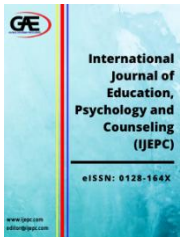
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EXPLORING THE IMPACT OF THE A.D.A.B. MODEL ON STUDENT DEVELOPMENT AND ACADEMIC PERFORMANCE IN UITM: A THEORETICAL AND EMPIRICAL ANALYSIS

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Abstract:

This study is specifically on the relationship between the adherence to the A.D.A.B. pedagogical model emphasising on ethical, academic and interpersonal development and student learning outcomes at Universiti Teknologi MARA (UiTM). This research employs an explanatory mixed-methods approach, combining quantitative survey data from 221 students and qualitative insights from semi-structured interviews with 15 educators. The quantitative evaluation examines the model's correlation with academic performance (GPA) and moral character formation. Statistical analysis showed a significant positive correlation ($r=0.65$, $p<0.01$) between A.D.A.B. adherence and academic performance (GPA), with high-achieving students reporting the greatest alignment. The model rated highly for establishing a positive learning environment (mean 4.42/5), increasing student motivation (4.38/5) and encouraging responsibility (4.36/5). The qualitative insights from the educators' interviews were complementary and revealed themes of disciplined conduct and professional integrity (Amanah) and also identified key systemic hurdles. Specifically, the study finds implementation challenges in terms of inconsistent implementation across faculty members (3.69/5) and discouraging peer pressure (3.62/5). The results provide empirical evidence that the A.D.A.B. model is positively related to the holistic development of students and

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their academic achievement. The results also highlight the significance of standardised implementation guidelines, strong faculty development programs, and ongoing institutional monitoring to achieve the maximal long-term impact of the framework.

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Keyword:

A.D.A.B. Model, Academic Performance, Ethical Decision-Making, Holistic Student Development, and Value-Based Education

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Introduction

Universiti Teknologi MARA (UiTM) is the main driver of the nation's human capital development and plays a crucial role in grooming the future leaders of the Malaysian industry. Aligned with the global movement toward Education 5.0, UiTM has begun its path toward an educational ecosystem that is value-based and human-centric. The key to this transformation is the Analysis, Design, Assess and Built-In Belief (A.D.A.B.) pedagogical model, an innovative construct that seeks to integrate cognitive and technical excellence with the deep internalisation of moral character (adab) and professional integrity (Amanah). A.D.A.B. framework is based on Malaysian educational philosophy and Islamic principles, and it focuses on academic competence, moral character development and behavioural self-regulation. Though institutionalised, there is a scarcity of empirical research assessing its long-term effectiveness on student development trajectories and academic performance. This study fills this empirical void by investigating the effect of A.D.A.B. values within the framework of UiTM. The genesis of the A.D.A.B. pedagogical framework occurred in 2018, initiated by the Office of the Deputy Vice-Chancellor (Academic & International) at UiTM (Aznam, 2024). Following the institutional assessment, the framework was crystallised into a Strategic Action Plan and thus the institution was transformed from market-driven educational ontologies into a re-envisioned instructional ecosystem predicated upon the holistic maturation of the learner as a steward (khalifah). This metamorphic transition aligns technical competencies with the ethical standards required to successfully navigate a digital environment.

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Objectives:

1. To explicitly examine the statistical relationship between adherence to the A.D.A.B. pedagogical model and student learning outcomes, specifically cumulative academic performance (GPA).
2. To evaluate the framework's role in fostering holistic student growth across moral, ethical, and interpersonal dimensions

Research Questions:

1. How does following the A.D.A.B. pedagogical model relate to students' academic performance (GPA) and holistic learning outcomes?
2. What are the perceived institutional benefits and systemic challenges of the implementation of the model, in terms of the students' and the academic staff's perspectives including the inconsistent implementation across the faculty member?

Philosophical Foundations and the A.D.A.B. Model

The A.D.A.B. model is based on the concepts of adab, which acknowledges the proper place of things in relation to the Creator, humanity and the environment, and Amanah, which means professional integrity and accountability. The theory base demands a balanced integration of knowledge (limu) and practice (amal). The framework was introduced in 2018 at UiTM to facilitate the transition from market-driven educational ontologies to the holistic maturation of the learner as a steward (khalifah) historically. Whereas technical efficiency is the focus of traditional ADDIE or ASSURE models, A.D.A.B. distils structural steps to emphasise character development through its "Built-In Belief" phase. The meeting of the ethics and pedagogy has been a current academic dialogue, but empirical assessment of the A.D.A.B. results at UiTM is still at its infancy stage. (Ahmed & Khan, 2020) (Ahmad et al., 2021; Azme, 2024; Oboh, 2023).

Table 1: Core Components, Pedagogical Actions, and Strategic Objectives of the A.D.A.B. Framework (Mohd Burhan, 2021)

Component	Element	Key Focus
Foundational Values	B1 - B8	Relationship with God, Self, Society, and the Environment.
Pedagogical Action	A.D.A.B. Cycle	Analyze, Design, Assess, and Built-in Belief.
Institutional Goal	Education 5.0	Producing well-balanced, value-driven, and globally renowned graduates.

Theoretical and Philosophical Foundations of Adab and Amanah

The theoretical foundation of the A.D.A.B model is rooted in the concept of *adab*, defined as the recognition of the right and proper place of things in relation to the Creator, human beings, and the natural and built environment. This definition requires a balanced integration of both knowledge (*ilmu*) , the cognitive understanding of proper relationships and practice (*amal*), the

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execution of correct, respectful, and ethical actions (Abdul et al., 2015). Under this framework, *adab* is organized across three primary relationship dimensions:

- **Relationship with the Creator (Spiritual):** Acknowledging divine authority, cultivating spiritual intelligence and continuous gratitude.
- **Relationship with Fellow Humans (Social):** Fostering good manners, mutual respect, appreciation of diversity and actively maintaining social harmony.
- **Relationship with the Environment (Ecological):** To take care of living things (fauna and flora) and non-living things, to maintain the ecological balance and to prevent waste.

The principle of Amanah, the professional integrity, accountability and ethical responsibility of individuals as stewards which supports Adab. When it comes to standard education, amanah emphasises the importance of honesty, transparency, and social responsibility among students and educators to carry out their academic duties. This values-based approach is reflected in the classical pedagogical maxim of inspired learning: "I hear, I forget; I see, I remember; I do, I understand; I think, I discover; I feel, I value; I share, I gain". In the A.D.A.B model, learning is not a passive process of gathering information, but an active, reflective process of personal and ethical growth.

