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## Students' Competence in Understanding Adab Material: A Correlational Study of Their Independent Attitudes

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**Keywords:** Student Independence, Understanding of Adab, Character Education, Islamic Junior High School, Merdeka Curriculum.

**Abstract:** The primary focus of this research lies in the limited mastery of ethical values (adab) among students, which hampers the development of self-reliant attitudes. As a core component of character education, adab plays a critical role in cultivating responsibility, independence, and moral awareness. This study aims to analyse the relationship between self-awareness levels, including independent attitudes, and cognitive learning outcomes (comprehension level, C2) among eighth-grade students at MTs Daarul Ma'arif, South Lampung. A quantitative correlational approach with an ex-post facto design was employed, involving 59 participants selected through simple random sampling from a total population of 144 students. Research instruments included a validated five-point Likert-scale questionnaire and a cognitive achievement test. Normality tests (Kolmogorov-Smirnov and Shapiro-Wilk) indicated non-normal data distribution (significance < 0.05), necessitating non-parametric statistical analysis. The primary analytical methods comprised Spearman correlation to assess variable relationships, alongside linearity and coefficient of determination tests to evaluate the form and strength of associations. Results revealed a statistically significant negative correlation between self-reliance and adab comprehension, suggesting that misdirected independence may undermine the internalisation of ethical values. These findings underscore the importance of balanced instructional strategies that integrate self-directed learning with guided social interaction. The study's implications highlight the need for educators and policymakers to develop contextual and reflective character-education models. Recommendations include reinforcing adab comprehension through collaborative approaches, role

modelling, value-based habituation, and addressing factors such as intrinsic motivation, family support, and teacher-student communication patterns.

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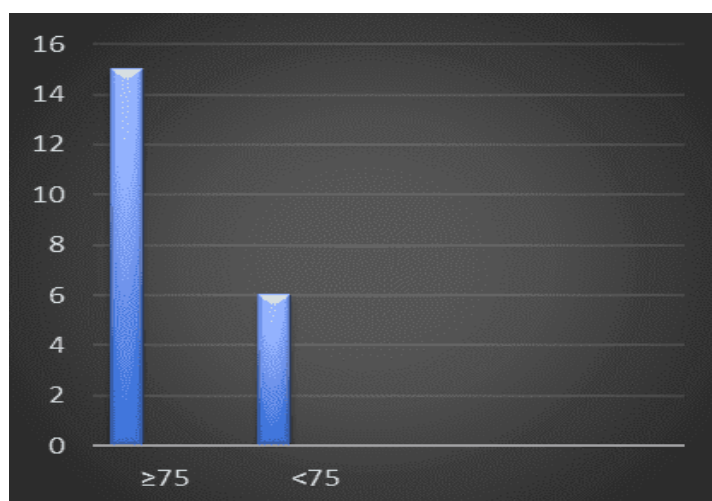


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**INTRODUCTION**

Learning that involves active engagement is crucial to preparing children for the future, and its success depends on the quality of teacher teaching. (Teofilus Ardian Hopeman, Nur Hidayah 2022; Faiz, Pratama, and Kurniawaty 2022; Syafrin et al. 2023) . Learning includes a number of aspects, such as experience, instruction, reflection, and various interconnected methods to assist learners in changing attitudes, knowledge, or skills. (Miftahul Huda, Fawaid, and Slamet 2023; Mardhiyah et al. 2021; Ritonga, Andini, and Iklimah 2022; Pidada, Lasmawan, and Sariyasa 2023) . To support this process, teachers are required to understand the diversity and character of each student and design learning that suits their needs, (Wulandari et al. 2023; Purnawanto 2023; Amalia 2023; Fitriyah and Bisri 2023) , given that learning outcomes are the abilities that students acquire after undergoing the learning stage (Pandu, Purnamasari, and Nuvitalia 2023; Gulo 2022) .

In particular, the assessment of learning outcomes can be seen from changes in cognitive aspects, such as increased knowledge, understanding, and logical thinking skills. (Yandi et al., 2023; Yogi Fernando et al., 2024 ;Asdiana & Batubara, 2020;Bentriska & Suprijono, 2022) . Independent attitude, as an important cognitive element, is reflected in students' ability to solve problems independently, (Firdausin, Mukhlisah, and Sholihah 2024; Damanik and Junaidi 2022; Putra. and Syarif 2024) by building self-confidence, responsibility, and the ability to learn independently. (Fajriansyah, Syafi'i, and Wulandari 2024; Jamaludin. and Damanhuri 2024) . This value is in line with the goal of the Pancasila Learner Profile in the Merdeka Curriculum. (Purnawanto 2022; Rahayuningsih 2022) . Indicators of independent attitude assessment include behaviour that does not depend on others, is progressive, tenacious, takes initiative, and uses available time in an effective and efficient way. (Mochklas and Senoaji 2024; Firdausin, Mukhlisah, and Sholihah 2024; Pidada, Lasmawan, and Sariyasa 2023) .



