

Analysis Of The Adab Project Learning As A Means Of Mastering The Collaboration Ability Of Grade V Students At SDN 1 Andalan

Ilham Mujahidin¹, M. Taufik², Tuti Alawiyah³

^{1,2}Program Studi Pendidikan Guru Sekolah Dasar, Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Hamzar

³Program Studi Pendidikan Anak Usia Dini, Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Hamzar

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Abstract

Collaboration skills are one of the 21st-century skills that students must master, but initial observations at SD Negeri 1 Andalan showed that the collaboration skills of grade V students still needed to be improved. Adab Project learning is a project-based learning model that integrates adab values (ethics/morals) into the learning process. This study aims to (1) describe the process of Adab Project learning, (2) identify its supporting and inhibiting factors, and (3) describe its impact on the collaboration skills of grade V students. This qualitative descriptive study involved 25 grade V students, the grade V teacher, and the principal. Data were collected through participatory observation, semi-structured interviews, and documentation, and were analyzed using the Miles and Huberman model, with source and technique triangulation. The learning was carried out in four stages: Ask questions, Assist investigation, Invite creativity, and Share results. The findings indicate that the learning appeared to support students' cooperation, communication, shared responsibility, conflict resolution, and the internalization of adab in group work, although time constraints and differences in students' socio-emotional abilities were challenges. These findings describe one class and one project theme and should be interpreted in that context.

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Corresponding Author:

Ilham Mujahidin

STKIP Hamzar

Email: ilhammujahidinmujahidin326@gmail.com

1. INTRODUCTION

Education in the 21st century is not simply the transfer of knowledge from teachers to students. Educational institutions are challenged to find ways to enable students to master 21st-century skills, namely critical thinking and problem-solving, innovation, collaboration, and communication (Mulyana, 2022: 25-32). The shift in learning from the traditional to the modern era is oriented towards three main aspects. First, shifting the learning paradigm from teacher-centered to student-centered learning. Second, shifting from memorizing concepts to learning to discover and construct (construct) one's own concepts. Third, shifting from classical individual learning to cooperative group learning (Nurlina, Nurfadilah, & Bahri, 2021: 58-63).

This paradigm shift in learning has led to the emergence of various learning innovations, one of which is the Adab Project, which integrates adab values into project-based activities. Adab Project learning is a learning approach that integrates adab values (morals and ethics) with project-based learning processes. Essentially, Adab Project learning is similar to project-based learning, where students are at the center of the learning process and are faced with a project to complete. The word "ADAB" does not refer directly to the meaning of ethics in its stages, but

rather is an acronym for Ask questions, Guide investigations, Invite creativity, and Share results. These four elements represent the stages of Adab Project learning (Larmer, 2021: 1).

Project-based learning itself is based on constructivist theory, which emphasizes that students construct their own knowledge through their experiences (Yuberti, 2014: 46; Utami, 2016: 5). Constructivist figures such as Lev Vygotsky state that social interaction and collaboration are key elements in students' cognitive development (Nopvembri & Saryono, 2022: 9-10). Meanwhile, Jean Piaget emphasized that assimilation and accommodation occur when children interact directly with their environment. Thus, collaboration is a crucial goal in modern education.

Collaboration is a form of cooperation that helps and complements each other to carry out certain tasks in order to achieve a predetermined goal. Collaboration involves the division of tasks, where each person carries out the job that is their responsibility to achieve a common goal (Rahayu, 2019: 132-143). The group learning process requires each member to contribute information, experiences, ideas, attitudes, opinions, abilities, and skills that they have (Hafid, 2023: 519-530). For students to be able to collaborate well, educators must be able to present learning methods that are oriented towards a structured group work process, such as the Project-Based Learning model (Susilawati, 2015: 31-41; Anggelia, Puspitasari & Arifin, 2022: 398-408).

