

Vocational Education and Training (VET) in the field of Learning Media of Digital-Based Islamic Religious Education through the Teaching Practitioner Program

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Abstract This study examines the implementation of Vocational Education and Training (VET) in the field of Digital-Based PAI Learning Media. The main objective of this program is to strengthen the digital skills of students as prospective teachers, improve the quality of teaching, and provide students with relevant skills for the modern world of work. This study uses a mixed-method approach, while data is collected through interviews, surveys, observations, and document studies. The results of the study show that the majority of students who take collaborative classes in ICT literacy and PAI Learning Media courses experience increased digital skills and are better prepared to enter the workforce. The Teaching Practitioner Program not only improves the learning experience but also helps address the skills gap faced by graduates entering the workforce. This study emphasizes the importance of combining religious education with practical skills through a collaborative learning approach and digital technology integration.

Keywords: *Career Readiness, Digital Competence, Digital Learning Media, Teaching Practitioner Program, VET*

Abstrak Penelitian ini mengkaji implementasi Vocational Education and Training (VET) dalam bidang Media Pembelajaran PAI Berbasis Digital. Tujuan utama dari program ini yaitu untuk memperkuat keterampilan digital mahasiswa sebagai calon guru, meningkatkan kualitas pengajaran, dan membekali mahasiswa keahlian yang relevan untuk dunia kerja modern. Penelitian ini menggunakan pendekatan mixed-method, adapun data dikumpulkan melalui wawancara, survei, observasi, dan studi dokumen. Hasil penelitian menunjukkan bahwa mayoritas mahasiswa yang mengikuti kelas kolaborasi mata kuliah literasi ICT dan Media Pembelajaran PAI mengalami peningkatan keterampilan digital dan lebih siap memasuki dunia kerja. Program Praktisi Mengajar tidak hanya meningkatkan pengalaman pembelajaran tetapi juga membantu mengatasi kesenjangan keterampilan yang dihadapi oleh lulusan yang memasuki dunia kerja. Penelitian ini menegaskan pentingnya memadukan antara pendidikan agama dengan keterampilan praktis melalui pendekatan pembelajaran kolaboratif dan integrasi teknologi digital.

Kata Kunci: *Kesiapan Karir, Kompetensi Digital, Media Pembelajaran Digital, Program Praktisi Mengajar, VET*

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Introduction

In the modern world of education, the integration of technology in Islamic religious learning is becoming increasingly important to adapt to the ever-evolving digital landscape. The inclusion of Information and Communication Technology in the educational environment has been recognized as essential to facilitate learning beyond the physical classroom (Faqihuddin 2024). This shift towards technology in education is crucial not only for traditional classrooms but also for distance learning scenarios, which enable teaching and learning to transcend physical boundaries (Ghavifekr and Rosdy 2015; Jiyanto et al. 2024). The use of technology in Islamic Religious Education is seen as important to equip learners with the skills needed to face the changing paradigm of education. By incorporating technology into the learning process, students can be better prepared for the digital era and engage more effectively with the subject matter (Hermawan, Nugraha, and Faqihuddin 2024; Salsabila et al. 2023). In the digital era, challenges arise in adapting Islamic Religious Education with modern learning methods. Teachers face challenges in effectively integrating digital learning tools into Islamic education, underscoring the need for a teaching approach that is in keeping with the times (Suroso et al. 2021).

Technological advances offer opportunities to revolutionize the way of teaching in Islamic education, necessitating a paradigm shift in teaching methods (Gyagenda 2021). The COVID-19 pandemic has reinforced the need for digital learning methods, forcing a transition from face-to-face interactions to e-learning platforms. This highlights the adaptability of Islamic Religious Education in dealing with online learning environments (Darmi 2020; Faqihuddin and Subakti 2022). The shift to online learning has not only had a positive impact on students but has also sparked increased teacher creativity (Astuti, Maulana, and Ali 2022). Islamic Religious Education (PAI) plays an important role in shaping the moral and spiritual development of individuals. However, in the contemporary digital era, conveying the richness of Islamic spiritual values to a generation immersed in digital culture presents challenges. Integration of digital literacy into Islamic Religious Education is a must to engage and resonate with today's young generation (Faqihuddin and Romadhon 2023; Kurdie 2019; Supriadi, Islamy, and Faqihuddin 2023). This adaptation is essential to ensure that the message of Islam remains accessible and attractive to today's generation. In responding to the needs of modernization, the role of teachers in Islamic Religious Education becomes very important. Research has highlighted the urgency of competent Islamic Religious Education teachers who are able to overcome the challenges that arise in the digital era (Amaly et al. 2022; Faqihuddin 2017; Faqihuddin and Afriatien 2021). Teachers are not only responsible for transferring knowledge, but also have an important role in shaping the character of discipline and spiritual growth of students (Harianto and Kandedes 2023).

