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# APPLYING THE ADAB MODEL IN UiTM: A SIMPLE CLASSROOM PRACTICE THAT CHANGED MY STUDENTS

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## A SMALL CHANGE, A BIG IMPACT

At the beginning of the semester, I decided to try something different in my class. Instead of diving straight into lectures, I introduced a five-minute reflection session before each class. Students were invited to share anything beneficial—a short video, a hadith, an inspiring quote, or even a personal experience.

At first, I wasn't sure how they would respond. Would they engage with the idea? Would they find it meaningful? But soon enough, something interesting happened. Many students started sharing hadiths and motivational quotes, often related to ethics, responsibility, and personal growth. Some brought funny yet insightful short videos, while others used the session to express thoughts they had never shared before.

What surprised me even more was how these small moments transformed the class atmosphere. Whenever a student presented, the class became lively, cheerful, and sometimes even chaotic—but in the best way possible. Laughter filled the room when a funny video was shared, deep discussions emerged when thought-provoking ideas were presented, and a sense of warmth developed when personal reflections were told. Admiringly, the class wasn't just about learning the subject—it became a space for bonding, personal growth, and self-reflection.

## UNDERSTANDING THE A.D.A.B MODEL IN UiTM

The A.D.A.B Model in UiTM focuses on developing students not just academically but also physically, emotionally, spiritually, and intellectually.

In Education 5.0, adab is knowing one's proper place (in relation to others): the Creator (spiritual), human (social) and environment (non-living and living things). Figure 1 shows the seven elements in A.D.A.B Model.

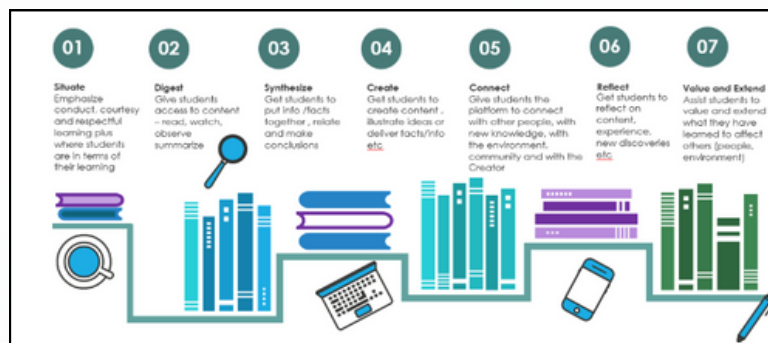


Figure 1: Seven Elements in A.D.A.B Model  
Source: CIDL website

A.D.A.B Model comprises four core values:

- Analysis – Align content to outcomes, analyse learning context, environment, current advances in the field, and community issues and challenge.
- Design – Design connectedness to knowledge, people, environment, and the Creator, the awareness to the world and the workplace.
- Assess – Assess learning continuously, synoptically to improve learning and assess essential transversal skills.
- Build in belief – Embed reflection, espouse values, engender strong conviction and enhance faith.

UiTM emphasizes that education should go beyond exams and grades—it should shape students into ethical, responsible individuals. Seeing this, I wanted to integrate ADAB into my classroom in a way that felt natural and engaging.

## HOW I IMPLEMENTED A.D.A.B IN MY CLASSROOM

My idea was simple: let students take five minutes before class to share something meaningful. It could be anything—as long as it had value. Over time, this small initiative evolved into something bigger. Students became more excited to see who would present that day. Some even competed to share the best, most interesting content. The classroom environment shifted from routine and structured to dynamic and energetic. There were moments of laughter, deep reflection, and even debates over certain topics. It wasn't just an icebreaker—it was an opportunity for them to express their thoughts freely while reinforcing values of ADAB.

Interestingly, even students who were usually quiet or reserved started participating. The classroom felt alive, more connected, and full of positive energy. And without realizing it, students were naturally practicing ADAB—respecting one another's opinions, listening attentively, and applying discipline in managing their presentations.

