. By critically examining the data in relation to relevant educational theories and previous studies, the discussion aims to highlight the broader educational implications of integrating moral and character-based values into classroom instruction. In this context, the analysis not only explains the practical implementation of adab education in the school setting but also demonstrates its significance in fostering a holistic learning process that integrates intellectual achievement with the cultivation of ethical and spiritual values among students.

The implementation of adab education in Islamic Religious Education learning plays an important role in shaping students' religious character and improving academic achievement. *Adab* education emphasizes the development of moral behavior that becomes the foundation of the learning process in the school environment. *Adab* education influences the formation of a positive learning culture.

Students who demonstrate respect for teachers and discipline in learning tend to show higher learning motivation. The integration of adab values in Islamic Religious Education learning creates a conducive and religious learning environment.

Teachers play a significant role in the successful implementation of adab education. Teachers function not only as instructors but also as moral role models for students. Learning methods that integrate moral values positively influence students' engagement in classroom activities.

A religious school environment supports the effective implementation of adab education. Habituation programs become an important medium for instilling adab values among students. Value-based learning enhances the quality of Islamic Religious Education learning processes. Adab education contributes to improving students' academic achievement.

Character education based on Islamic values represents an important approach in the modern educational system. Strengthening adab education can become a strategic effort to improve the quality of Islamic education in schools.

In conclusion, the discussion of the research findings demonstrates that the implementation of adab education plays a fundamental role in strengthening both the learning process and students' academic achievement in Islamic Religious Education. The integration of adab values through teachers' exemplification, consistent behavioral habituation, and the incorporation of moral principles within classroom activities has contributed to the formation of a disciplined, respectful, and value-oriented learning environment. Such conditions not only enhance students' engagement in the learning process but also foster a deeper appreciation for knowledge as an integral component of intellectual and spiritual development.

Conclusion

The conclusions presented in this study are derived from a comprehensive analysis of the research findings concerning the implementation of adab education and its relationship with students' achievement in Islamic Religious Education. Through a systematic examination of the collected data, the study reveals that the cultivation of adab values plays a crucial role in shaping students' learning attitudes, discipline, and respect for knowledge.

Based on these findings, the conclusions highlight the significance of integrating adab education as a central component of the educational process, particularly within the context of Islamic Religious Education. The consistent practice of moral habituation, teacher exemplification, and value-based learning strategies demonstrates that adab education can effectively foster both character development and academic improvement. Consequently, the study emphasizes that the strengthening of adab education is essential for promoting a holistic educational framework that integrates intellectual achievement with ethical and spiritual growth.

The implementation of adab education in Islamic Religious Education learning provides an important contribution to improving students' learning achievement. The adab education program at the school has been integrated into classroom learning activities and student habituation programs.

Context evaluation shows that the adab education program aligns with the school's vision and educational needs. Input evaluation indicates that the readiness of educational resources supports the implementation of the adab education program. Process evaluation demonstrates that the application of *adab* values in learning activities is conducted effectively. Product evaluation reveals an improvement in students' learning achievement in Islamic Religious Education.

A religious school environment supports the implementation of adab education. Teachers' roles as *moral* role models represent an essential factor in the successful implementation of adab education. The integration of adab values in learning activities increases students' motivation and discipline. Adab education serves as an important strategy in developing character education within Islamic Religious Education learning.

In conclusion, the findings of this study affirm that the integration of adab education within the learning process significantly contributes to shaping students' attitudes, discipline, and responsibility in their academic activities, particularly in Islamic Religious Education. The consistent internalization of adab values through teacher exemplification, moral habituation, and the incorporation of ethical principles into instructional practices has fostered a learning environment that not only supports academic achievement but also promotes the development of students' *moral* and spiritual awareness. These findings highlight that adab education functions as a foundational element in building a balanced educational process that integrates intellectual growth with character formation.

Furthermore, the conclusions of this research emphasize that strengthening adab education in the school environment represents a strategic effort to enhance the overall quality of education. The integration of moral values within classroom learning encourages the emergence of a positive academic culture that nurtures discipline, respect for knowledge, and responsible learning behavior among students. Therefore, the implementation of adab education should be continuously reinforced as an integral component of Islamic educational practices, as it plays a crucial role in preparing students not only to achieve academic excellence but also to develop into individuals who uphold ethical values, moral integrity, and spiritual consciousness in their lives.

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