

Appendix C

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Appendix C

Codebook and Analytic Matrix

This appendix documents the qualitative analytic procedures used in the study, including the codebook and an example of the analytic matrix. The purpose of this appendix is to enhance transparency, analytic rigor, and reproducibility by explicitly demonstrating how raw data were transformed into themes reported in the Results and interpreted in the Discussion.

C1. Codebook

The codebook was developed iteratively through open, axial, and selective coding. Initial codes were generated inductively from interview transcripts, observation notes, and documents. Codes were refined through team discussion and constant comparison across data sources and research sites.

Table C1. Codebook

Code Name	Definition	Inclusion Criteria	Exclusion Criteria	Data Source
Dialogic Instruction	Teaching practices that involve discussion, questioning, or reasoning-based interaction	Teacher prompts requiring explanation or justification; student discussion following lecture	Purely expository lecturing without interaction	Teacher interview; classroom observation
Moral Reasoning	Explicit articulation or justification of moral judgments	Statements explaining why an action is right/wrong; ethical deliberation	Simple moral labeling without reasoning	Student interview; classroom discussion
Ritual Enactment	Performance of religious rituals as part of learning	Wudu, prayer, tahlil, memorization activities	Informal or non-instructional religious behavior	School documents; observation
Teacher Mediation	Teacher actions guiding or supporting moral learning	Feedback, coaching, monitoring, mentoring	Administrative tasks unrelated to instruction	Teacher interview; observation
Competency Articulation	Formal statements of expected learning outcomes	Written competency targets; semester-based requirements	Informal expectations not documented	Lesson plans; school records
Value Internalization	Indications that students adopt or apply values	Application of learning to daily life; reflective statements	Memorization without reflection	Student interview

Note: The full codebook, including all codes and subcodes, is available from the corresponding author upon reasonable request.

C2. Analytic Process

Data analysis followed a systematic and iterative process:

1. All transcripts, field notes, and documents were read line-by-line to identify initial meaning units. Codes were assigned descriptively and kept close to participants' language.
2. Related codes were grouped to identify relationships among instructional practices, institutional structures, and student engagement.
3. Higher-order themes were developed to capture overarching patterns related to the cultivation of moral reasoning across both research sites.

Throughout this process, analytic memos were maintained to document decisions, emerging interpretations, and cross-site comparisons.

C3. Analytic Matrix

Table C2. Analytic Matrix Linking Data to Themes

Theme	Subtheme	Supporting Codes	Data Sources	Evidence
Pedagogical Scaffolding of Moral Reasoning	Dialogic classroom routines	Dialogic Instruction; Moral Reasoning	Teacher interviews; observations	Teacher prompts encouraging justification during discussion
Integration of Knowledge and Practice	Ritual enactment	Ritual Enactment; Value Internalization	School documents; student interviews	Students linking prayer practice to daily conduct
Institutional Structuring of Values	Competency-based expectations	Competency Articulation	Lesson plans; school records	Semester-based affective targets
Teacher as Moral Mediator	Guidance and feedback	Teacher Mediation	Teacher interviews; observations	Coaching students for religious leadership roles

C4. Analytic Validation

To enhance credibility, a subset of transcripts (approximately 25%) was independently coded by two researchers during early analytic stages. Coding discrepancies were discussed until consensus was reached, leading to refinement of code definitions. Member checking was conducted by sharing thematic summaries with selected participants to verify accuracy. An audit trail consisting of raw data, codebook versions, analytic matrices, and memos was maintained to support dependability and confirmability.

C5. Reproducibility

The analytic procedures documented in this appendix, together with Appendices A and B, provide sufficient detail to allow other researchers to replicate the study's analytic approach in comparable educational contexts. While raw data are subject to ethical restrictions, de-identified excerpts, the full codebook, and analytic templates are available upon reasonable request from the corresponding author.