



Revitalizing Adab Values through Islamic Religious Education: A Case Study of Students' Social Care Character Development at SMPIT Imam Syafi'iy Bima

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Abstract

Islamic Religious Education (PAI) plays an important role in transforming religious values into students' social behaviour. However, previous studies have predominantly focused on religious knowledge acquisition and general character education, while limited attention has been given to how adab values (Islamic ethical conduct) are revitalized through PAI learning to develop students' social care character. This study aims to examine the revitalization of adab values through PAI instruction in developing socially caring character among students at SMPIT Imam Syafi'iy, Bima City. This study employed a qualitative case study approach. Research participants included the principal, PAI teachers, homeroom teachers, and students selected through purposive sampling. Data were collected through observation, semi-structured interviews, and documentation analysis. Data were analyzed through data condensation, data display, and conclusion drawing, while data credibility was established through source triangulation, technique triangulation, and member checking. The findings indicate that the revitalization of adab values is implemented through an integrated process involving PAI learning, teacher role modelling, behavioural habituation, Islamic school culture, hidden curriculum, and social-religious activities. The internalized values include empathy, mutual assistance, sharing, cooperation, responsibility, respect for others, and environmental awareness. The process demonstrates that adab values are not only understood conceptually but are transformed into students' social behaviours, such as helping peers, participating in social activities, maintaining cleanliness, and demonstrating concern for others. This study contributes to Islamic education research by highlighting PAI as a strategic medium for revitalizing adab values and transforming them into socially caring character through an integrated school culture approach.

Keywords: *Adab Values, Character Education, Islamic Religious Education, Islamic School Culture, Social Care Character*



I J I S

Immortalis Journal of Interdisciplinary Studies

ISSN: 3123-3600 <https://immortalispub.com/ijis>

Vol. 2 Issue 3, September 2026, pp. 348-358

1. Introduction

Islamic Religious Education (PAI) occupies a strategic position in the educational process, particularly in developing students who possess religious understanding, moral awareness, and social responsibility. PAI is not merely oriented towards transferring religious knowledge but also functions as a process of transforming Islamic values into attitudes and behaviours reflected in students' daily lives. Therefore, educational success should not only be measured through academic achievement but also through students' ability to implement religious values in social interactions (Nurhalima Mutiara Harahap, 2025; Putri Syahrani, 2025). However, a significant challenge in contemporary education is the gap between students' understanding of religious concepts and their ability to demonstrate social values such as empathy, solidarity, responsibility, and concern for others.

Current educational realities indicate that students' social concern faces various challenges, including increasing individualism, declining empathy, weak social solidarity, and reduced habits of mutual assistance. These conditions are influenced by social changes and technological developments that shape students' patterns of interaction and behaviour (Daroini, 2026). The development of digital technology and social media has also contributed to changes in students' social relationships, where personal interests may become more dominant than collective values (Puspita et al., 2024). Therefore, strengthening students' social character through educational processes that integrate religious and moral values has become an important concern.

From the perspective of Islamic education, *adab* (Islamic ethical conduct) represents a fundamental concept in character formation. *Adab* is not limited to manners or social etiquette but encompasses moral responsibility, respect for others, ethical awareness, and the ability to provide benefits for society and the environment (Maulana et al., 2025). The weakening of *adab* values has been associated with broader educational challenges because education should develop not only intellectual abilities but also moral and spiritual dimensions. Therefore, revitalizing *adab* values through PAI learning becomes an important strategy for strengthening students' social care character (Indah et al., 2025).

Nevertheless, PAI learning in schools still tends to emphasise cognitive achievement, while the internalization of social and moral values has not always become the primary focus. This condition creates a gap between religious knowledge and the practice of Islamic values in students' social lives. In this context, PAI requires learning strategies that move beyond conceptual understanding toward the habituation and application of Islamic ethical values.

