

Development of Islamic Religious Education Teaching Materials Based on Work Ethic for Vocational High School Students' Work Readiness

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Received: dd mm yyyy

Revised: dd mm yyyy

Accepted: dd mm yyyy

KEYWORDS

Islamic Religious;
Education ;
Work ethic;
Vocational High School

ABSTRACT

The work ethic material contained in the main Islamic Religious Education textbook is still general and does not adequately meet the needs of vocational high school students who will enter the workforce after graduation. A supplementary Islamic Religious Education teaching material addressing work ethic is needed for 12th-grade vocational high school students. The purpose of this study was to analyze the need for an Islamic Religious Education supplement on work ethic for 12th-grade vocational high school students, develop an Islamic Religious Education supplement on work ethic, and assess the feasibility of the Islamic Religious Education supplement on work ethic. This research is a Research and Development (R&D) study using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. The results of the feasibility test for the Islamic Religious Education supplement on work ethic indicate that, in general, this supplement falls into the "Very Feasible" category. Validation by material, design, and language experts for this supplement on work ethic meets quality standards. Assessments from vocational high school Islamic Religious Education teachers and students indicate good acceptance.

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Introduction

The increasingly modern world of work drives the need for a strong work ethic (Shalawati & Sofa, 2025). Work ethic is the passion for work for an individual or group. Implementing an Islamic work ethic in a Muslim individual can create a professional, reliable, and productive individual (Arum Teguh Fitriyani, 2023). A student's work ethic is a key determinant of success in vocational education. A strong work ethic reflects a student's commitment to their duties, responsibilities, and ability to work effectively (Wulandhari & Mufidah, 2024). Developing a work ethic in students is one of the goals of national education, namely developing students' potential to possess intelligence, personality, and noble morals. However, the problem is the low motivation of students to achieve and the limited knowledge regarding work ethic in the workplace (Sudarsono, 2021).

Meanwhile, Vocational High Schools (SMK) have the aim of preparing graduates to be able to become productive people and ready to work based on the National Education System Law No. 20 of 2003 Article 18 paragraphs 1 and 2. (Islamiah et al., 2022). Vocational education according to

the Regulation of the Minister of Education and Culture No. 34 of 2018 concerning National Education Standards is secondary education that prepares students to enter the world of work and have expertise in certain fields (Abdillah & Puspitasari, 2025).

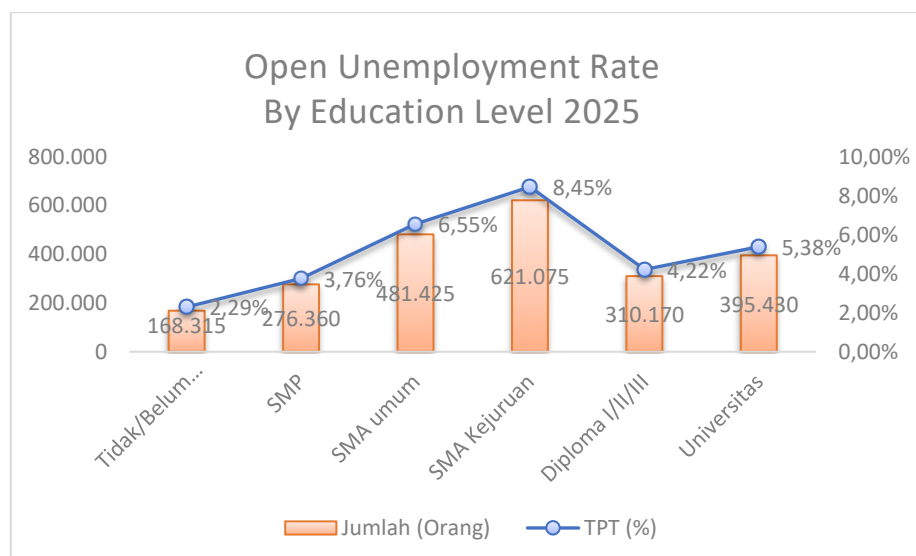
Vocational education is secondary education aimed at producing graduates who are ready to work (Amrullah, 2025). Vocational High Schools (SMK) are a formal education level that prepares graduates to become workers in their respective fields (Maulina & Yoenanto, 2022). Vocational High Schools (SMK) are schools designed to provide quick employment opportunities after graduation (Juwanto et al., 2024).