## MEASURING THE IMPACT: THE EXIT SURVEY ON A.D.A.B IMPLEMENTATION

At the end of the semester, I conducted an exit survey to see if this initiative had any real impact. I asked students how they felt about the ADAB reflection sessions and whether it influenced their behaviour and learning experience.

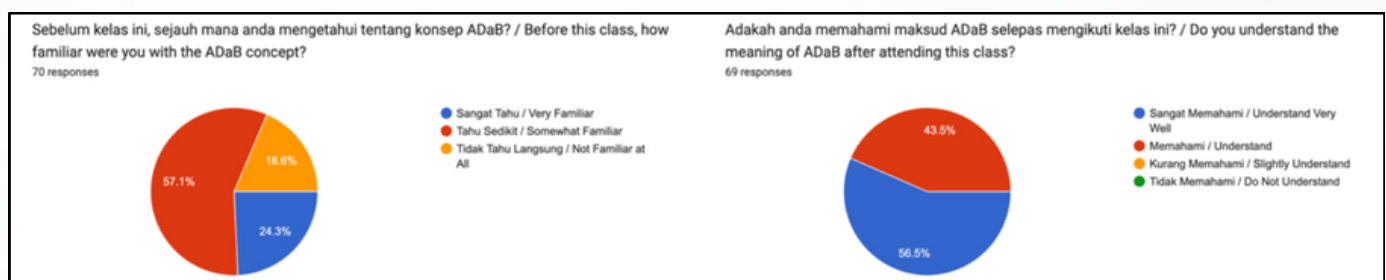


Figure 2 & 3: Students' Responses Towards Understanding of A.D.A.B Model

### 1. From Unfamiliar to Fully Understanding A.D.A.B

Before introducing the A.D.A.B sessions, I realized that many students were not very familiar with the concept: 57.1% had only a vague idea of A.D.A.B and 18.6% had no prior knowledge at all. But after several weeks of incorporating these short reflection sessions, every single student reported understanding A.D.A.B! 56.5% said they now understand A.D.A.B very well while 3.5% stated they have a clear grasp of the concept.

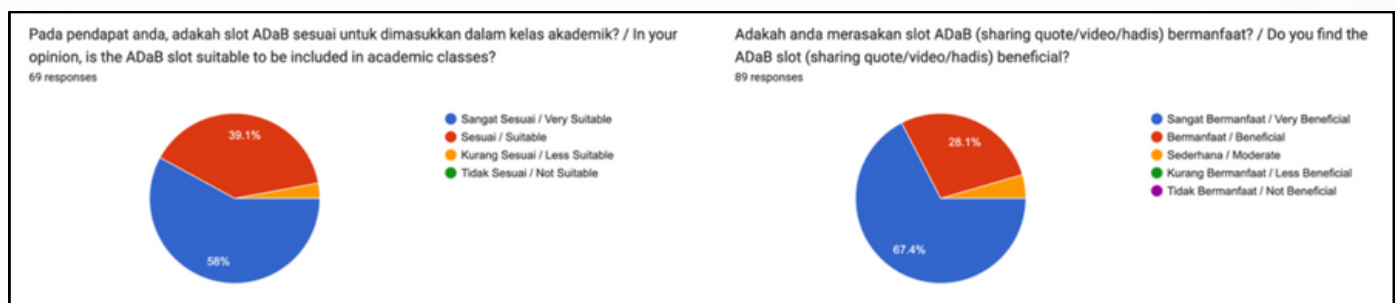


Figure 4 & 5: Students' Perceptions On The Relevance And Benefits Of A.D.A.B

### 2. Should A.D.A.B Be Part of Academic Classes? Absolutely!

When I asked if A.D.A.B discussions should be integrated into academic settings, the responses were overwhelmingly positive: 58% believed it was highly suitable, 39.1% said it was suitable and almost no one thought it was irrelevant. 67.4% of the responses agreed that A.D.A.B discussion is very beneficial.