Previous studies have demonstrated various approaches to strengthening character through Islamic education. The implementation of *adab* values in PAI learning has shown that integration through school culture, teacher-student interaction, and religious



habituation contributes to students' social behaviour development (Rossa et al., 2025). Furthermore, a socio-religious approach in PAI learning has been shown to strengthen students' social awareness, tolerance, and concern for others through the integration of Islamic social values (Moderasi et al., 2025). Other studies indicate that contextual value-based PAI learning can increase students' engagement in developing Islamic character by strengthening affective and social dimensions (Sabhana et al., 2025). Similarly, strengthening religious values through school culture, collaboration, and socio-religious activities has been identified as an important strategy in developing students' religious and social character (Syafuruddin, 2025).

Although previous studies have contributed significantly to understanding character education and Islamic value development, limited research has specifically examined how the revitalization of adab values through PAI learning functions as a process for developing students' social care character, particularly within integrated Islamic junior high schools. Previous research has highlighted the importance of social piety internalization through PAI learning (Abdillah & Jaki, 2025) and the role of Islamic etiquette-based learning strategies, role modelling, habituation, and school culture in strengthening students' discipline, responsibility, and environmental awareness (Effendi et al., 2024). However, the process through which adab values are integrated, internalized, and transformed into observable social behaviours requires further investigation.

SMPIT Imam Syafi'iy Bima City provides an appropriate context for examining this issue because the school integrates PAI learning with Islamic school culture, religious habituation, and character-building activities. The school emphasizes the development of students' religious and social attitudes through learning activities, teacher role modelling, cooperation, social activities, and reinforcement of Islamic values in everyday school life.

Therefore, this study aims to analyze the revitalization of adab values through PAI learning in developing students' social care character at SMPIT Imam Syafi'iy Bima City. This study focuses on how adab values are integrated into PAI learning, how teachers contribute as role models and facilitators, and how these values are transformed into students' social behaviours. The contribution of this study lies in explaining the process of transforming Islamic ethical values into social character through an integrated approach involving PAI learning, teacher modelling, habituation, and Islamic school culture.

2. Research Method

This study employs a qualitative approach using a case study design to gain an in-depth understanding of the process of revitalizing adab (etiquette/moral conduct) values through Islamic Religious Education (PAI) instruction, specifically aimed at fostering social care character among students at SMPIT Imam Syafi'iy in Bima City. Research



informants were selected purposively and included the school principal, PAI teachers, homeroom teachers, and students. Data were collected through observation, in-depth interviews, and document analysis. The study focused on the forms of etiquette value revitalization, the role of PAI teachers, the cultivation of social habits among students, and the social care behaviors manifested in school life. Through the qualitative approach, the researcher was able to deeply explore various phenomena related to the formation of students' social care character such as empathy, concern for others, cooperation, and social responsibility in daily life (Sidiq et al., 2021). The case study approach allowed for a detailed examination of how etiquette values are internalized, the instructional strategies employed, and the implications of these processes for shaping students' social care character (Muhammad Wahyu Ilhami, 2024).

Data analysis was conducted interactively, involving data condensation, data display, and conclusion drawing and verification. Data validity was ensured through source and technique triangulation as well as member checking. The analysis aimed to identify the relationship between the revitalization of etiquette values and the social care behaviors exhibited by students during instructional activities and daily school life. Technique triangulation was performed by comparing findings from observations, interviews, and documentation. Meanwhile, member checking involved re-confirming interview results with the informants to ensure a high level of data validity (Arnild Augina Mekarisce, 2020).

3. Result

3.1. The Process of Revitalizing Values of Etiquette at SMPIT Imam Syafi'iy, Bima City

Interviews with the principal, the Islamic Religious Education (PAI) teacher, homeroom teachers, and students revealed that the process of revitalizing values of adab (proper conduct and etiquette) at SMPIT Imam Syafi'iy in Bima City is systematically implemented by integrating these values into all learning activities and the school culture. This revitalization is understood not merely as the delivery of lessons on moral character, but as a continuous process of internalizing values through instruction, habituation, role modeling, and the reinforcement of an Islamic school culture.

In this study, the students' social care character is understood not just as a conceptual grasp of the value of caring, but is demonstrated through tangible behaviors observed during the research process. These behaviors include helping classmates who are struggling with their studies, lending stationery to peers in need, sharing food, making voluntary charitable contributions, participating in classroom cleaning, assisting peers in group activities, and showing concern for classmates facing personal difficulties. Thus, social care in this study is observed through the students' actions in responding to the



needs of others, rather than solely through their ability to define the concept of social care.