Comparing the A.D.A.B Framework to ADDIE and ASSURE Models

Models of instructional design such as ADDIE, ASSURE, and others are mainly concerned with the technical and cognitive aspects of course creation. The ADDIE model offers a systematic framework for the development of educational resources. The ASSURE model concerns the planning and structuring of the use of media and technology. Conversely, the A.D.A.B model compresses and simplifies these structural steps, making them more agile and compact, particularly by incorporating the "Built-In Belief" (B) phase to highlight character development and value internalisation.

Table 2: Comparative Analysis of Instructional Design Frameworks: ADDIE, ASSURE, and the A.D.A.B. Model (Mohd Burhan, 2021)

Attribute	ADDIE Model	ASSURE Model	A.D.A.B Model
Primary Focus	Systematic development of highly efficient, technical learning materials.	Optimization of media-based delivery and student interaction with technology.	Character development, moral integrity, and social-ecological responsibility.
Key Phases	Analysis, Design, Development, Implementation, Evaluation.	Analyze learners, State objectives, Select media, Utilize media, Require learner participation, Evaluate.	Analysis, Design, Assess, Built-In Belief.

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Philosophical Basis	Behaviorist, cognitivist, and functionalist educational paradigms.	Media-centric, constructivist instructional technology principles.	Human-driven, values-oriented, and spiritually grounded pedagogy.
Evaluation Scope	Standardized cognitive testing and skill-acquisition metrics.	Evaluation of student engagement with media and learning objectives.	Metacognitive reflection, societal contribution, and value internalization.

The Four Macro-Phases and Seven Delivery Steps

The A.D.A.B framework puts its philosophy into practice through four macro-phases developed in seven different sequential delivery steps.

Phase 1: Analysis (Step 1: Situate)

The Situate step, carried out during the first week of the academic cycle, comprises teachers conducting a detailed profiling analysis of the student cohort. The analysis takes into account student accessibility (internet bandwidth, device availability), mental health, external commitments (part-time employment) and baseline learning styles, rather than just academic prerequisites. This process helps create a compassionate, respectful learning culture that manages expectations and supports student success.

Phase 2: Design (Step 2: Digest and Step 3: Synthesize)

The Design phase organises the way knowledge is incorporated and handled. In Digest (Weeks 2 to 13) students explore a variety of multi-modal content, such as instructional videos, self-directed modules and interactive materials. In Synthesise, students are cognitively trained to construct summaries, conceptual maps and logical syntheses of the material and challenged to engage core concepts in context and apply them.

Phase 3: Assess (Step 4: Create)

In the Assess phase, you move from being a passive learner to an active creator. In the Create step, students take theoretical knowledge and apply it to create tangible, creative products. This step consists of digital platforms where students can design products, write briefs, present multimedia exhibits, or compile professional e-portfolios.

Phase 4: Built-In Belief

(Step 5: Connect, Step 6: Reflect, and Step 7: Value and Extend)
This phase is the distinguishing feature of the A.D.A.B model in linking academic knowledge to moral and ecological significance.

- Connect: Students connect class material with industry practitioners, local community groups, ecological realities, and the Creator's overarching wisdom.

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- Reflect: Encourages student metacognition through journaling, short reflective videos or digital discussion boards, enabling them to self-assess their own cognitive, emotional and ethical growth.

Value and Extend: Inspires students to use their knowledge outside the classroom in ways that will positively impact local communities, further social cohesion and promote sustainability of the environment.

Table 3: Seven-Step Operational Delivery Framework: Timelines, Digital Tools, And Assessment Indicators For The A.D.A.B. Model (Mohd Burhan, 2021)

Step Code	Step Name	Typical Timeline	Sample Digital Tools	Assessment Indicator
P1	Situate	Week 1.	Google Forms, VAK Questionnaires.	Baseline readiness, expectations, and emotional profiles.
P2	Digest	Weeks 2–13.	Padlet, MOOCs, Video Modules.	Retrieval frequency and structural comprehension.
P3	Synthesize	Continuous.	MindMeister, GitMind, Concept Maps.	Conceptual clarity, accuracy, and structural synthesis.
P4	Create	Continuous.	Canva, Adobe Suite, YouTube.	Originality, technical execution, and design quality.
P5	Connect	Mid-Semester.	Zoom, MS Teams, External Sites.	Cross-disciplinary linkages and expert feedback.
P6	Reflect	Monthly.	ePortfolios, Video logs, Padlet.[3]	Metacognitive growth and values self-assessment.
P7	Value & Extend	End-Semester.	Trello, Slack, Community Outreach.	Practical utility, ethical impact, and social value.

Theoretical Framework

The A.D.A.B. model is grounded in three theoretical perspectives, namely, the Theory of Planned Behaviour (TPB), Kohlberg's Moral Development Theory (Abdullah et al., 2024), and Outcome-Based Education (OBE). The prescriptive model suggests a linear progression from

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pedagogical inputs to value internalisation, which then leads to academic, moral and interpersonal outcomes. The framework translates values into a 7-step learning design (Situate, Digest, Synthesise, Create, Connect, Reflect, and Value & Extend) to produce well-balanced graduates (Bandura, 1977).

Expected Outcomes and Moderating Factors

1. **Positive Outcomes:** Empirical evidence shows a significant positive correlation **(r = 0.65)** between **A.D.A.B. adherence** and **student academic performance (GPA).** Other benefits include enhanced motivation (mean 4.38/5) and better ethical decision-making.

2. **Moderating Challenges**: The framework acknowledges that efficacy is influenced by **inconsistent implementation across faculty members** (institutional consistency) and **peer pressure** (social environment).