The Adab Project learning was implemented at SDN 1 Andalan as an effort to provide meaningful experiences for students and specifically train their 21st-century skills. However, based on initial observations on February 13, 2026, although SDN 1 Andalan had begun implementing project-based learning such as the Adab Project, it was found that the collaboration skills of fifth-grade students still needed to be improved. This problem was reflected in the lack of active involvement of some students in group work activities (such as reluctance to share tasks), lack of communication with peers, and the still high tendency to work individually. In addition, some students still had difficulty listening to and respecting the opinions of their friends, which impacted the quality of cooperation and the achievement of less-than-optimal group assignment results (Naseer et al., 2025).

Several previous studies have highlighted related issues. Mahardika (2023) implemented peer teaching to address peer barriers in fifth grade, while Selly (2021) and Sukmawati (2023) focused on the use of PjBL for engagement and general 21st-century mastery. Pratiwi et al. (2023) also examined PjBL for social studies learning, and Khasanah & Darsinah (2022) examined psychomotor development through PjBL. These studies show that project-based learning has been used to improve engagement, 21st-century skills, and cognitive or psychomotor aspects, and Naseer et al. (2025) discussed the integration of adab into project-based learning in elementary schools. However, in the studies reviewed here, little attention has been given to how each stage of an adab-based project model (Ask questions, Guide investigations, Invite creativity, and Share results) is carried out in the classroom, how it relates to specific indicators of students' collaboration skills, and which factors support or inhibit it. This is the research gap addressed by this study. Its novelty lies in (1) describing the four stages of the Adab Project as implemented, with the program adopted from the Indonesian Teachers' School (SGI), in a fifth-grade class; (2) relating the stages to observable indicators of collaboration, namely cooperation, communication, responsibility, conflict resolution, and the internalization of adab; and (3) identifying the factors that support and inhibit the implementation in the school context.

Based on this urgency, this study was conducted to describe in depth the implementation of Adab Project learning as a means of mastering the collaboration skills of fifth-grade students at SDN 1 Andalan, identifying supporting and inhibiting factors, and analyzing the impact of the implementation of this learning model on students' collaboration skills. The results of this study are expected to provide theoretical and practical benefits for the development of 21st-century learning strategies in elementary schools.

2. RESEARCH METHODS

This study uses a qualitative approach with descriptive methods. The qualitative approach was chosen because the study aims to understand and describe in depth the Adab Project learning process and how this learning can develop students' collaboration skills naturally in the classroom (Sugiyono, 2017: 9). The descriptive method is used to provide a systematic, factual, and accurate description of the phenomenon being studied without manipulating variables (Nazir, 2014: 43; Lexy J. Moleong, 2018: 6).

This research was conducted at SDN 1 Andalan located in Bayan District, North Lombok Regency. The research was conducted in the even semester of the 2025/2026 academic year, specifically for seven days from June 12 to June 18, 2026. The subjects in this study included 25 fifth-grade students (18 male students and 7 female students), the fifth-grade teacher (Mr. Muhibudin, S.Pd.), and the Principal of SDN 1 Andalan (Mr. Lalu Nika Sosiandi, S.Pd.). The selection of fifth-grade students was based on the level of cognitive maturity of students who were already capable of receiving and implementing project-based instructions collaboratively. Informants were selected using purposive sampling based on the following criteria: (1) the fifth-grade teacher, because he planned and implemented the Adab Project learning; (2) the principal, because he made decisions on, and supported, the facilities, time, and adoption of the program; and (3) fifth-grade students who took part in all four stages of the Adab Project.

Data were collected using three main techniques: participant observation, in-depth interviews, and documentation studies (Afifuddin & Saebani, 2012: 134; Fadhallah, 2020: 10; Arikunto, 2021: 274). Observations were conducted to record the dynamics of student and teacher interactions in the classroom during the four stages of the Adab Project. Semi-structured interviews were conducted with teachers, principals, and students to gather in-depth information about their experiences and perspectives. Documentation included teaching modules, Lesson Implementation Plans (RPP), assessment rubrics, field notes, and activity photographs. Data collection took place over seven days (June 12-18, 2026), following the four stages of the Adab Project: Ask questions (June 12), Assisted investigation (June 13-14), Invite creativity (June 15-16), and Share results (June 17-18). The researchers observed each stage directly in the classroom, made field notes, and took photographs as documentation. The interview with the fifth-grade teacher was conducted on June 13, 2026. Documentation was collected from the teacher and the school.