According to the homeroom teachers, students demonstrate social care when they spontaneously help peers who do not yet understand an assignment, collaborate to complete classwork, and carry out cleaning duties without waiting for specific instructions from the teacher. The PAI teacher explained that activities involving charity, sharing, and social engagement serve as opportunities for habituation, allowing students to directly experience the practice of caring for others. Meanwhile, the students stated that they are motivated to help their peers because they are accustomed to seeing their teachers model caring behavior in daily school life.

Tabel 1. Values of etiquette and moral conduct cultivated at SMPIT Imam Syafi'iy, Bima City.

No	Value of Etiquette	Indicator
1.	Mutual help	Helping friends and teachers with school activities.
2.	Share	Sharing food and learning supplies, and making charitable contributions
3.	Cooperation	Completing group assignments and cleaning activities together
4.	Empathy	Noticing a friend who is experiencing difficulties or needs help
5.	Social responsibility	Carry out duty roster tasks and maintain the cleanliness of the school environment
6.	Social participation	Participating in social service and religious activities that have a social dimension
7.	Respecting others	Listening to friends, respecting opinions, and maintaining good relationships

NB: Interviews and researcher documentation (2026).



3.2. The Role of Islamic Religious Education Teachers in Revitalizing Etiquette Values to Shape Students' Socially Caring Character

The Islamic Religious Education (PAI) teacher explains that every lesson topic is consistently linked to the practical application of values regarding proper conduct (etiquette) in daily life. For instance, when covering subjects such as obligatory almsgiving, voluntary charity, islamic brotherhood, or ethical conduct toward others, the teacher engages students in discussions about the importance of social concern and provides concrete examples applicable within both the school environment and the wider community.

Through classroom instruction, the PAI teacher also plays an active role by setting a positive example. Observations and interviews reveal that the teacher models polite behavior, shows respect for students, assists those facing difficulties, maintains environmental cleanliness, and participates directly in various school social activities. This modeling serves as an effective teaching tool, as students find it easier to emulate observed behaviors than to simply absorb theoretical explanations.

Class teachers report that coordination between the PAI teacher and the class teacher is maintained continuously to monitor students' character development. Character building is fostered through intensive communication, motivation, the cultivation of good habits, and the provision of guidance to students requiring special attention

4. Discussion

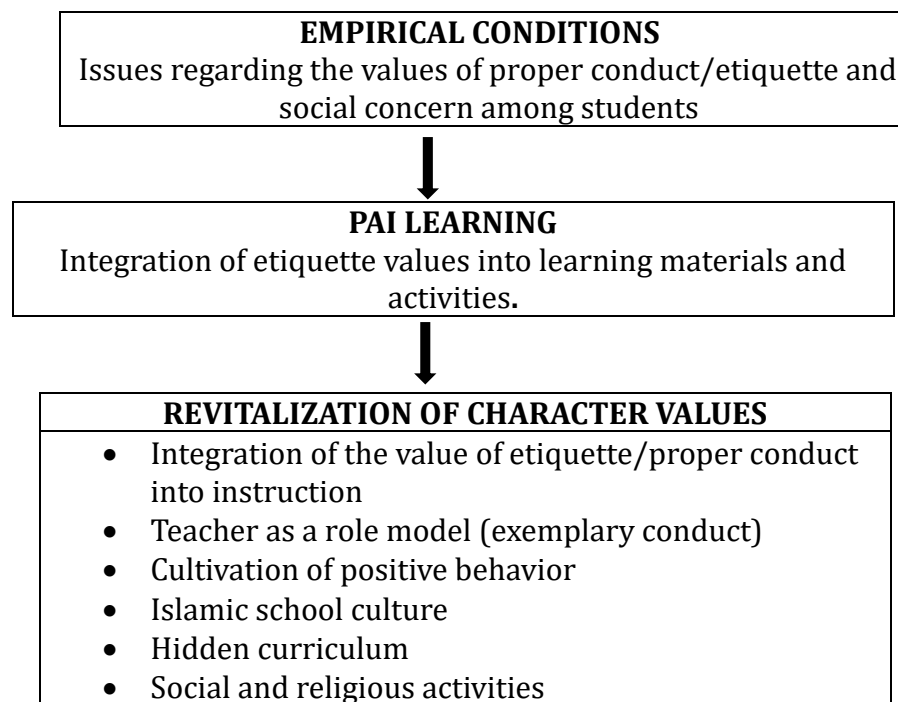
The social-caring character traits observed at SMPIT Imam Syafi'iy in Bima City include helping others, sharing, cooperating, showing empathy, collectively maintaining the environment, fulfilling social responsibilities, and participating in social activities. These indicators serve effectively as research findings because they are observable in the students' daily activities. These findings align with Islamic educational theory, which positions "adab" (proper conduct and etiquette) as the fundamental basis of the educational process. Education aims not only to develop students' intellectual capabilities but also to shape noble character through the cultivation of habits and the power of example. These results also reinforce the findings of Marlina et al (2025), Shodiq (2024), Ranguti (2025), and Zaitun Abidin (2025), which state that internalizing values through school culture and habituation is an effective strategy for shaping student character.