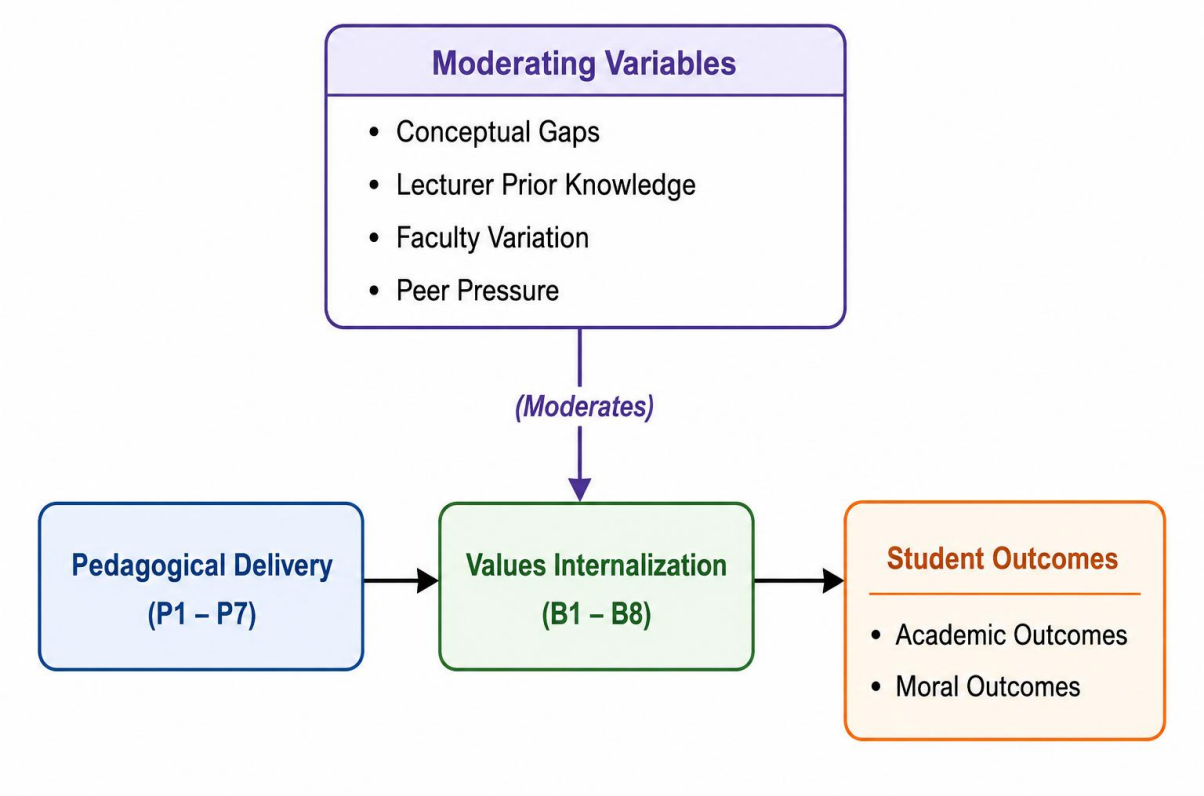


Figure 1: Conceptual Model

Mathematical Modeling of Values-Driven Character Development

To establish a mathematically rigorous conceptual framework, the relationship between pedagogical delivery, value internalization, and student development is modeled as a structural system. Let H represent the *Holistic Character Development* of a student, which is modeled as a latent variable driven by the seven pedagogical execution steps (P_1 to P_7) and the eight

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moral value constructs (B_1 to B_8).[1] The student's internalized moral and ethical progression (H) is defined as:

$$H = \sum_{i=1}^{7} \alpha_i P_i + \sum_{j=1}^{8} \beta_j B_j$$

Where:

- P_i is the empirical rating of the i-th Pedagogical Delivery Step ($P_1, P_2, \ldots, P_7$), measured via student evaluation.[1]
- α_i is the structural weight representing the instructional design emphasis placed on each delivery step.[1]
- B_j is the self-reported score of the j-th Value Code ($B_1, B_2, \ldots, B_8$), reflecting the degree of moral internalization.[1]
- β_j represents the behavioral impact coefficient of each value on student character development.[1]

Furthermore, when implementing this values-driven model within technical and technology-based disciplines, its overall efficacy (Y) is governed by six key factors: lecturer-student relationships (L), student motivation (M), lesson planning (P), teaching methods (T), assessment methods (A), and reflective practices (R).[1] The efficacy of technology-based values learning (Y) is modeled via the following linear relationship:

$$Y = \beta_0 + \beta_1 L + \beta_2 M + \beta_3 P + \beta_4 T + \beta_5 A + \beta_6 R + e$$

Where:

- β_0 is the baseline intercept.[1]
- β_k (for $k = 1, 2, \ldots, 6$) represents the regression coefficients for each of the six structural success factors.[1]
- e is the stochastic disturbance or error term representing external academic and environmental noise.[1]

Methodology

Research Design

A mixed-methods research design was implemented to facilitate a rigorous and comprehensive analysis of the study objectives:

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1. Quantitative Component Structured questionnaires were distributed to a sample of 221 students of UiTM to measure perceptions of the A.D.A.B. model and its relationship with academic achievement.
2. Qualitative Component: 15 educators were interviewed in a semi-structured format to gain in-depth understanding of the benefits and systemic challenges associated with the implementation of the model. However, this finding for this part will be discussed in the next publication.

To gather empirical data on student character development, the eight core value codes (B1 to B8) are translated into clear, student-facing survey items for a Google Form.Each item uses a 5-point Likert Scale (ranging from 1 = Strongly Disagree to 5 = Strongly Agree) to quantitatively measure values internalization.

Table 4: Operationalization of A.D.A.B. Model Core Value Categories into Behavioral Sub-Dimensions and Survey Questionnaire Items (Mohd Burhan, 2021)

Value Code	Core Value Category	Behavioral Sub-Dimensions and Descriptors	Questionnaires Item (Likert Scale)
B1	*nilai bertuhan*	Recognizes God as the ultimate source of knowledge; trusts in Divine power, wisdom, and mercy.	"I recognize that the knowledge acquired in this course is ultimately derived from divine wisdom and grace.8"
B2	*nilai beragama*	Adheres to religious teachings; appreciates the role of religion; respects different faiths and beliefs.8	"I respect differences in religious beliefs and values when collaborating with my academic peers.8"
B3	*nilai berbuat kebaikan*	Demonstrates empathy and compassion; actively seeks to help others and benefit society.8	"This course has heightened my personal empathy and my desire to do good for those around me.8"
B4	*adab sebagai penuntut ilmu*	Appreciates the value of knowledge; respects parents, educators, and peers; demonstrates academic diligence.8	"I actively show respect to my lecturers, submit assignments with integrity, and work harmoniously with peers.8"
B5	*hubungan dengan tuhan*	Practices gratitude; accepts academic outcomes with positive assumptions; seeks divine guidance.8	"I practice gratitude for the learning opportunities provided and accept academic outcomes with positive assumptions."