Teachers in the modern educational landscape are required to have digital skills and competencies in order to create digital learning media effectively. The integration of digital resources and media into teaching practices is becoming increasingly important (Gudmundsdottir and Hatlevik 2018). Studies emphasize the importance of supporting teachers in developing their digital competencies to enhance students' learning experiences (Sundqvist, Korhonen, and Eklund 2021). The use of digital tools for distance learning has been the focus of research, highlighting the importance of teachers in utilizing digital learning tools to deliver education effectively (Ovcharuk et al. 2022). Teachers' motivation and competence in utilizing digital tools play a

fundamental role in the success of digital-based learning (Kaharuddin et al. 2022). Teachers must be able to utilize digital technologies across educational activities to ensure engaging and effective learning experiences (Perifanou, Economides, and Tzafilkou 2021). Digital literacy skills are essential for teachers to support the learning process and create interactive learning media (Wigati, Faisal, and Astuti 2022). Teachers with good digital competence can have a significant impact on the quality of the learning process and provide better guidance to students in utilizing digital resources (Faqihuddin and Nugraha 2023; Munawaroh, Ali, and Hernawan 2022). Addressing the gap in teachers' digital competence is essential, considering that teachers are the main agents of change in integrating digital technology into the educational environment (McGarr and McDonagh 2021).

Vocational Education and Training (VET) is designed to equip individuals with practical skills and knowledge essential for the world of work (Schmid 2020). Until the 19th century, VET was still viewed narrowly. However, currently VET can be defined as education and training that aims to equip people with the knowledge, expertise, skills and/or competencies needed in a particular job or more broadly in the labor market (Pace 2021). Conceptually, VET programs equip individuals with the competencies sought by employers (Bosch and Charest 2008). In addition, VET is recognized for its role in preparing individuals for work, encouraging the development of skills to meet labor market demands to enhance human potential (Kamran 2015; Petnuchová et al. 2012). VET has contributed to socio-economic development (Ojo, Ramsarup, and Jenkin 2020). Higher education is recognized as a significant source of skilled labor for the market, underscoring the need for education programs to be aligned with labor market needs (Bouwman, Wesselink, and Mulder 2017). VET and Higher Education are essential components of the education system that aim to equip individuals with the knowledge and skills required for specific occupations or the broader labor market (Arnaldo 2017). The relationship between VET and Higher Education both intersects and influences each other. While VET has traditionally focused on preparing individuals for specific fields, there is a shift towards integrating VET with Higher Education that offers pathways for further education and skills development (Tyler and Dymock 2019). This integration can offer a more comprehensive approach to education, ensuring that individuals are equipped not only with practical skills but also with the theoretical knowledge provided by Higher Education (Stasio 2017). Efforts to bridge the gap between VET and Higher Education have been made through programs such as education and training that integrate education with practical work experience (Dijk 2022). The Teaching Practitioner Program is an initiative aimed at improving the quality of education by involving industry practitioners in the teaching process in higher education. Based on research conducted, the Teaching Practitioner Program has an important role in improving the quality of student learning in higher education institutions (Hutauruk et al. 2024). This program is also considered a solution to overcome the difficulties of companies in recruiting graduates who are ready to work and to reduce unemployment among educated people (Nurhaida, Windah*, and Nina Yudha 2023). Recommendations are given to universities to periodically implement the Teaching Practitioner Program using a contextual learning approach to increase the effectiveness of practice-based study programs (Hidayah 2023). The Teaching Practitioner Program policy is also to support improving the quality of graduates who are ready to work (Rahman et al. 2023). By involving synergy between the government, academics, and practitioners, the Teaching Practitioner Program is expected to make a significant contribution to accelerating