The existence of Vocational High Schools (SMK) is expected to address the mismatch between secondary education graduates and the job market, which has resulted in increasing unemployment in Indonesia (Ridwan & Dwiyantri, 2024). At the vocational high school level, there are also Field Work Practices (PKL) in the workplace as an effort to address the problem of human resources that do not match industry needs (Islamiah et al., 2022). Human resource (HR) development is a systematic and strategic process, a process that aims to improve competence, abilities, and professionalism (Ramly et al., 2026).

However, in reality, vocational high schools (SMK) have been the largest contributor to unemployment year after year. (Fitri Ayu & Trihantoyo, 2021). According to data from the Central Statistics Agency (BPS), the unemployment rate in Indonesia reached 7.35 million people as of November 2025. The number of people included in the workforce is 155.27 million. However, only 147.91 million people are employed, with the remainder unemployed. BPS recorded the highest number of unemployed among vocational high school (SMK) graduates, at 8.45% (Central Statistics Agency, 2026).

Tabel 1. Open Unemployment Rate
Open Unemployment Rate by Education Level 2025

No.	Level of education	TPT (%)	Count (people)
1	Not/Never Attended School/Not Graduated & Graduated from Elementary School	2,29%	168.315
2	Junior High School	3,76%	276.360
3	Senior High School	6,55%	481.425
4	Vocational High School	8,45%	621.075
5	Diploma I/II/III	4,22%	310.170
6	University	5,38%	395.430



Gambar 1. Open Unemployment Rate Graph
Source: Central Statistics Agency (BPS)

The high unemployment rate among vocational school graduates is caused by: First, vocational school administrators are not using their time efficiently to create a disciplined workforce. Second, vocational schools are not maximizing their efforts in creating a ready-to-use workforce. Ideally, 60% of students' total class time should be spent on practical work. Third, very few vocational school graduates possess the attitude and mental maturity to be ready to face the world of work professionally (Dian Safitri & Rezza, 2025).

Then, for the Islamic Religious Education subject at the E and F phases of vocational high school levels, the learning outcomes are: the command to compete in goodness and work ethic; believing that a competitive attitude in goodness and work ethic is a religious commandment; and habituating a competitive attitude in goodness and work ethic (Nuraida, 2023). Islamic Religious Education is an education whose components are all based on Islamic teachings. The vision, mission, objectives, teaching and learning process, educators, students, curriculum, and teaching materials are based on Islamic teachings (Nata, 2017). Islamic Religious Education is both individual and societal education (Daradjat, 2020).

Islamic Religious Education (PAI) is expected to provide a deep understanding of Islam and help shape a person's character through work ethic values such as honesty, discipline, responsibility, and perseverance. However, in reality, the implementation of PAI in developing students' work ethic is still not effective (Abdul, Muhamad Darmawan, 2025). Work ethic is a belief about how to work properly and honorably, which is reflected in a person's attitude while carrying out their work (Mustajab & Agustina, 2025).

Work ethic is a matter of principle that must be emphasized in order to motivate progress in modern life (Amin, 2015). The work ethic materials contained in the main textbooks are still general in nature and have not fully supported the needs of vocational high school students, who will enter the workforce after graduation (Fanani et al., 2025). As an effort to address this issue, supplementary Islamic Religious Education (PAI) teaching materials discussing work ethic for twelfth-grade vocational high school students are needed. These supplementary teaching materials aim to increase students' awareness, deepen their understanding of Islamic values in the workplace, and improve their readiness to enter the workforce. Supplementary books can be used to improve the quality of learning by supporting instructional materials so that learning becomes more innovative, relevant to students' needs, and aligned with current developments (Digitalis et al., 2024). Teaching materials are a set of materials containing learning content or instructional resources designed to achieve specific educational objectives (Abdullah, 2023).

Research using the Research and Development (R&D) method with the ADDIE Model model includes the development of a teaching factory instructional model for vocational high school students (Wahjusaputri et al., 2024). In addition, there is research on the development of speech teaching materials with the theme of work culture for vocational high schools in Pekalongan (Rosyada & Septiana, 2024). Other studies include supplementary materials on tolerance in Islamic Religious Education and Character Education teaching materials for junior high schools (Ahmad et al., 2024), as well as research on supplementary books for integrated religion-based geography science competencies in madrasahs (Digitalis et al., 2024). Furthermore, there is research on the development of interactive Islamic Religious Education learning media based on Book Creator (Kholis, 2024), and studies concerning the challenges and opportunities of the PAI curriculum in vocational high schools in facing the demands of the modern workforce (Edy & Sumarta, 2025).