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B6	*hubungan dengan diri*	Identifies personal strengths and areas for growth; maintains physical, emotional, and spiritual (JERI) balance.	"I strive to balance my academic responsibilities with my physical, emotional, and spiritual well-being."
B7	*hubungan dengan masyarakat*	Respects diversity; avoids harsh judgments; maintains social harmony; communicates respectfully.	"I actively avoid being judgmental of others and strive to use respectful language in all social interactions."
B8	*hubungan dengan alam*	Cares for the environment; preserves natural resources; avoids waste; maintains safety and cleanliness.	"I am conscious of preserving resource balance, avoiding waste, and maintaining safety in my surrounding environment."

Data Collection Instruments

The main data collection tools used were the student responses survey questionnaires through a 5-point Likert scale. In addition, specific interview protocols were developed for exploring thematic areas such as moral development, academic development and peer influence. A parallel set of survey items is designed to complement the values-based assessment by evaluating the effectiveness of the lecturer in executing the seven delivery steps of the A.D.A.B model which the analysis will be published in next publication.

Table 5: Survey Questionnaire Items, Target Constructs, and Variables for Evaluating A.D.A.B. Pedagogical Delivery Steps (Mohd Burhan, 2021)

Step Code	Step Name	Questionnaires Item (Likert Scale)	Target Construct / Variable
P1	Situate	"At the start of the semester, the lecturer analyzed my technological readiness, emotional well-being, and aligned learning expectations."	Baseline Readiness & Emotional Inclusivity.
P2	Digest	"The digital materials provided (lecture notes, video recordings, MOOCs) were structured, accessible, and easy to digest."	Content Accessibility & Multi-Modal Clarity.
P3	Synthesize	"The learning activities successfully trained me to summarize core topics, build conceptual maps, and synthesize information."	Cognitive Synthesis & Critical Structuring.

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P4	Create	"I was given sufficient opportunities to creatively express my understanding through projects, digital designs, or presentations."	Creative Manifestation & Agency.
P5	Connect	"The course successfully connected academic concepts to real-world industries, community needs, ecological patterns, or the Creator."	External Connectedness & Holistic Context.
P6	Reflect	"The reflective tasks (such as journal logs or short videos) helped me self-evaluate my cognitive and ethical growth during the semester."	Metacognitive Assessment & Self-Awareness.
P7	Value & Extend	"I feel motivated to extend and share the knowledge/skills gained in this course to improve the well-being of society and the environment."	Knowledge Altruism & Ecological Utility.

Data Analysis

Quantitative data were analysed using SPSS software to determine the significant correlations between the variables. The qualitative data was analysed through thematic analysis to identify and classify common patterns and themes. A reliability analysis was used to test the internal consistency of the questionnaire items. As presented in Table 6 below, the Cronbach's alpha coefficients for all constructs were greater than the threshold of 0.70, suggesting excellent internal consistency. For example, the construct 'Positive Statements' had an alpha of 0.96 and the construct 'Challenge Statements' had an alpha of.93. The entire scale consisting of 20 items had a Cronbach's alpha of .92 indicating that the instrument is highly reliable in measuring the constructs in the A.D.A.B. framework.

Table 6: Reliability Analysis (Cronbach's Alpha) for A.D.A.B. Model Construct

Construct	Items (k)	Sum of Item Variances		Variance of Total Scores	Cronbach's Alpha
Positive Statements	15.00	7.25		72.22	0.96
Challenge Statements	5.00	6.72		26.18	0.93
All Statements	20.00	13.97		112.36	0.92

Results

The study involved 221 participants, with 67.4% of them being female and 63.3% in their second year of study. The sample was highly academically proficient with 83.7% maintaining

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a CGPA of 3.00 and above. Most of the publications were in Business & Management (n=96) and Science & Technology (n=61) . The quantitative analysis revealed that A.D.A.B. model adherence was significantly positively correlated with academic performance ($r=0.65$, $p<0.01$). High achievers (CGPA 3.50-4.00) were most compliant with the A.D.A.B. model (mean 4.41/5). Respondents rated the model high for the creation of Positive Learning Environment (4.42/5), increasing Motivation (4.38/5) and Responsibility (4.36/5). Qualitative data revealed themes of disciplined behaviour, improved timekeeping and greater sense of professional integrity (amanah). However, implementation challenges were identified as Faculty Variation (3.69/5) and Peer Pressure (3.62/5).

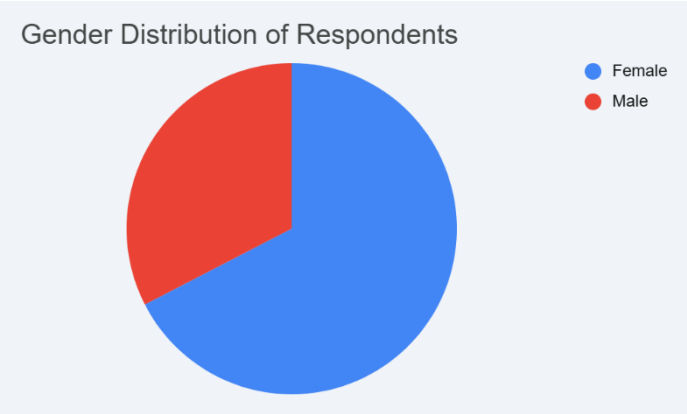


Figure 2: Gender Distribution of Respondents

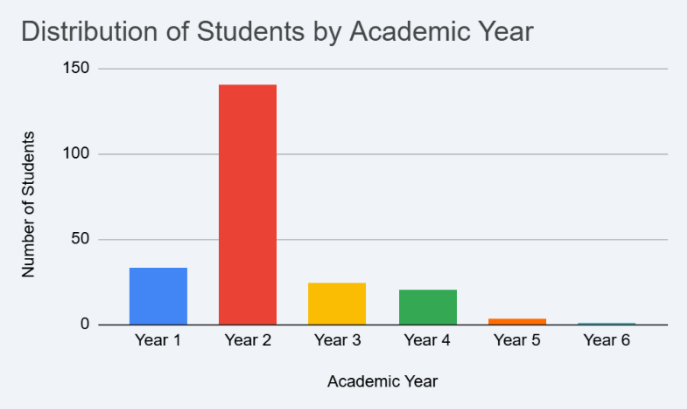


Figure 3: Distribution of Students by Academic Year

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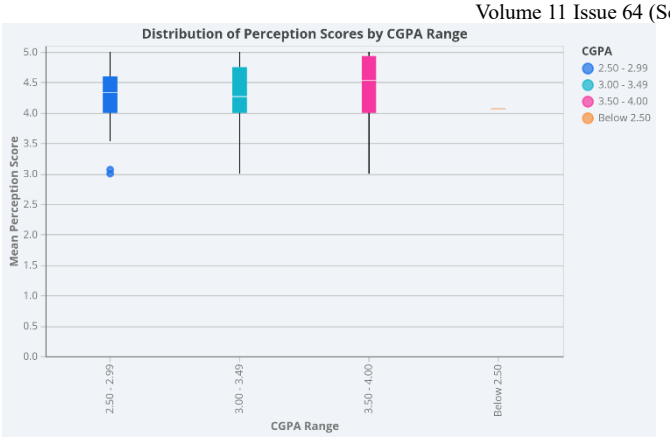