the improvement of the quality of education in Indonesia (Tauhid and Lasmini 2024). While academic literature has widely discussed the importance of integrating work experience into education through internships or fieldwork practices, there is a lack of research that specifically explores the role of Teaching Practitioner Programs. This study offers a new approach by focusing on Teaching Practitioner Programs, an initiative that has not been widely explored in previous academic literature. This study explores the implementation of Vocational Education and Training (VET) in the field of Digital-Based Islamic Education Learning Media and how this program can effectively reduce the gap between theory taught at universities and professional practice, as well as providing direct insights from practitioners active in the field. This study aims to provide empirical evidence on the concrete benefits of teaching practitioner programs such as increased work readiness, curriculum relevance to the needs of the workplace, and development of students' digital competencies. Thus, this study not only fills the gap in the literature but also offers practical recommendations for the design of more integrative and responsive educational programs to the dynamics of today's workplace.

Methods

This study uses a Mixed Method approach using various data collection techniques, including interviews, surveys, observations, and document studies, to gain a comprehensive understanding of the implementation of Vocational Education and Training (VET) in the field of Digital-Based Islamic Religious Education (PAI) Learning Media through the Teaching Practitioner Program (Ruth, Wutich, and Bernard 2023). In-depth interviews will be conducted with 1 lecturer teaching the course, 2 practitioners involved in the Teaching Practitioner Program, and 7 students who are participants in the collaborative class. Interviews focus on respondents' experiences, views, and assessments of the program, as well as the benefits obtained and challenges faced (Thoft and Ward 2022). Direct observations will be made on the learning process in collaborative classes between lecturers, practitioners and students. This observation aims to observe the interaction between lecturers, practitioners and students, the use of digital technology in learning, and student responses and involvement in the learning process (Booren, Downer, and Vitiello 2012). Document study will be conducted by analyzing documents related to the Teaching Practitioner Program starting from the Collaborative Class Plan, Practitioner Logbook, learning materials and student progress notes (Mehta et al. 2022). A survey was conducted on 80 students who were participants in the Teaching Practitioner Program collaborative class to collect data on perceptions, experiences, and impacts of the program on their skills in creating digital-based Islamic Religious Education learning media, as well as students' readiness to enter the workforce (Yavuz 2023). The survey was conducted using an online platform such as Google Form (Yamanaka and Shoji 2019). Quantitative data analysis will be conducted using Microsoft Excel 2013 to present descriptive statistics from the survey results (Rubin and Abrams 2015). While qualitative data analysis will be conducted using the Miles and Huberman approach with the help of NVivo 12 software to identify patterns, themes, and relationships between data that emerge from interviews, observations, and document studies (Miles and Huberman. 1994; Peng and Chen 2023). By using this approach, it is hoped that this study can provide a deep understanding of the implementation of VET in the field of digital-based

PAI learning media through the Teaching Practitioner Program and its impact on students' skills and their readiness to enter the workforce.

Results and Discussion

The Teaching Practitioner Program has successfully improved students' digital skills as prospective Islamic Religious Education teachers to support more modern and relevant teaching methods. The involvement of practitioners in the teaching process provides added value by providing practical insights, enriching the curriculum, and connecting the theories taught with practical applications in the workplace. This has been proven to improve students' career readiness. Students as participants in the collaborative class of the teaching practitioner program have better abilities in designing interesting and interactive Islamic Religious Education learning media. In addition, this program facilitates synergy between theory and practice, making learning more holistic and meaningful. Despite logistical and adaptation challenges, such as limited facilities and schedule coordination, effective strategies have been implemented to overcome these obstacles, ensuring a smooth learning experience. Overall, this study confirms that the integration of Vocational Education and Training (VET) in digital-based Islamic Religious Education education not only enriches the learning process but also better prepares students to meet the needs and challenges of the modern job market.