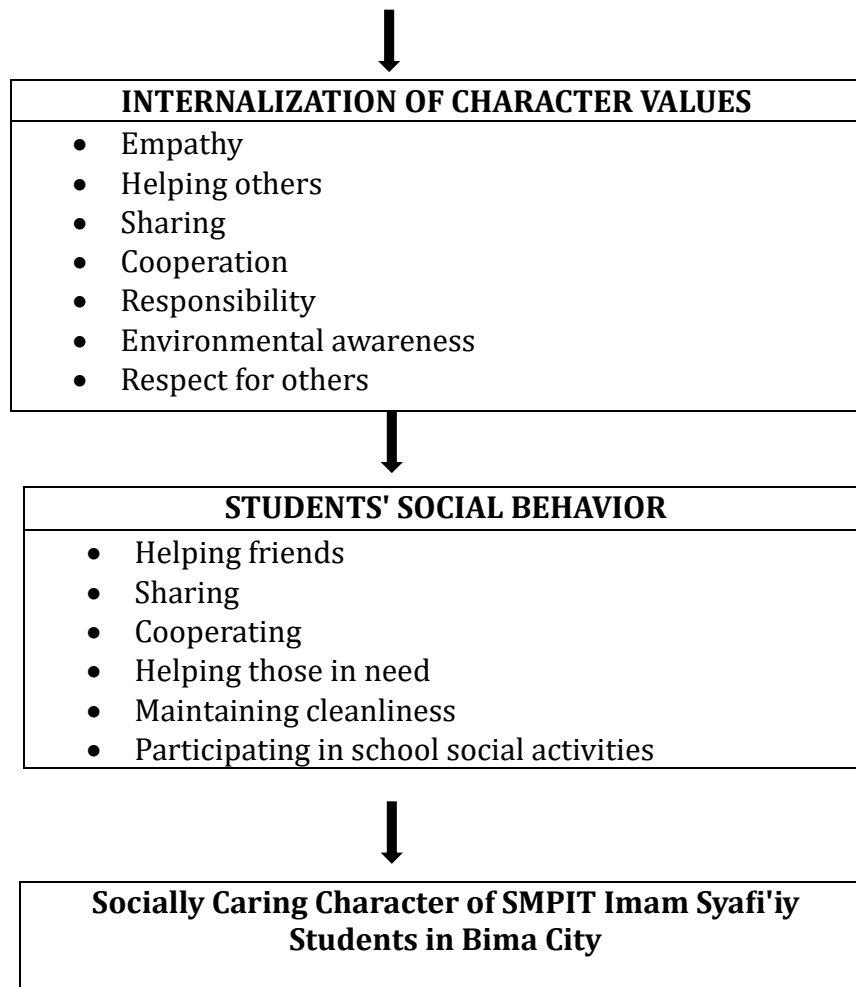
Social-caring character is not built through a single specific activity but rather through the integration of various complementary etiquette values. For instance, lessons on obligatory almsgiving, voluntary spending, and charity do not stop at conceptual understanding; instead, they are implemented through programs like "Friday Infaq" and social service initiatives, allowing students to gain real-world experience in sharing with

others. Similarly, the value of Islamic brotherhood is not merely studied theoretically but is manifested through group cooperation, a culture of mutual assistance, and concern for peers facing difficulties. Thus, the revitalization of etiquette values occurs through a learning process that is contextual and focused on character formation.