**Figure 1.**  
**Diagram of the Problem of Understanding the Material of Adab**

Based on the data from the graph, the number of individuals in the  $\geq 75$  score category significantly surpassed the  $\leq 75$  group. This finding illustrates that the majority of participants have achieved an adequate level of independence during learning activities. Nonetheless, the existence of the  $< 75$  score group reveals that some participants have not mastered the concept of adab to the fullest. The main obstacle lies in the comprehension aspect, where a number of participants still rely on external assistance and lack proactive drive in learning. This low level of mastery indicates a lack of active engagement and intrinsic motivation of learners, which requires innovative learning approaches to strengthen participation and individual learning responsibility.



**Figure 2.**  
**Diagram of Independent Attitude Questionnaire**

According to the pie chart on Independent Attitude, it can be observed that the ability of self-awareness is an important element in the development of independent attitude. Self-awareness includes students' ability to understand their strengths and weaknesses. This is the foundation for designing effective learning and self-development strategies. Unfortunately, the diagram shows that the indicator "Having an independent attitude" only received a portion of 3%. This very small percentage indicates that only a small group of learners are able to self-reflect, especially in recognising their potential and limitations. This finding suggests that there is a need for learning methods that focus more on strengthening reflection and self-awareness in the education process, so that independent attitudes can grow and develop properly.

Previous studies (Hidayat and Putro 2025; Fajriansyah, Syafi'i, and Wulandari 2024; Masmira et al. 2024). Generally focus on developing the independent attitudes of participants raised through experiential activities, such as *Market Day* and *the Pancasila Student Profile Strengthening Project (P5)* specifically. This approach focuses more on social interaction and strengthening the entrepreneurial interest of young people (Alya Tri Alvitasari and Karjoso 2024; Wicaksono and Murtiyoko 2024). Although it contributes positively to character improvement, these studies have not specifically reviewed the relationship between understanding of subject matter, especially adab material and students' independent attitudes.

Therefore, there is a significant shortcoming in research, namely the lack of studies that examine the direct relationship between the ability to understand adab material as a cognitive aspect (Yuly Abdi Zainurridha, Nurcholisa Aulia Sakinah 2021), and the development of an independent attitude as an aspect of the personality profile. (Wardana et al. 2025). In fact, adab is an important value that not only influences students' social interactions, but also serves as the basis for making decisions, carrying out responsibilities, and applying discipline (Jumani et al. 2023; Yatmi 2024).

This study introduces a new method by integrating cognitive aspects into a different research plan compared to previous studies, namely the understanding of adab materials with affective aspects that include the development of independent attitudes. In contrast to previous studies that often put more emphasis on practical approaches and social experiences, this study seeks to conceptually analyse how the internalisation of the value of adab can shape learners' overall independence. (Ismail 2024) This provides a new contribution to the development of character education, namely through understanding values, not just activity practices (Dini et al. 2024; Haryati et al. 2024).

This research is based on the fact that students' lack of understanding of adab material can hinder the development of maximum independence. Students' limited understanding of adab values can result in low moral awareness, ethics, and individual responsibility. (Ningsih et al. 2024; Judijanto 2024). Therefore, this study is meaningful to assess the extent to which understanding of adab material impacts on student independence, as well as providing a conceptual foundation for more effective learning development strategies. The results of this study have the potential to make meaningful contributions across various education sectors, particularly for teachers and decision-makers in education policy. The findings from this study can be used as a guideline in designing education that not only focuses on academic achievement, but also on developing students' character through comprehensive and integrated methods. Therefore, the character of education can be applied more relevantly and deeply, and can prepare students to face the challenges of life with an independent, wise, and responsible attitude.

## METHODS

This research was conducted in the first semester of the 2024/2025 academic year at MTs Daarul Ma'arif, which is located at Jalan Trans Sumatera No. 65, Banjar Negeri, Natar District, South Lampung Regency. The approach applied is quantitative with a type of correlational research that aims to analyse the relationship between self-awareness and student learning achievement. The research design used is ex-post facto, where researchers observe the relationship between variables that have formed naturally without providing special intervention or treatment. The choice of this design is based on the nature of the research variables that are inherent in students and cannot be changed. The population in this study consisted of 144 students of class VIII who were divided into four parallel classes. Of these, a sample of 59 students was taken, which was determined using simple random sampling method to ensure fair and sufficient representation.