Figure 4: Distribution of Perception Scores by CGPA Range

The student population surveyed is academically strong with about 84% of respondents having a CGPA of 3.00 and above. The highest concentration of academic performance is in the 3.00-3.49 CGPA range (n=100), and the second highest cohort is in the 3.50-4.00 range (n=85).In contrast, a small percentage of the sample (about 16%) had a CGPA below 3.00 with one case of a respondent reporting a CGPA below 2.50. Quantitative analysis shows a statistically significant positive correlation ($r=0.65$, $p<0.01$) between compliance with the A.D.A.B. model and improved student GPAs. High-achieving students (CGPA 3.50-4.00) reported the highest alignment (mean 4.41/5) suggesting a reinforcing cycle of discipline and success. The framework was effective in the development of Positive Learning Environment (4.42/5) and Academic Motivation (4.38/5). Students reported improvements in punctuality, moral decision making (mean 4.33) and academic goal setting (4.34) suggesting successful translation of structured values into quantifiable scholastic gains by the model.

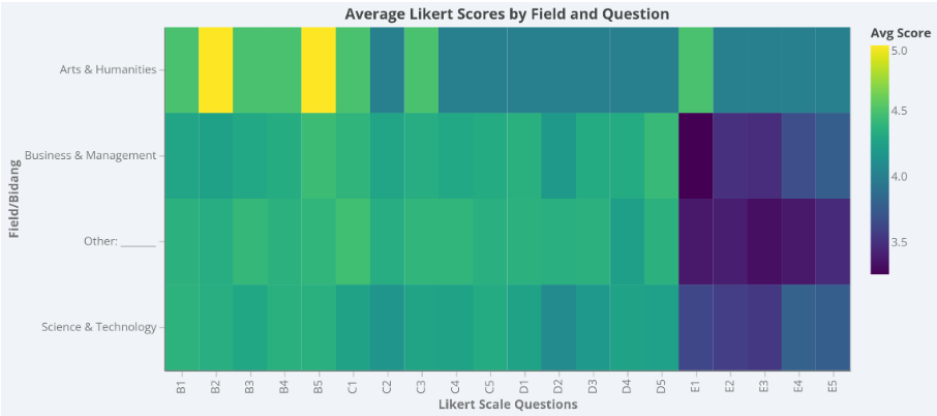


Figure 5: Average Likert Scores by Field and Questions

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Figure 6: Average Likert Scores by Field

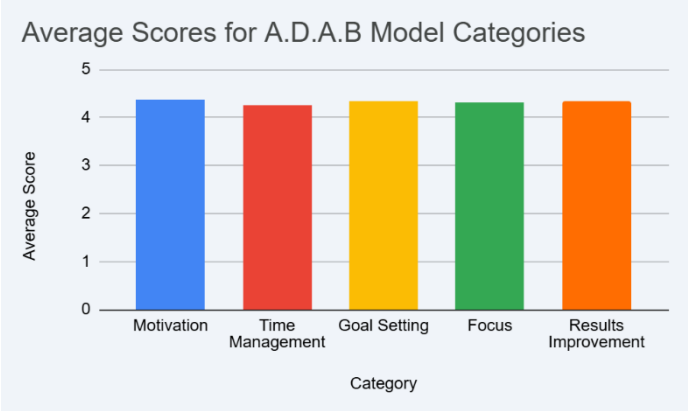


Figure 7: Average Scores for A.D.A.B Model Categories

After-Survey Conceptual Framework: Reconstructed Empirical Path Model

To use empirical data is to fundamentally re-conceptualize the baseline conceptual framework. The "Before-Survey" model hypothesised a direct and frictionless path from pedagogical delivery to value internalisation whereas the "After-Survey" model emphasises crucial moderating environmental and institutional factors. Such conditions introduce obstacles into the system, changing the routes by which values are translated into academic and personal outcomes.

Faculty Variation in the application of the model emerged as the primary institutional friction point with a moderate mean score of 3.69/5. It implies that the application of A.D.A.B. principles vary across faculties and that students experience it differently. In terms of the Theory of Planned Behaviour, this inconsistency is a direct blow to a student's perceived behavioural control. The different standards of value integration encountered by students as they move from one class to another undermines their confidence in being able to sustain these practices, creating a barrier to consistent adoption of behaviour.

The second major moderating variable is Peer Pressure and Social Frictions with a mean score of 3.62/5. Students reported that they were often challenged in living up to the values of A.D.A.B. by negative peer influence or by the perception of lack of commitment of team

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members in group work. In the Theory of Planned Behaviour, subjective norms (perceived social expectations of peers) are a major determinant of intentions. When immediate peers are low in their commitment to academic integrity or social responsibility, individual students experience strong cognitive conflict. This negative social pressure acts as a dampening moderator that prevents internalised values from being consistently translated into positive actions.

Furthermore, the empirical findings revealed pedagogical and cognitive gaps acting as internal friction points. The students reported a lack of knowledge of the underlying framework leading to a mean score of 3.50/5 for conceptual clarity. This is amplified by the reported lack of consistent prioritisation from educators, with the effectiveness of lecturers in integrating the model scoring a mean of 3.46/5. Qualitative feedback indicated the most difficult aspect was maintaining long-term consistency in daily routines, as expressed in the recurring student theme of *sukar untuk kekal konsisten* and managing "low peer commitment" in collaborative settings.

Consequently, the reconstructed "After-Survey" conceptual framework replaces the linear pathway with a moderated and mediated structural system. In this updated model, the positive influence of pedagogical delivery ($P_1 - P_7$) on values internalization ($B_1 - B_8$) is moderated by the student's conceptual understanding (mean 3.50) and lecturer prioritization (mean 3.46).1 Crucially, the subsequent path from values internalization to actual student outcomes is moderated by the environmental forces of Faculty Variation (mean 3.69) and Peer Pressure (mean 3.62). This re-specification clarifies the intention-behavior gap in the values-based education. It explains that high moral awareness (means > 4.20) requires the presence of supportive institutional and social structures to translate successfully into daily discipline, moral action and academic success.

