

Appendix B

Supplementary resource for Fathoni, Irgi Aqilul, and Yuan Remanita. 2026. "Islamic Education in Instilling Human Values Through Students' Reasoning Skills". *Journal of Educational Research and Practice* 4 (1). Tulungagung, Indonesia:41-56. <https://doi.org/10.70376/jerp.v4i1.398>.

Appendix B

Interview Guide and Observation Checklist

This appendix presents the data-collection instruments used in the study. The interview guide and observation checklist were designed to capture pedagogical practices, institutional arrangements, and interactional processes related to the cultivation of moral reasoning in Islamic education at SMK NU Tulungagung and MA Al-Ma'arif Tulungagung.

B1. Semi-Structured Interview Guide

Interviews were semi-structured to allow comparability across participants while retaining flexibility to probe emergent issues. Follow-up questions were used as needed to clarify responses or elicit concrete examples.

A. School Leaders (Principals and Vice Principals)

1. How is moral education conceptualized and prioritized within this school's vision and curriculum?
2. What role does Islamic education play in fostering students' moral reasoning and character development?
3. How are classroom instruction and extracurricular religious activities coordinated to support moral learning?
4. What competencies (cognitive and affective) are expected of students at different grade levels?
5. What institutional policies or supports are provided to teachers to facilitate moral and ethical education?
6. What challenges does the school face in integrating moral reasoning into daily educational practice?

B. Islamic Education Teachers and Class Teachers

1. How do you understand the role of *'aql* (reason) in Islamic education and moral learning?
2. Can you describe teaching strategies you use to encourage students to think, discuss, and reason about moral or religious issues?
3. How do classroom discussions relate to students' everyday experiences or ethical challenges?
4. How do you integrate religious rituals, memorization, or extracurricular activities into moral education?
5. How do you assess students' understanding and internalization of moral values?
6. What forms of guidance or feedback do you provide to students in moral or religious matters?

C. Students

1. What activities in Islamic education classes help you understand right and wrong?
2. How do teachers encourage you to think or discuss moral or religious issues in class?
3. What religious or extracurricular activities outside the classroom are most meaningful to you, and why?
4. Can you describe a situation where you applied what you learned in Islamic education to daily life?
5. How do teachers support or guide you when you face moral or ethical difficulties?

B2. Classroom Observation Checklist

Classroom observations were non-participant and focused on instructional processes and student engagement related to moral reasoning. Observations were conducted across grade levels in both schools.

Table B1. Observation Checklist

Observation Domain	Observation Indicators	Observed (✓)	Field Notes
Instructional Structure	Lecture-based explanation of religious or moral concepts		
	Guided discussion following explanation		
	Use of examples linked to students' daily life		
	Problem-based or reflective tasks		
Teacher–Student Interaction	Teachers ask open-ended or reasoning-based questions		
	Students are invited to explain or justify their responses		
	Teachers provide feedback or clarification		
	Encouragement of multiple viewpoints		
Student Engagement	Active participation in discussion		
	Peer-to-peer interaction		
	Demonstration of reflective or ethical consideration		
	Questions raised by students		
Moral Reasoning Indicators	Reference to ethical principles or religious values		
	Justification of actions or opinions		
	Reflection on consequences of actions		
	Connection between religious teachings and real-life situations		
Contextual Notes	Classroom atmosphere (e.g., open, directive, participatory)		

Observation Domain	Observation Indicators	Observed (✓)	Field Notes
	Time allocation for discussion vs. lecture		
	Notable incidents or illustrative interactions		

The interview guide and observation checklist were aligned with the study's research questions and applied consistently across both research sites. These instruments supported methodological triangulation and facilitated systematic comparison between vocational and general Islamic secondary education contexts.