Data collection was conducted using a non-test tool in the form of a questionnaire that had a five-point Likert scale to assess two main variables. The independent variable (X) is self-awareness which is measured by six indicators. These indicators include the ability to recognise personal feelings and behaviours, being aware of one's strengths and weaknesses, having an independent attitude, being able to make appropriate decisions, being skilled in conveying thoughts, feelings, opinions, and beliefs, and being able to conduct self-evaluation. The dependent variable (Y) refers to student learning achievement in the cognitive aspect at the comprehension level (C2) according to Bloom's taxonomy. The instruments used for both variables were tested for validity and reliability. As a result, 8 valid questionnaire items out of 15 questionnaire items, and 9 valid test items out of a total of 18 test items were obtained using the SPSS application.

## RESULTS AND DISCUSSION

### Research Result

This research begins with the validation process of the questionnaire by the validators, after which it is continued with a trial in one class that is considered superior. Once the data is obtained, the questionnaire will be tested to ensure its validity and reliability. Furthermore, the questionnaire will be distributed to students outside the experimental class with a total population of 144 individuals. From this total, sample selection was carried out using the Slovin formula, resulting in 59 samples. The data collection method used is simple random sampling, which is a method in which sample members are randomly selected from a population that has high uniformity.

### 1. Normality Test

The normality test is a test that is useful for knowing whether the data that has been collected has a normal distribution or not. Data requirements are called normally distributed if the significance value. More than 0.05. Description of the results of testing the normality of independent behaviour and understanding of adab material in class VII students of Mts Daarul Maarif Tegineneng.

**Table 1. Description of Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Memahami	.476	59	.000	.515	59	.000
Sikapmandiri	.162	59	.001	.950	59	.017

a. Lilliefors Significance Correction

Based on the table above, this study applied the Shapiro-Wilk method to conduct a normality test. The results show that the Understanding variable has a significance value of 0.000, while the Independent Attitude variable shows a significance value of 0.001 (Kolmogorov-Smirnov) and 0.017 (Shapiro-Wilk). Since all these values are less than 0.05, it can be concluded that the data on both variables are not normally distributed and do not fulfil the normality criteria. Therefore, non-parametric analyses were conducted by applying the Mann-Whitney Test as follows.

## 2. Spearman Test

Spearman is a non-parametric statistical analysis method used to assess the strength and direction of the relationship between two ordinal variables or data that does not fulfil parametric assumptions, such as normality. This correlation uses Spearman's rank coefficient ( $\rho$ ), which describes how strong the monotonic relationship is between two variables.

**Table 2. Description of Test Correlations**

		Correlations		
			x	y
Spearman's rho	x	Correlation Coefficient	1.000	-.268*
		Sig. (2-tailed)	.	.040
		N	59	59
	y	Correlation Coefficient	-.268*	1.000
		Sig. (2-tailed)	.040	.
		N	59	59

\*. Correlation is significant at the 0.05 level (2-tailed).

According to the analysis results, the correlation coefficient is -0.268 with a significance value of 0.040. This value indicates that there is a negative and significant relationship between variables x and y at the 0.05 significance level. This means that as the value of variable x increases, the value of variable y tends to decrease, although the relationship is relatively weak (because the coefficient value is almost zero). Since the significance value is below 0.05, this relationship can be declared as statistically significant. The amount of data used in this analysis consists of 59 data pairs.

## 3. Linearity Test

The linearity test is used to determine whether the relationship between two variables, namely the independent and dependent variables, is linear or not. This test is very important in regression analysis because one of the main assumptions of linear regression is that there is a linear relationship between the variables being studied.

**Table 3. Description of Anova Table**

			Sum of Squares	df	Mean Square	F	Sig.
MemahamiMateriAdab * SikapMandiri	Between Groups	(Combined)	3,139	7	,448	1,384	,232
		Linearity	1,326	1	1,326	4,091	,048
		Deviation from Linearity	1,813	6	,302	,933	,480
	Within Groups		16,522	51	,324		
Total			19,661	58			

The test results show that there is a linear relationship between understanding adab material and independent attitude. This can be seen from the significance value for Linearity of 0.048, which is below 0.05. In other words, there is a clear linear relationship between the two variables. In addition, the significance value for Deviation from Linearity is 0.480, which is higher than 0.05, indicating that there is no significant deviation from the linear relationship. Therefore, the relationship between the understanding of adab material and independent attitude meets the criteria of linearity, so it can be analysed in more depth using statistical methods that require the assumption of linearity.

#### 4. Test Determination Coefficient

**Table 4. Description of Coefficient Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,260 <sup>a</sup>	,067	,051	,567

a. Predictors: (Constant), SikapMandiri

Based on the table provided, the R Square value was recorded at 0.067. Thus, the Independent Attitude variable contributes 6.7% to the change in the dependent variable in this study. Thus, only 6.7% of the difference in the dependent variable can be explained by Independent Attitude, while 93.3% is influenced by other factors not studied. The Adjusted R Square value of 0.051 indicates the adjustment caused by the number of predictor variables. However, because the difference with R Square is small, this model is considered quite stable even though the effect is still relatively low.