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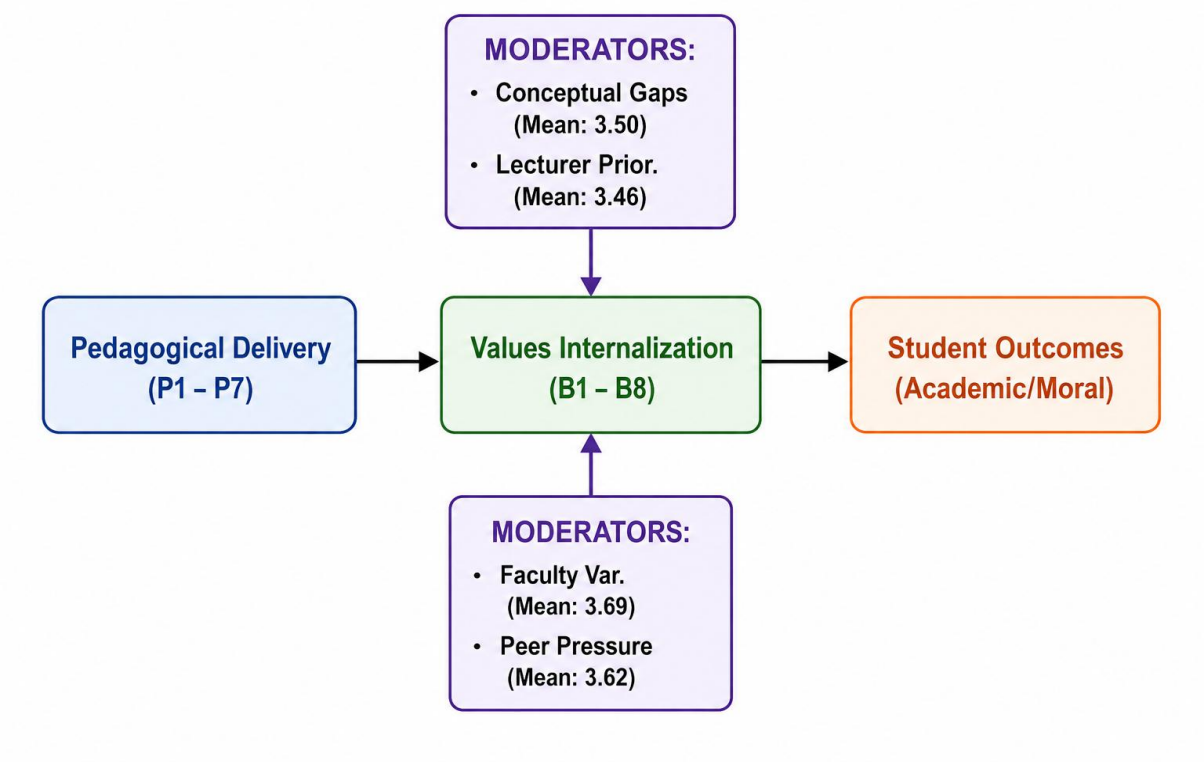


Figure 8: Theoretical Model

Comparative Structural Re-Specification

Table 7 compares the hypothesised pathways of the Before-Survey model with the empirically supported pathways of the reconstructed After-Survey model to demonstrate the conceptual change of the model.

Table 7: Structural Path Re-specification: Before vs. After Survey Frameworks

Structural Path Component	**Before-Survey Hypothesized Framework**	**After-Survey Completed Framework**
Values-to-Outcomes Path	Hypothesized as a direct, positive, and linear driver of student academic achievement, ethical development, and teamwork.	Confirmed a strong, statistically significant positive correlation ($r = 0.65, p <$) to GPA improvement, validating the core pathway.
Classroom Delivery Path	Assumed to be a frictionless transmission of values through the systematic	Successful in creating a Positive Learning Environment (4.42), but transmission is bottlenecked by

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	execution of the seven pedagogical steps (P_1 –).	inconsistent lecturer prioritization (3.46).
Role of Subjective Norms (TPB)	Assumed that peer groups and institutional structures act as aligned, mutually reinforcing positive social norms.	Challenged by negative Peer Pressure (3.62), which acts as a barrier in collaborative activities.
Perceived Behavioral Control (TPB)	Hypothesized that students experience full behavioral control and ease in practicing values within their daily academic routines.	Compromised by Faculty Variation (3.69) and personal consistency difficulties, leading to a visible intention-behavior gap.
Cognitive Moral Progression	Assumed progressive and uniform moral development across all academic cohorts and disciplines.	High cross-disciplinary consistency (means 4.12 - 4.13) confirms universal relevance, but requires structured scaffolding to offset peer group friction.

Discussion

The results showed that the adherence of the A.D.A.B. model is significantly associated with the quantitative academic performance (GPA) and the qualitative character development in UiTM. ($r=0.65$, $p<0.01$) to be able to empirically support that the incorporation of moral character (adab) and professional integrity (amanah) leads to a disciplined learning trajectory related to academic performance. High motivation scores (4.38/5) reflect a positive attitude toward the model from the vantage point of the Theory of Planned Behaviour (TPB), yet the moderating effects of negative peer pressure (3.62/5) and the inconsistent implementation among faculty members (3.69/5) suggest a lack of subjective norms and perceived behavioural control. These findings align with the scholarly discourse on the need to harmonise ethics with pedagogy (Rahman et al., 2019). Students from different disciplines empirically support the framework (means 4.12-4.13). The conceptual gap in understanding (3.50/5) calls for standardised implementation guidelines, faculty development and monitoring so that high moral awareness is translated into consistent daily action and long-term professional integrity.

Conclusion

The A.D.A.B. model has been proven as a resilient paradigm in integrating holistic student development and academic excellence at UiTM in line with the vision of Education 5.0. Also, the framework does work well in fostering personal responsibility, motivation and ethical decision making, though its effectiveness is limited by operational inconsistencies and external social pressures. Several strategic interventions are essential for scaling up from classroom level experimentation to a standardised, institution-wide strategy.

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- **Institutional Standardization:** Bridging the implementation gap requires establishing uniform delivery protocols and mandatory professional development for faculty to ensure consistent application of the A.D.A.B. cycle across all disciplines.

- **Social Architecture:** The university needs to create a supportive social environment, perhaps through formal peer-mentoring networks, and co-curricular initiatives that incentivise ethical leadership to counter the moderating effect of negative peer influence.