From the students' perspective, the Islamic Religious Education (PAI) teacher is viewed as an inspiring figure in fostering social concern. Students report feeling motivated to help peers, maintain school cleanliness, and participate in social activities after witnessing the example set by the teacher. These findings indicate that the successful revitalization of etiquette values is heavily influenced by the quality of the teacher's example. The teacher's role as a role model is a primary factor in the value internalization process, as student character is shaped through continuous social interaction. These findings support social learning theory, which posits that individuals learn by observing and imitating the behavior of others particularly figures perceived as having authority. The results also align with studies by Mumtazul Imamah and Muhammad Rofiq (2026), Mar'atus Sholehah (2026), and Amanda Vegista Saputri et al (2026), which indicate that teachers serving as role models constitute a dominant factor in shaping students' character within the school environment.

Figure 1. Chart of the Islamic Religious Education (PAI) Teacher's Role in Revitalizing Values of Etiquette





Source: Developed by the researcher based on the research focus and the results of the theoretical review

Based on the diagram, this study originates from an empirical need to strengthen students' values regarding proper conduct/etiquette and social concern. Islamic Religious Education (PAI) instruction serves as a strategic arena for revitalizing etiquette values through the integration of values into learning materials, teacher role-modeling, habituation, an Islamic school culture, the "hidden curriculum," and social and religious activities. This process aims to internalize values such as empathy, mutual assistance, sharing, cooperation, responsibility, and environmental concern.



The internalization of etiquette values extends beyond mere cognitive understanding; it aims to foster observable social behaviors within the school environment such as helping peers in need, sharing, cooperating, maintaining cleanliness, and participating in social activities. These behavioral changes and habits form the foundation for developing students' character of social concern. Thus, the study's conceptual framework positions the revitalization of etiquette values as the process, PAI instruction and school culture as the implementation settings, and social concern as the target outcome for character formation among students at SMPIT Imam Syafi'iy, Bima City.

5. Conclusion

Based on the research findings, this study demonstrates that the revitalization of adab values through Islamic Religious Education (PAI) at SMPIT Imam Syafi'iy Bima City is implemented through an integrated process involving classroom learning, teacher role modelling, habituation, Islamic school culture, hidden curriculum, and social-religious activities. The process extends beyond the transmission of religious knowledge by transforming adab values into students' daily social behaviours. The values developed through this process include empathy, mutual assistance, sharing, cooperation, responsibility, respect for others, and environmental awareness.

The findings indicate that the revitalization of adab values occurs through a continuous process of value introduction, understanding, practice, and reinforcement. PAI teachers play a strategic role as educators, role models, guides, motivators, facilitators, and evaluators in ensuring that Islamic ethical values are not only understood cognitively but also applied in students' social interactions. Through teacher modelling, habituation, and school culture reinforcement, students demonstrate socially caring behaviours, including helping peers, sharing with others, cooperating in school activities, maintaining cleanliness, and participating in social initiatives.

This study contributes to Islamic education research by demonstrating how PAI learning can function as a medium for transforming adab values into students' social character through an integrated educational ecosystem. The findings highlight that character development requires synergy between instructional processes, exemplary educators, habituation practices, and institutional culture. However, this study is limited to a single integrated Islamic junior high school context using a qualitative case study approach. Further research involving different educational contexts and comparative studies is needed to explore the broader application of adab value revitalization strategies in developing students' social care character.



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Immortalis Journal of Interdisciplinary Studies

ISSN: 3123-3600 <https://immortalispub.com/ijis>

Vol. 2 Issue 3, September 2026, pp. 348-358

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