Furthermore, there is research discussing vocational high schools (SMK) as the highest contributors to unemployment rates (Ridwan & Dwiyantri, 2024). Other studies examine Islamic work ethic and employees' affective abilities in the workplace based on the Qur'an and Sunnah

(Udin et al., 2022). There is also research on the concept of time management from the perspective of Islamic Education (Mujahidin et al., 2022).

In addition, studies have explored the revitalization of the values of the Qur'an and Hadith in shaping the work ethic of professionalism, spirituality, innovation, social balance, and sustainability among modern Muslims (Sus Shalawati & Ainur Rofiq Sofa, 2024). Other research discusses Islamic work ethic and employee performance (Aflah et al., 2021), as well as the challenges of vocational education in improving the absorption of vocational high school graduates into the industrial workforce (Agustian et al., 2024).

Therefore, the purpose of this study is to analyze the need for supplementary teaching materials for Islamic Religious Education on work ethic for grade 12 Vocational High Schools, to compile supplementary teaching materials for Islamic Religious Education on work ethic for grade 12 Vocational High Schools, and to test the feasibility of supplementary teaching materials for Islamic Religious Education on work ethic for grade 12 Vocational High Schools.

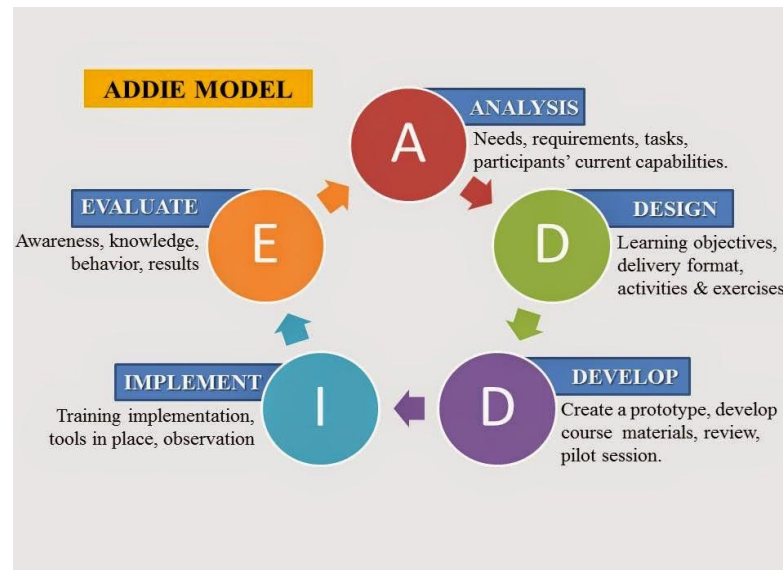
Method

This research is a type of research and development (R&D). Research and development is a method used to validate and develop products. Products can include objects such as textbooks, learning videos, teaching methods, and educational programs (Sugiyono, 2022). Research and development is a research methodology that develops educational products so they can be implemented in a modern era (Purba, 2023).

Researchers used a Research and Development (R&D) approach to develop work ethic-based Islamic Religious Education teaching materials for grade 12 Vocational High Schools, using the ADDIE development model. The ADDIE research stages are Analysis, Design, Development, Implementation, and Evaluation (Ramly et al., 2026). Each stage in the ADDIE model is interconnected, ensuring a gradual and comprehensive implementation to ensure effective learning outcomes (Sugiyono, 2022).

The ADDIE model is a more concise model, but has a systematic implementation, which is what encourages researchers to use it in research. The product developed in this study is Islamic Religious Education teaching materials based on work ethic for grade 12 Vocational High Schools to improve students' understanding of Islamic work ethic and their readiness to enter the workforce. The following is a diagram of the R&D research model with the ADDIE development model:

Gambar 1. ADDIE ADDIE Development Model Diagram



The steps in research and development using the ADDIE model are as follows:

1. Analysis Stage

A process of defining what students will learn requires a needs assessment and problem identification (Abdullah, 2023). The needs analysis is conducted through a field needs analysis and an analysis of the main Islamic Religious Education textbooks.