- **Technological Feedback:** Finally, harnessing digital learning technologies to monitor student engagement and metacognitive growth in real time is critical to providing actionable data to educators to support student development

- **Long-term Empirical Validation:** Continued longitudinal research is recommended to track the sustained impact of the A.D.A.B. model on professional integrity and employability post-graduation.

UiTM can solve these problems of institutional and social friction to bridge the gap between ethical intent and daily practice of students and produce well-balanced, globally competitive graduates.

Recommendations

The evidence shows the importance of the A.D.A.B. model in enhancing student learning outcomes and personal development among UiTM students. Although successful, the inconsistency of its application reveals an important need for standardised guidelines for implementation, faculty development, and systematic monitoring. To improve the effectiveness of the model, the following measures are proposed:

1. **Establish Standardized Implementation Guidelines:** Formulate uniform institutional guidelines and delivery templates across all faculties to eliminate variation in model execution and set clear benchmarks for values-based pedagogy
2. **Implement Comprehensive Faculty Development:** Conduct regular training workshops and professional development programs for academic staff to deepen conceptual understanding and pedagogical integration of A.D.A.B. principles
3. **Institutionalize Monitoring and Feedback Systems:** Deploy technological solutions and continuous evaluation mechanisms to track implementation fidelity, assess student progress, and guide longitudinal research on post-graduation impacts.

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Appendix

APPENDIX: SURVEY QUESTIONNAIRE

Exploring the Impact of the A.D.A.B. Model on Student Development and Academic Performance in UiTM: A Theoretical and Empirical Analysis

Meneroka Kesan A.D.A.B. Model Pembangunan Pelajar dan Prestasi Akademik di UiTM: Satu Analisis Teori dan Empirikal

SECTION A: DEMOGRAPHIC INFORMATION / *MAKLUMAT DEMOGRAFIK*

Field / *Bidang*

- ☐ Arts & Humanities
- ☐ Science & Technology
- ☐ Business & Management
- ☐ Other: _____

Campus / *Kampus*

- ☐ Dungun
- ☐ Chendering
- ☐ Bukit Besi

Choose your programme in UiTMCT / *Pilih program anda di UiTMCT*

- ☐ AC110 - Diploma in Accountancy
- ☐ AC220 - Bachelor of Accountancy (Honours)
- ☐ AC151 - Foundation In Accountancy (ACCA FIA)
- ☐ AS124 - Diploma Teknologi Higien Industri
- ☐ BA114 - Diploma in Investment Analysis
- ☐ BA118 - Diploma in Office Management and Technology
- ☐ BA132 - Diploma in Office Technology Management
- ☐ BA234 - Bachelor of Customer Service Management (Hons)
- ☐ BA244 - Bachelor of Business Administration (Hons.) Operation Management
- ☐ BA242 - Bachelor of Business Administration (Hons) Finance
- ☐ EE111/CEEE111 - Diploma in Electrical Engineering (Electronic)
- ☐ EE112/CEEE112 - Diploma in Electrical Engineering (Power)
- ☐ CEEE250 - Bachelor Of Electronic Engineering Technology (Electronic Intelligent Systems) With Honours
- ☐ EM110/ CEEM110 - Diploma Kejuruteraan Mekanikal
- ☐ CEEM246 - Sarjana Muda Teknologi Kejuruteraan Mekanikal (Kepujian)
- ☐ EH110/ CEEH110 - Diploma Kejuruteraan Kimia
- ☐ CDCS110 - Diploma In Computer Science
- ☐ CDCS230 - Bachelor of Computer Science (Honours)
- ☐ CDCS264 - Bachelor of Information Systems (Honours) Business Computing
- ☐ CDCS267 - Bachelor of Science Mathematical Modelling and Analytics (Honours)
- ☐ CDCS270 - Bachelor of Computer Science (Honours) Mobile Computing
- ☐ HM110 - Diploma in Hotel Management
- ☐ HM111 - Diploma in Tourism Management
- ☐ HM112 - Diploma in Food Service and Management
- ☐ HM115 - Diploma in Culinary Arts
- ☐ HM240 - Bachelor of Science (Honours) Hotel Management
- ☐ HM242 - Bachelor of Science (Honours) Foodservice Management
- ☐ HM260 - Sarjana Muda Sains Pengurusan Hospitaliti (Kepujian)
- ☐ HM262 - Sarjana Muda Sains Pengurusan Perkhidmatan Makanan (Kepujian)
- ☐ IC110 - Diploma in Muamalat
- ☐ IC001/IC002 - Pre-Diploma in Islamic Studies

Gender / *Jantina*

- ☐ Male
- ☐ Female

Current Academic Year / *Tahun Akademik Semasa*

- ☐ Year 1
- ☐ Year 2
- ☐ Year 3
- ☐ Year 4

CGPA (Most Recent) / *PNGK (Terbaru)*

- ☐ Below 2.50
- ☐ 2.50 - 2.99
- ☐ 3.00 - 3.49
- ☐ 3.50 - 4.00

SECTION B: AWARENESS AND PERCEPTION OF THE A.D.A.B. MODEL / *KESEDARAN DAN PERSEPSI A.D.A.B. MODEL*

This section measures Awareness and Perception of the A.D.A.B. Model using a Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).

Bahagian ini mengukur Kesedaran dan Persepsi A.D.A.B. Model menggunakan skala Likert (1 = Sangat Tidak Setuju hingga 5 = Sangat Setuju).

Please use the following scale for each statement: 1(Strongly Disagree), 2(Disagree), 3(Neutral), 4(Agree), 5(Strongly Agree)

Sila gunakan skala berikut untuk setiap pernyataan: 1(Sangat Tidak Setuju), 2(Tidak Setuju), 3(Neutral), 4(Setuju), 5(Sangat Setuju)

Statements / Pernyataan	1	2	3	4	5
I am aware of the principles of the A.D.A.B. model. *Saya sedar tentang prinsip A.D.A.B. model.*	○	○	○	○	○
The A.D.A.B. model is clearly communicated and emphasized in UiTM's curriculum. *A.D.A.B. model dikomunikasikan dengan jelas dan ditekankan dalam kurikulum UiTM.*	○	○	○	○	○
The A.D.A.B. model aligns with my personal values and beliefs. *A.D.A.B. model sejajar dengan nilai dan kepercayaan peribadi saya.*	○	○	○	○	○
My lecturers frequently incorporate A.D.A.B. principles into their teaching methods. *Pensyarah saya sering menggabungkan A.D.A.B. prinsip ke dalam kaedah pengajaran mereka.*	○	○	○	○	○
The A.D.A.B. model helps create a positive learning environment. *A.D.A.B. model membantu mewujudkan persekitaran pembelajaran yang positif.*	○	○	○	○	○

SECTION C: IMPACT ON ACADEMIC PERFORMANCE / *KESAN TERHADAP PRESTASI AKADEMIK*

This section measures Impact on Academic Performance using a Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).