Table 1. Word Frequency Query NVIVO 12 list of 10 frequently recurring words in interview transcript data and survey results

No	Word	Translation	Length	Count	Weighted Percentage (%)
1	Media	Media	5	164	2.43
2	Pembelajaran	Learning	12	162	2.40
3	Kelas	Class	5	113	1.67
4	Mengajar	Teach	8	81	1.20
5	Siswa	Student	5	59	0.87
6	Alhamdulillah	Alhamdulillah	13	49	0.73
7	Sekolah	School	7	48	0.71
8	Digital	Digital	7	46	0.68
9	Guru	Teacher	4	45	0.67
10	Praktik	Practice	7	38	0.56

From the NVIVO 12 Word Frequency Query data or words that are frequently repeated in interview transcript data and survey results, they are then displayed via the NVivo 12 Word Cloud feature. As seen in Figure 1:



Figure 1. NVivo 12 Word Cloud display from the results of the Word Frequency Query of interview transcript data and survey results.

Word frequency analysis of interview transcript data and survey results in the study shows the importance of several key concepts. The word “media” appears 164 times, this research is related to media and emphasizes the crucial role of media technology in modernizing learning approaches. The word “learning” which is recorded 162 times highlights the main focus of the study on the educational process through collaborative classes with practitioners. “Class” is repeated 113 times, indicating the collaborative classroom learning environment with practitioners as a medium for improving digital skills, especially digital-based Islamic Religious Education learning media. Furthermore, “teaching” which appears 81 times and “teacher” 45 times, both underline the importance of the role of teachers in adopting and integrating digital tools in the educational process. “Students”, recorded 59 times, emphasizes the main target of this educational initiative, namely learners. From a cultural perspective, “alhamdulillah” recorded 49 times adds a spiritual and emotional dimension in the context of gratitude for the knowledge, skills and experience gained. “Digital” appears 46 times, indicating a strong focus on digital elements as the main tool in strengthening the learning process. “School” 48 times and “practice” 38 times each indicate the main location of learning activities and the importance of practical application of the concepts learned. Overall, this data highlights how technology, teacher-student interactions, and the learning environment are key components in developing Islamic Religious Education that is relevant and responsive to today’s needs.

Collaborative Classroom

From the perspective of the Islamic Religious Education (PAI) Study Program, the importance of Vocational Education and Training (VET) is becoming increasingly prominent amidst rapid changes in the world of education and work today. Study programs that produce prospective PAI teachers need to produce graduates who not only have a deep understanding of Islamic teachings, but are also equipped with practical skills that are relevant to the needs of the workplace and society (Miskiah, Suryono, and Sudrajat 2019). VET enables study programs that produce prospective Islamic Religious Education teachers to integrate practical skills into the curriculum, preparing graduates with qualifications that are more suitable for entering the competitive

workforce. Through the involvement of practitioners in the education process, students as prospective Islamic Religious Education teachers can gain valuable insights into the needs, latest trends, and demands of the workforce.

The Teaching Practitioner Program is an initiative that aims to improve the quality of learning by involving industry practitioners (in this case, education practitioners in schools, namely Islamic Religious Education Teachers) in the teaching process at universities. The first step in this program is to determine the courses that will be collaborated with practitioners. In the context of this research, the courses registered are IT Literacy and Islamic Religious Education Learning Media courses. After the courses are determined, the next step is to create a Collaborative Class Plan (RKK) with a maximum duration of 12 hours. The RKK that has been created is then published on the Practitioner Teaching platform so that practitioners can see it. In this research, there are two classes registered. Furthermore, a search and invitation to collaborate with practitioners is carried out. A list of practitioners who are ready to collaborate is available on the Practitioner Teaching platform. Two practitioners with professional teaching backgrounds and skills in digital-based Islamic Religious Education learning media were invited to collaborate, as evidenced by their social media presence and YouTube channel. After the practitioners accepted the invitation to collaborate, the RKK registration was sent. Furthermore, the RKK will undergo a selection and review process by the Practitioner Teaching program organizing team. The selection results will be announced, and the RKKs that pass will be given funding. The next stage is the implementation of collaborative classes, where practitioners and lecturers work together to deliver material to students.

Finally, a program report and evaluation are carried out to evaluate the effectiveness and impact of collaboration between practitioners and universities in improving the quality of learning. Collaborative learning is a pedagogical approach where collaboration occurs to achieve common academic goals. Activities carried out include learning together, engaging in discussions, problem solving, and collective knowledge construction (McDuff 2012). Collaborative learning has been shown to increase meaningful learning by encouraging deeper conceptual understanding through shared knowledge construction (Farrokhnia et al. 2019).