The instruments were an observation sheet with field notes, semi-structured interview guidelines, and a documentation checklist. Students' collaboration skills were identified through five indicators: (1) cooperation, namely sharing tasks and working together to complete the project instead of working alone; (2) communication, namely expressing opinions, speaking politely, and listening to and respecting friends' opinions; (3) responsibility, namely being aware of and carrying out one's own role, without depending on one or two students in the group; (4) conflict resolution, namely resolving differences of ideas through deliberation while staying calm; and (5) internalization of adab, namely mutual respect, greeting each other, and not interrupting friends' conversations. The observation sheet recorded the presence of these indicators in each stage of the Adab Project. The interview guideline for the teacher covered the implementation of the four stages, students' group dynamics, and the supporting and inhibiting factors; the guideline for the principal covered the support for facilities, time, and the program; and the guideline for students covered their experiences in working in groups and their feelings about the project. The documentation checklist covered the teaching modules, RPP, assessment rubrics, field notes, and photographs.

Data analysis uses the interactive model of Miles and Huberman (2014: 16), which consists of three stages: (1) Data Condensation, namely the process of selecting, focusing, and summarizing data obtained from the field; (2) Data Presentation (Data Display), namely compiling information in a structured manner in the form of narrative text; and (3) Conclusion Drawing and Verification, namely formulating final findings based on validated data (Sulistyaningsih, 2019). Data validity is tested using source triangulation and technical

triangulation techniques (Alfansyur & Mariyani, 2020: 147; Novita, 2022: 143; Winaryati, 2019: 126), where observation results are compared with interview results from various sources and supported by authentic documents.

3. RESULTS AND DISCUSSION

The Learning Process of Adab Project

The implementation of the Adab Project learning model at SD Negeri 1 Andalan is the result of adopting a program from the Indonesian Teachers' School (SGI) and adapting it to the school's conditions. Based on an interview with a fifth-grade teacher (June 13, 2026), this model has four main stages, which are an acronym for ADAB: Ask questions, assist investigations, Invite creativity, and Share results.

The first stage is Ask a Question (June 12, 2026). In this stage, the teacher provides a provocative question on the theme "Etiquette in Interacting with Others." The teacher directs students to think critically about everyday social etiquette and etiquette, such as polite speech and the importance of listening to friends. This stage successfully stimulates students' curiosity and sets the direction for the project to be created, namely creating a poster about etiquette in social interactions.

The second stage is the Assisted Investigation (June 13-14, 2026). Students are divided into small, heterogeneous groups of 4-5 people. The teacher acts as a facilitator, assisting students in finding information related to the theme. Students gather information from textbooks, reading articles, and personal experiences. During this process, collaborative interactions begin to develop, with group members who have found information sharing it with other members experiencing difficulties.

The third stage was "Ajak Berkarya" (June 15-16, 2026). Students began designing and executing the poster-making project. Group activity was very intense at this stage. Roles began to be divided: some students were tasked with designing, writing text, drawing, and coloring. The teacher actively circulated to monitor group dynamics, resolve potential conflicts, and remind them of the importance of maintaining tolerance during discussions. Students, initially quiet, gradually began to show their contributions thanks to the fair distribution of tasks (Slameto, 2021: 54; Wina Sanjaya, 2020: 231).

The fourth stage is Sharing Results (June 17-18, 2026). Each group presented the results of their poster project to the class. In addition to explaining the poster's contents, they also learned to respond to questions from other groups. The teacher provided feedback and positive reinforcement, concluding with a group reflection activity. Students were encouraged to recognize the importance of respecting differences of opinion and the value of cooperation.

Supporting and Inhibiting Factors

Based on data analysis, several supporting factors facilitated the smooth running of the Adab Project. First, teachers' creativity and pedagogical competence in designing learning scenarios and dividing students into heterogeneous groups. Second, students' high enthusiasm when given the freedom to create. Third, full support from the principal in the form of allocated facilities and infrastructure and flexible time. Fourth, a safe and conducive learning environment and the availability of adequate creative materials.