## Discussion

The results of this study show that the data related to the variables of Independent Attitude and Understanding of Adab Material are not normally distributed. Therefore, the analysis was carried out using the Spearman correlation test which is a non-parametric method. Based on the analysis conducted, a correlation coefficient of -0.268 was obtained with a significance value of 0.040. These results indicate a significant negative relationship between Independent Attitude and Understanding of Adab Material at a significance level of 0.05. In other words, the higher the level of independence possessed by students, the more likely there is a decrease in the understanding of adab material, although the relationship between the two is relatively weak. The results of this study are interesting because in theory, being independent should support a more active and responsible learning process, including in understanding ethical values. However, this result suggests that learners' independence may not have been well directed in the context of learning values or adab materials that require guidance, discussion and in-depth understanding of the context. (Salsabila et al. 2023) . Possibly, students who are too independent tend to rely on personal understanding without involving dialogue or guidance from the teacher, so that their understanding of the adab material is not optimal. Therefore, it is very important to balance independent attitudes with collaborative and reflective learning methods, especially in the context of character education (Hanifah, Suastra, and Lasmawan 2025; Utami, Rahmawati, and Noktaria 2025) .

Furthermore, the results of linearity testing show that the relationship between independent attitude and understanding of adab material is linear, although the data used is not homogeneous. This result is in line with the findings from (Mualimul Huda 2021) which shows that in value-focused learning, the role of the teacher and social interaction have greater significance compared to student independence. It also shows that in the relationship pattern, an increase or decrease in independence will be followed by a unidirectional change in the understanding of adab material. This suggests that linear regression can still be used with caution to describe this relationship. In the world of education, independent attitude is the ability of students to learn actively without relying on others (Navyola 2022) . However, for value-based materials, such as adab and understanding, it not only requires independence, but also requires social engagement, dialogue, and a guided habituation process (Haryati et al. 2024) . Therefore, although there is a linear relationship between independent attitude and understanding of adab material, more in-depth research needs to be done on the direction and quality of the relationship. This is because independence that is not supported by appropriate assistance or learning contexts can result in misconceptions or a less in-depth understanding of adab values (Hainun, Haeruddin, and Basir 2022) .

The contribution of this research is very significant in the framework of developing a character learning model. The material of adab is not only concerned with cognitive aspects, but also involves the affective and psychomotor aspects of students. This requires an approach that not only encourages self-discovery, but also facilitates debate, role models, and habits as emphasised in research by (Mahbubi and Huda 2023) . In addition,

(Jannah et al. 2024) suggests that enhancing value understanding requires creating a supportive atmosphere and engaging students' emotions, rather than just focusing on individual exercises (Panglipur et al. 2024).

This finding develops an understanding of the effectiveness of self-directed learning strategies that has been generally accepted. In the context of adab materials, direct approach, interpersonal interaction, and emotional engagement seem to be more important (Sundaya et al. 2025). Further research could explore other variables such as internal motivation, the role of educators, or even family background as determinants in value understanding (Firdaus Umar et al. 2023). Other research also shows that cooperation between students in group discussions provides a greater influence in learning values than learning individually (Yunita et al. 2024).

Therefore, this study makes a significant contribution in designing a more relevant character education curriculum, as well as reminding teachers that not all materials are suitable for self-directed learning models. The practical implication of this finding is the need for training for teachers in creating teaching methods that are orientated towards the values of participation, reflection, and communication (Silva et al. 2025).

Therefore, while self-reliance is an important ability in the learning process, in the context of understanding adab material, students' self-reliance does not always go hand in hand with a thorough level of understanding. The relationship between the two variables is linear, but the negative direction of the relationship suggests that learning values such as adab requires more than just independence. The approach must involve social interaction, direction from the teacher, and contextualised habituation. Therefore, the learning process of adab material should not only rely on self-learning strategies, but needs to be designed with participatory, reflective and communicative methods so that students not only understand cognitively, but can also internalise the values well.

## CONCLUSIONS

Based on the overall research results, it can be concluded that although self-reliance is an important aspect of learning, in the context of understanding adab material, self-reliance alone is not sufficient to achieve deep and meaningful understanding. The learning process of adab as an element of value education requires guidance, social interaction, and behavioural examples that cannot be fully taken over by independent learning. Thus, teaching strategies that only emphasise independence must be balanced with collaborative and reflective methods. For future researchers, it is recommended to investigate other factors that may affect value understanding, such as internal motivation, communication between teachers and students, family support, or learning atmosphere, to gain a more thorough understanding in designing an efficient character education model.

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