2. Product Design Stage

This stage is known as the design phase, which involves creating a plan by seeking alternative solutions to determine whether the design can address students' problems or not (Abdullah, 2023). At this stage, the researcher determines the structure of the supplementary teaching materials and the content related to work ethic.

3. Development Stage

Development is the process of transforming a design into reality (Abdullah, 2023). This stage involves developing a product to complement and improve the existing product so that it can be validated by experts. The product development validation involves three experts: a material expert, a media expert, and a language expert. After the initial planning, the product will be validated by these three experts to ensure its suitability and quality.

4. Implementation Stage

The implementation stage is a concrete step in applying the teaching materials that have been developed (Abdullah, 2023). After completing the validation testing phase, the implementation of the work ethic-based Islamic Religious Education teaching materials was carried out at SMK YAFahi Dramaga. This implementation was conducted with twelfth-grade vocational high school students as the research subjects.

5. Product Evaluation Stage

Evaluation is the process of determining whether the teaching materials that have been developed are successful or not (Abdullah, 2023). In the final evaluation stage, a comprehensive assessment is conducted on the entire teaching material development process, starting from needs analysis, design, development, and implementation. The following are the steps in the evaluation stage assessment matrix:

- a. Tabulate all assessment data using a 4-point Likert scale. A Likert-scale instrument is useful if researchers want to conduct comprehensive measurements of a topic, opinion, or experience. Responses to each Likert-scale instrument item range from very positive to very negative, which can be:
 - 1) Strongly Agree (very Positive)
 - 2) Agree (positive)
 - 3) Disagree (negative)
 - 4) Strongly Disagree (very negative) (Sugiyono, 2022).

For quantitative analysis purposes, the answers can be scored, as follows:

Tabel 2. Tabulation of Likert Scale Numerical Values

Pilihan	Bobot Skor
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

- b. Calculating the average score of all components.

Formula:

$$\text{Score Average} = \frac{\text{Total Score}}{\text{Number of Questions}}$$

$$\text{Presentage} = \frac{\text{Total Score}}{\text{Ideal Score}} \times 100\%$$

Tabel 3. Average Score Interval Value of Components

Choice	Score Weighting
Very Good	3,26 – 4,00
Good	2,51 -3,25
Pretty Good	1,76 -2,50
Not Good	1,00 – 1,75

- c. Convert the average score obtained to a qualitative assessment with the criteria

Tabel 4. Product Eligibility Percentage Score Interval Value

Criteria	Interval
Very Worthy	76-100%
Worthy	51-75%
Fairly Worthy	26-50%
Not Worthy	0-25%

Result

1. Needs Analysis

At the needs analysis stage, the researcher conducted an analysis of two aspects: field needs analysis and teaching material needs analysis. The field needs analysis was carried out by distributing questionnaires through Google Forms in the MGMP group of Islamic Religious Education teachers in Bogor City and Regency. A total of 48 PAI teachers participated as respondents in the needs analysis.

This field needs analysis aimed to identify the needs and actual conditions in teaching Islamic Religious Education work ethic materials. The following are the results of the field needs analysis:

Tabel 5. Needs Analysis

Indicator	Precentage	
	Strongly Agree	Agree
Work ethic materials are still conceptual and normative in nature.	62,5%	37,5%
Work ethic values, such as honesty, trustworthiness (amanah), and discipline, have not been explicitly explained.	75%	25%
More applicable teaching materials are needed.	68,8%	31,3%
Teachers need contextual teaching materials based on the working world.	56,3%	43,8%
Integration between religious values and the industrial world is needed.	58,3%	41,7%

The results of this questionnaire indicate the need to develop supplementary teaching materials that are better and more aligned with the needs of teachers and students. The needs analysis shows that although the available teaching materials contain useful content, there are still shortcomings in terms of depth of material, interactive approaches, and the integration of Islamic values.

Therefore, it is necessary to develop supplementary teaching materials that are more contextual, interactive, and supportive of learning that focuses not only on cognitive aspects but also on affective and psychomotor aspects. These supplementary teaching materials are expected to overcome the difficulties faced by teachers in teaching work ethic materials and to deliver the material in a more engaging and effective way, so that they can help shape an Islamic work ethic among vocational high school students.