However, there are several inhibiting factors in its implementation. Time constraints are a major obstacle because project-based learning requires long sessions (2-3 face-to-face meetings) and often clashes with the academic calendar. Furthermore, differences in socio-emotional abilities among students create challenges in group dynamics. Some students still have passive tendencies and egocentric tendencies, which lead to internal conflict. There are also minor deficiencies in some teaching aids.

Impact on Collaboration Capabilities

Comprehensively, the Adab Project was associated with positive changes in five indicators of student collaboration, based on the observations and interviews:

1. Increased Cooperation: Students' attitudes have shifted from being individualistic to being more cooperative. They actively share tasks and work together to make projects a success.
2. Improved Communication: Students' verbal communication skills improved. Shy students begin to speak up, express their opinions, and use polite language in accordance with the values of "manners" taught.
3. Increased Responsibility: Each member is aware of their role and responsibilities. Dependence on one or two bright students in the group was reduced.
4. Conflict Resolution Skills: Friction that arises when ideas differ can be resolved through deliberation. Teachers model how to manage emotions, so students remain calmer during arguments.
5. Internalization of Manners: Attitudes of mutual respect, greeting each other, and not interrupting friends' conversations have become a new culture within group dynamics.

Discussion

The findings of this study are consistent with Vygotsky's constructivist theory regarding the Zone of Proximal Development (ZPD) and the role of scaffolding (Nurlina et al., 2021: 61). In the Adab Project, heterogeneous group activities encourage students to work within their ZPD, where collaboration with more capable peers, along with teacher guidance (scaffolding), appeared to help students whose understanding and social skills were lagging. This aligns with Hafid's (2023) statement, which asserts that collaboration enhances the accumulation of understanding within a group.

The contextual approach in the Adab Project, where students work on real-life problems (interactive etiquette), reflects John Dewey's theory that positions the classroom as a laboratory of social life (Azizah & Wardani, 2019: 194; Dewi, 2015: 10). The use of heterogeneous groups suggests that the integration of character education (Adab) in Project-Based Learning (PjBL) may support not only psychomotor and cognitive domains (as found by Khasanah & Darsinah, 2022, and Lailatunnahar, 2021), but also help reduce individual egos in order to achieve common goals (Rahayu, 2019: 132). This suggests that structured PjBL (Adab Project) has the potential to support students' social cohesion, although this needs to be tested further.

4. CONCLUSION

This research on the implementation of the Adab Project learning model in fifth grade at SDN 1 Andalan can be summarized in three main points. First, the Adab Project implementation process is structured into four stages: Ask questions, assist investigations, invite students to work, and Share results. All stages are student-centered and provide ample space for social interaction.

Second, the implementation of this model is supported by various crucial factors, including teacher competence and creativity, high student motivation, principal support, and the availability of supporting facilities. Meanwhile, teachers attempted to manage inhibiting factors such as time constraints, heterogeneity in students' emotional abilities, and group dynamics (minor conflicts) through classroom management strategies and intensive interpersonal guidance.

Third, based on the observations, interviews, and documentation, the Adab Project appeared to support students' collaboration skills in this class. Positive changes were reported and observed in cooperation, communication, shared responsibility, conflict resolution through deliberation, and the internalization of adab in group work. Because this is a qualitative study of one class, these findings describe the context studied and do not measure the size of the effect or support generalization. The Adab Project can therefore be considered as one option for developing collaboration skills in elementary schools.

5. SUGGESTION

Based on these conclusions, the researchers recommend that teachers continue to innovate in determining project theme variations to ensure they are relevant to children's lives. Principals and education offices are expected to expand policies that facilitate Project-Based Learning training with an Adab approach for educators. For future researchers, it is recommended to

conduct studies using a quantitative or mixed-method approach with a longitudinal timeframe to test the significance of improving students' collaboration skills on a larger scale.

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