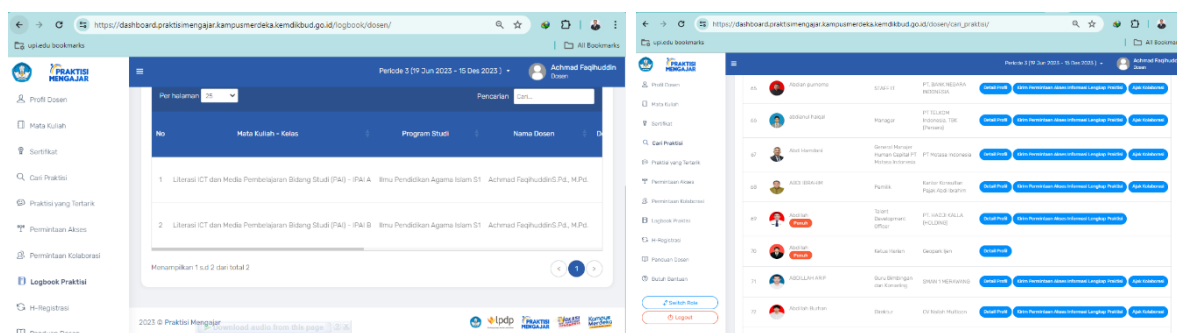


Figure 2. Teaching Practitioner Platform to register collaborative class plans with practitioners.

Development of Digital-Based PAI Learning Media

The implementation of collaborative classes with a theoretical and practical approach with practitioners is an effective strategy to improve the quality of learning (Hollweck, Netolicky, and Campbell 2022). In this context, the material presented consists of two main parts: theoretical and practical studies. In the theoretical study section, the concept of Learning Media and the use of ICT in Islamic Religious Education (PAI) Learning is presented, including relevant models and types of learning media. This aims to provide students with an in-depth understanding of the theories underlying the use of learning media and technology in the context of PAI learning. Meanwhile, in the practical section, the concepts that have been learned in the theoretical study are implemented into real learning activities. This includes digital-based PAI planning, digital-based PAI learning processes, digital-based PAI learning evaluations, digital skills development in making interesting and interactive learning videos, and ICT-based student worksheets. Through this combination of theoretical and practical studies, students can experience holistic and in-depth learning, where they not only understand theoretical concepts but are able to apply and implement them in the real context of PAI learning. Collaboration with practitioners also provides added value by enriching students' learning experiences through the insights and practical experiences they share.

Table 2. Implementation of Collaborative Classes in Improving Digital Skills and Developing Digital-Based PAI Learning Media

Approach	Material	Code	Platform/ Material	Code
Theoretical Study	Concept of Learning Media & Utilization of ICT in Islamic Religious Education Learning	T1	1. Digital-based Learning Planning	PLA
				PRO
				EVA
	Models and Types of Islamic Religious Education Learning Media	T2	2. Learning Process	KON DIG
		T3	1. ADDIE 2. ASSURE 3. 4D	ADD ASS DDD
Practical Learning	Development of Islamic Religious Education Learning Media	P1	1. Google Site 2. Google Classroom	GST GCL
		Digital-Based Islamic Religious Education Planning	1. Canva	CAN
			2. Assemblr 3. Qara'a	ASS QAR

	P3	1. Quizizz 2. Kahoot 3. Mentimeter 4. Wordwall 5. Lumi H5P 6. GForm	QUI KAH MEN WOR LUM GFO
Digital-Based Islamic Religious Education Learning Process	P4	1. Adobe Premiere Pro 2. Camtasia 3. Edpuzzle	ADO CAM EDP
	P5	1. Canva 2. Live Worksheets 3. Google Docs	CAN LIV GDO