Furthermore, a teaching materials needs analysis was conducted. Based on the analysis of the need for developing supplementary teaching materials in this study, the researcher evaluated the main Islamic Religious Education and Character Education textbooks used by PAI teachers. This analysis aimed to identify the strengths and weaknesses of each textbook, particularly regarding the affective and psychomotor aspects that are less emphasized in the teaching materials. This evaluation was carried out to ensure that the work ethic-based supplementary teaching materials to be developed would be able to meet more contextual and applicable educational needs. The following are the findings from the content analysis of the main textbook:

The textbook published by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia in 2022 is recommended for use by PAI teachers in senior and vocational high schools as the primary textbook for learning activities and is available in PDF format. The presentation of the material in this textbook is systematically arranged according to the sequence of Learning Outcomes elements in the Merdeka Curriculum. However, the work ethic material presented in the textbook is still general in nature, and the concept of work ethic discussed mainly focuses on hard work ethic. The discussion of work as a form of worship has not yet been addressed in the textbook. In addition, the characteristics of Islamic work ethic, such as honesty, trustworthiness (*amanah*), responsibility, and professionalism, are insufficiently discussed. Furthermore, the work ethic material in this textbook is less applicable and places limited emphasis on affective and psychomotor aspects.

2. Design of the Islamic Religious Education Supplementary Teaching Materials on Work Ethic

These supplementary teaching materials were designed to prepare vocational high school students to enter the workforce by incorporating affective and psychomotor components. Through these materials, vocational high school students are expected to gain an understanding of the concept of work and work ethic from an Islamic perspective. The development of these supplementary teaching materials was adjusted to the characteristics of vocational high school students, who are expected to possess responsibility in their work and develop work-related skills that can adapt to the advancements of the modern era. The development of the work ethic-based Islamic Religious Education supplementary teaching materials serves to complement, add to, and improve the existing main textbooks. This development was carried out by organizing materials on work ethic that support affective and psychomotor aspects.

The following is an outline of the scope of the materials included in the development of the Islamic Religious Education supplementary teaching materials:

Tabel 6. Scope of Work Ethic Material Development

No	Suplement Section	Content
1	Material on Understanding Work Ethic and Working for Worship	a. Understanding work ethic b. Quranic evidence regarding work ethic c. Working as an act of worship to Allah d. 7 things that indicate perfect work
2	Characteristics of Work Ethic	a. Honest and Trustworthy b. Visionary c. Optimistic d. Self-confident e. Patient and consistent f. Sincerity

		g. Trust in God h. Time management i. Consistency j. Intelligent and creative k. Disciplined and responsible l. Leadership m. Entrepreneurial spirit n. Health conscious o. Persistent p. Professional
3	Exemplary Stories of Islamic Figures	a. The personality and work ethic of the Prophet Muhammad (PBUH) b. The story of Abdurrahman ibn Auf
4	Skills to Master in the Contemporary Era	a. Digital literacy skills, life skills, and social skills b. Building a career with lasting value

3. Development of a Teaching Material Supplement

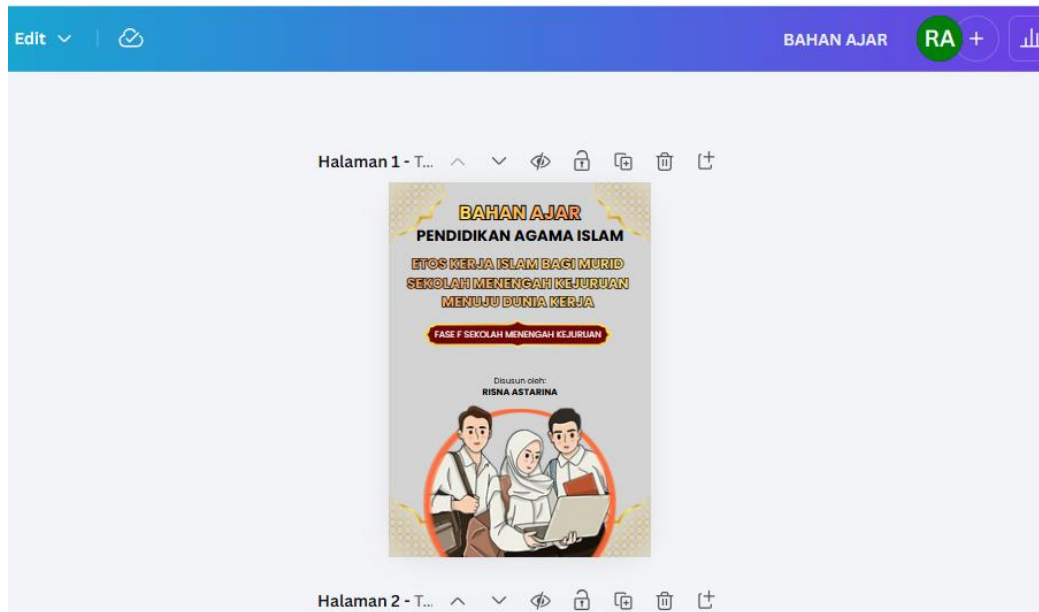
The product of this research is a work ethic-based Islamic Religious Education teaching material supplement developed to improve vocational high school students' readiness to enter the workforce. The primary objective of developing this teaching material supplement is to provide an engaging teaching material supplement that not only discusses work obligations but also includes characteristics of work ethic, exemplary Islamic figures, and skills needed in the modern workplace.