Bahagian ini mengukur Kesan terhadap Prestasi Akademik menggunakan skala Likert (1 = Sangat Tidak Setuju hingga 5 = Sangat Setuju).

Please use the following scale for each statement: 1(Strongly Disagree), 2(Disagree), 3(Neutral), 4(Agree), 5(Strongly Agree)

Sila gunakan skala berikut untuk setiap pernyataan: 1(Sangat Tidak Setuju), 2(Tidak Setuju), 3(Neutral), 4(Setuju), 5(Sangat Setuju)

Statements / Pernyataan	1	2	3	4	5
The A.D.A.B. model has motivated me to improve my academic performance. *A.D.A.B. model telah mendorong saya untuk meningkatkan prestasi akademik saya.*	○	○	○	○	○
Following the A.D.A.B. principles has helped me manage my time effectively. *Berikutan A.D.A.B. prinsip telah membantu saya menguruskan masa saya dengan berkesan.*	○	○	○	○	○
The A.D.A.B. model has improved my ability to set academic goals. *A.D.A.B. model telah meningkatkan keupayaan saya untuk menetapkan matlamat akademik.*	○	○	○	○	○
Adhering to the A.D.A.B. values has increased my focus during studies. *Mematuhi A.D.A.B. nilai telah meningkatkan tumpuan saya semasa belajar.*	○	○	○	○	○
My academic results have improved due to the implementation of the A.D.A.B. model. *Keputusan akademik saya bertambah baik kerana pelaksanaan A.D.A.B. model.*	○	○	○	○	○

SECTION D: IMPACT ON STUDENT DEVELOPMENT / *KESAN TERHADAP PERKEMBANGAN PELAJAR*

This section measures Impact on Student Development using a Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).

Bahagian ini mengukur Kesan terhadap Perkembangan Pelajar menggunakan skala Likert (1 = Sangat Tidak Setuju hingga 5 = Sangat Setuju).

Please use the following scale for each statement: 1(Strongly Disagree), 2(Disagree), 3(Neutral), 4(Agree), 5(Strongly Agree)

Sila gunakan skala berikut untuk setiap pernyataan: 1(Sangat Tidak Setuju), 2(Tidak Setuju), 3(Neutral), 4(Setuju), 5(Sangat Setuju)

Statements / Pernyataan	1	2	3	4	5
The A.D.A.B. model has enhanced my moral decision-making skills. *A.D.A.B. model telah meningkatkan kemahiran membuat keputusan moral saya.*	○	○	○	○	○

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I feel more confident in my ability to communicate effectively with others. *Saya berasa lebih yakin dengan keupayaan saya untuk berkomunikasi secara berkesan dengan orang lain.*	○	○	○	○	○
The model has encouraged me to participate in group activities and teamwork. *Model tersebut telah menggalakkan saya untuk mengambil bahagian dalam aktiviti kumpulan dan kerja berpasukan.*	○	○	○	○	○
I have noticed improvements in my discipline and self-regulation. *Saya telah melihat peningkatan dalam disiplin dan peraturan diri saya.*	○	○	○	○	○
The A.D.A.B. model has fostered a sense of responsibility in me. *A.D.A.B. model telah memupuk rasa tanggungjawab dalam diri saya.*	○	○	○	○	○

SECTION E: CHALLENGES IN ADOPTING THE A.D.A.B. MODEL / *CABARAN DALAM MENGAMALKAN A.D.A.B. MODEL*

This section measures Challenges in Adopting the A.D.A.B. Model using a Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).
Bahagian ini mengukur Cabaran dalam Mengamalkan A.D.A.B. Model menggunakan skala Likert (1 = Sangat Tidak Setuju hingga 5 = Sangat Setuju).

Please use the following scale for each statement: 1(Strongly Disagree), 2(Disagree), 3(Neutral), 4(Agree), 5(Strongly Agree)
Sila gunakan skala berikut untuk setiap pernyataan: 1(Sangat Tidak Setuju), 2(Tidak Setuju), 3(Neutral), 4(Setuju), 5(Sangat Setuju)

Statements / Pernyataan	1	2	3	4	5
It is difficult to consistently follow the A.D.A.B. principles. *Sukar untuk konsisten mengikuti A.D.A.B. prinsip.*	○	○	○	○	○
There is a lack of understanding of the A.D.A.B. model among students. *Terdapat kekurangan pemahaman tentang A.D.A.B. model dalam kalangan pelajar.*	○	○	○	○	○
Not all lecturers apply the A.D.A.B. principles effectively. *Tidak semua pensyarah mengaplikasikan A.D.A.B. prinsip dengan berkesan.*	○	○	○	○	○
Peer pressure sometimes discourages adherence to the A.D.A.B. values. *Tekanan rakan sebaya kadangkala tidak menggalakkan pematuhan kepada A.D.A.B. nilai.*	○	○	○	○	○
The implementation of the A.D.A.B. model varies across different faculties. *Pelaksanaan A.D.A.B. model berbeza merentasi fakulti yang berbeza.*	○	○	○	○	○

SECTION F: OPEN-ENDED QUESTIONS / *SOALAN TERBUKA*

Q1. How has the A.D.A.B. model influenced your academic journey?
Bagaimanakah A.D.A.B. model mempengaruhi perjalanan akademik anda?

Q2. What aspects of the A.D.A.B. model do you find most beneficial?
Apakah aspek A.D.A.B. model adakah anda rasa paling berfaedah?

Q3. What challenges have you faced in applying the A.D.A.B. principles?
Apakah cabaran yang anda hadapi dalam mengaplikasikan A.D.A.B. prinsip?

Q4. In what ways can the A.D.A.B. model be improved to support students better?
Dalam cara apakah A.D.A.B. model ditambah baik untuk menyokong pelajar dengan lebih baik?

Q5. Share any personal experiences related to the A.D.A.B. model that have positively or negatively impacted you.
Kongsikan sebarang pengalaman peribadi berkaitan model A.D.A.B. yang telah memberi kesan positif atau negatif kepada anda.