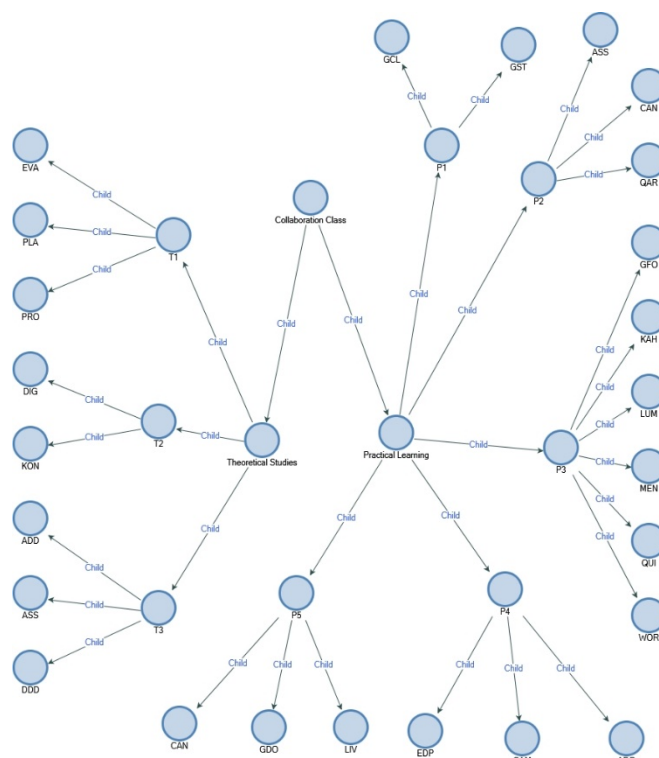


Figure 2. Project Map on NVIVO 12 showing the mapping of the implementation of Collaborative Classes in Improving Digital Skills and Developing Digital-Based PAI Learning Media

Challenges and Obstacles

The implementation of collaborative classes with a theory and practice approach faces a number of challenges and obstacles. One of the main obstacles is limited facilities, especially when classes are held in lecture halls that may not be equipped with adequate computers or internet access.

Given that not all students have or bring their own laptops, this obstacle can limit their access to the digital resources needed during practical sessions. Coordination of schedules between practitioners and academic schedules at universities can be complicated due to time constraints on both parties, which often become an obstacle in scheduling. Another challenge is the adjustment of practitioners who have a teaching background who are used to teaching students in a school environment to the needs and characteristics of students in higher education. Practitioners need to adjust their teaching approaches to suit the level of understanding and needs of students in an academic context. By identifying and overcoming these challenges and obstacles, collaboration between practitioners and universities can run more smoothly and provide greater benefits to students.

Impact on Students

The research results show that the majority of respondents expressed positive experiences with the Teaching Practitioner Program in strengthening digital skills and understanding the relationship between theory and practice. They welcomed the collaboration between lecturers, practitioners, and students, which was considered to provide a valuable learning experience. In addition, the majority of respondents reported an increase in skills in creating digital-based PAI learning media. Students also showed better abilities in designing interesting and interactive learning media. Furthermore, the majority of students stated that they felt more prepared to enter the workforce after participating in the Teaching Practitioner Program. They acknowledged that practical experience in learning provides a competitive advantage needed in the professional world.

Table. Percentage of impact of the practitioner program on students

No	Aspect	Percentage (%)
1	Positive Experience	100
2	Valuable Learning Experience	100
3	Improved Digital Skills	92
4	Improved Skills in Creating Interesting and Interactive Learning Media	88
5	Improved Readiness in Entering the World of Work	95

Conclusion

This study successfully describes the implementation of Vocational Education and Training (VET) in Digital-Based Islamic Religious Education (PAI) Learning Media through the Teaching Practitioner Program. Collaborative classes of ICT literacy and PAI Learning Media courses improve students' digital competence as prospective PAI teachers and facilitate the transfer of relevant skills for career preparation in the digital era. The involvement of practitioners in the teaching process at universities adds substantial value to the learning experience, enriches the material with practical insights, and provides a broader context for the application of skills in the workplace. Despite some logistical and adaptation challenges, collaboration between lecturers and practitioners improves students' work readiness, hones their skills in creating engaging and

interactive learning media, and strengthens their understanding of the relationship between theory and practice. These results support the importance of a learning approach that integrates theory and practice, and emphasizes the need for more dynamic and adaptive educational programs that can address current and future job market needs.

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