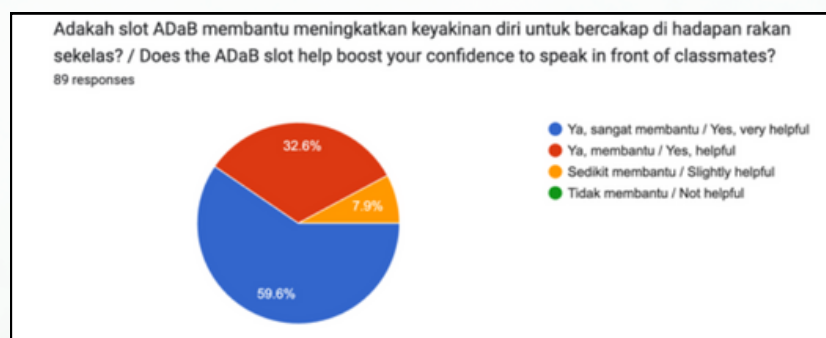


Figure 6: Students' Responses On How The A.D.A.B Session Helped Boost Their Confidence In Speaking

### 3. Helping Students Speak with Confidence

One of the most noticeable changes I observed was that students became more confident in speaking. Those who were initially shy started stepping up. When I asked in the exit survey, 59.6% said the sessions were very helpful in building confidence, 32.6% found them helpful, and 7.9% felt they had some impact but to a lesser degree.

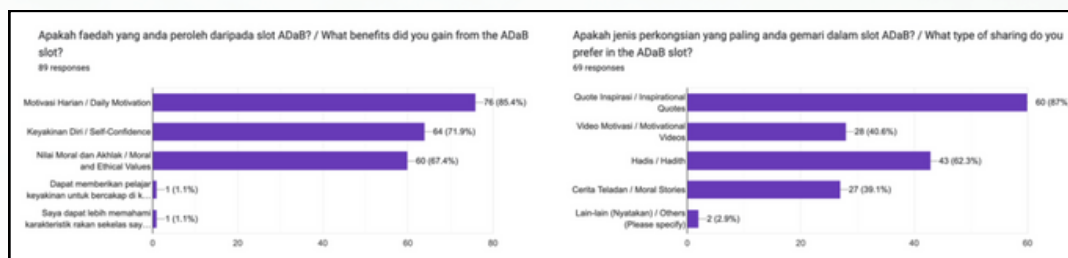


Figure 7 & 8: Students' Responses On The Benefits Gained From The A.D.A.B Slot

### 4. What Did Students Gain from the A.D.A.B Slot?

I also wanted to know what exactly did students take away from these reflection sessions? Their responses revealed some incredible insights: 85.4% said it gave them daily motivation, 71.9% felt it helped improve their self-confidence, while 67.4% believed it reinforced moral and ethical values. The most popular type of sharing that they like are inspirational quotes (87%), followed by hadith (62.3%), motivational videos (40.6%), and moral stories (39.1%).



Figure 9: Students' responses on whether A.D.A.B sessions should continue in future classes

### 5. Should A.D.A.B Sessions Continue in the Future?

Finally, the most important question—should these A.D.A.B sessions be continued in future classes? The answer was clear: 82.6% strongly supported continuing the practice, 14.5% were unsure and only a small fraction felt it should not continue.

## CONCLUSION: SMALL PRACTICES, BIG LESSONS

What started as a simple experiment turned into one of the most rewarding teaching experiences I've had. The A.D.A.B reflection session didn't just introduce ethics—it brought the class to life. It made learning more interactive, engaging, and meaningful.

The A.D.A.B Model isn't something we should just preach—it should be something we live. Sometimes, all it takes is a small practice, like giving students five minutes to share something valuable. And in return, we get to witness how these little moments shape their character, strengthen friendships, and make learning a truly enjoyable experience.

So, for fellow educators out there—maybe it's worth trying. What small habit can you introduce in your classroom that could leave a lasting impact?

### References:

[1] CIDL. <https://cidl.uitm.edu.my/CG-ADAB.php>.