The first stage of this development was designing the teaching material supplement using the Canva application. Canva was chosen because of its ease of creating attractive visual designs and its diverse selection. This stage includes:

- a. Foreword: This section serves as the introduction, explaining the purpose of developing work ethic-based teaching materials.
- b. Table of Contents: Provides clear instructions on the location of each section of the teaching materials to facilitate users' use of the materials.
- c. Instructions for Using Teaching Materials: Provides a guide for users on how to use the teaching materials.
- d. Learning Outcomes: Explains the competencies that students must achieve at each developmental stage.
- e. Learning Objectives: Explains the achievement of the three competencies—knowledge, skills, and attitudes—that students acquire in learning activities.
- f. Concept Map: This section provides a visual representation of the main concepts in the learning process to facilitate learning.
- g. Observation Activity: Students observe an image and then describe the meaning of the image based on their own understanding.
- h. Material: Presents the main material in the teaching materials, consisting of four sections on work ethic.
- i. Summary: Presents the material briefly containing the main ideas to help students understand the essence of the information.
- j. Individual Activities: There are learning activities that students can do independently.

- k. Group Activities: These are collaborative learning activities carried out by 3-4 students to work together to complete assignments.
- l. Evaluation Questions: There are instruments to measure the achievement of learning objectives.

The appearance of the work ethic-based teaching material design using the Canva application is as follows:



Gambar 2. Initial Design Using Canva

In this design for developing teaching materials, the ideas for compiling the teaching materials are presented in PDF format and printed as a book. The cover design is designed to be suitable for vocational school teachers and students, with attractive images that align with the theme.

4. Feasibility of the Islamic Religious Education Teaching Material Supplement on Work Ethic for Vocational High School Students

The validation results for the development of the Islamic Religious Education teaching material supplement based on work ethic for vocational high school students were assessed by Islamic Religious Education material experts, media experts, and language experts. The analysis of all components generated by the validation experts was then calculated using the following formula:

$$\text{Score Average} = \frac{\text{Total Score}}{\text{Number of Questions}}$$

$$\text{Percentage} = \frac{\text{Total Score}}{\text{Ideal Score}} \times 100\%$$

The validation results from the three experts are as follows:

1. Matter Expert Validation

Subject matter expert validation data was collected in the form of scores obtained from Dr. Amir Tengku Ramly, SP., M.Sc., CIPA, Head of the Master of Management Study Program at the Graduate School of Ibn Khaldun University, Bogor. The subject matter expert validation results are as follows:

The validation results from material expert Dr. Amir Tengku Ramly, SP., M.Sc., CIPA provide a good overview of the development of Islamic Religious Education teaching material supplements based on work ethic, which obtained an average score of 3.8 and a percentage of 95%, indicating that the material contained in the teaching material is in accordance with Islamic teachings, applicable and in accordance with the characteristics of vocational high school students. This shows that the development of the teaching material supplement has succeeded in presenting informative material, but also encourages students to have and apply work ethic values in school and when entering the world of work later.

Suggestions and input notes from Dr. Amir Tengku Ramly, SP., M.Sc., CIPA regarding this work ethic teaching material, including the absence of a main theoretical framework, the material is still descriptive, not model-based (can use the Tree HR Framework concept) or other appropriate models, there is no systemic structure because there is no relationship between values and personality that impacts behavior. Then there is no student differentiation, all students are treated equally and there is no personality mapping. The evaluation contained in the teaching material has not measured character changes in depth, but is still at the cognitive level and simple reflection. Recommendations for improvement in the teaching material, including upgrading the concept map in the teaching material to a system model and adding self-assessment personality and work ethic action plan. Continued by reading three articles written by Dr. Amir Tengku Ramly, SP., M.Sc., CIPA.

2. Media Expert Validation

Media expert validation was conducted by Dr. Umi Fatonah, M.Pd., Secretary of the Master of Educational Technology Study Program at Ibn Khaldun University, Bogor. The validation results provided valuable evaluation in the development of the Islamic Religious Education supplementary material on work ethic. The average score was 3.7 and the percentage was 92.5%. This indicates that the supplementary material and its design met good standards, although there was room for revision.

Dr. Umi Fatonah, M.Pd. provided suggestions for compiling learning objectives within the material based on the ABCD formula. Furthermore, on page 3 of the material, there is a command to observe several visual images; the command wording in this section should be clarified. Furthermore, the alignment of each page, especially the material section, should be neat and consistent across all pages.

3. Linguist Validation

The linguist validation was conducted by Dr. Salati Asmahanah, S.Pd., M.Pd., a linguist lecturer at the Faculty of Islamic Studies, Ibn Khaldun University, Bogor. The validation results provided input in the form of effective word usage in the Islamic Religious Education teaching material supplement on work ethic. With an average score of 3.6 and a percentage of 90%, the sentences used in this teaching material are clear and do not lead to multiple interpretations. Dr. Salati Asmahanah, S.Pd., M.Pd. then provided several important notes that need to be considered to further refine this teaching material supplement.

First, on page 4 of the Instructions for Using Teaching Materials, there is an evaluation section with an inaccurate explanation; please correct this section. Second, in the learning objectives section, use the ABCD formula, in the Degree section, explain

the achievements in the form of clear outputs (for example, through learning reflection activities, students are able to demonstrate awareness that work is worship to Allah by stating at least two examples in everyday life). Use operational verbs (KKO) so that it can identify students' abilities. Then, in one learning objective, avoid repeating the use of operational verbs. Third, in the section observing illustrations, include AI sources. Fourth, in the material section, pay attention to right, left, top and bottom alignment. Fifth, pay attention to the writing of the Quranic verses and Hadith must be clear. Sixth, avoid using bullets in the points section, it is better to use numbering. Seventh, in the Bibliography section, pay attention to right alignment. Eighth, any foreign text should be italicized.

Tabel 7. Expert Validation Score

Expert	Statement	Average score	Percentage
Material	10 item	3,8	95%
Media	10 item	3,7	92,5%
Language	10 item	3,6	90%

4. User Assessment Results

a. Teacher Assessment Results

The results of the work ethic-based supplementary teaching material trial conducted at four Vocational High Schools (SMK) in Bogor Regency provide an overview of the effectiveness and acceptance of the work ethic teaching material by Islamic Religious Education teachers. The following is a description and explanation of the results of the trial of the teaching material, which consisted of 10 questions in a questionnaire distributed to four Islamic Religious Education teachers at SMK:

Tabel 8. Islamic Religious Education Teacher Questionnaire Results for Vocational High Schools

No.	Name	Question										Total
		1	2	3	4	5	6	7	8	9	10	
1	Responden 1	3	3	3	4	3	3	3	3	3	3	31
2	Responden 2	4	4	3	3	3	3	3	3	3	3	32
3	Responden 3	3	3	4	3	3	3	4	3	3	4	33
4	Responden 4	3	3	4	4	3	3	3	3	3	3	32
Skor Rata-rata		3,25	3,25	3,5	3,5	3	3	3,25	3	3	3,25	3,2

The table above presents the average scores obtained from the evaluations conducted by four vocational high school Islamic Religious Education teachers. The average score for the research product evaluation was calculated based on five main aspects: design and appearance, content and material, practicality of the supplementary teaching materials, and evaluation.

The table above also presents the average scores obtained from the evaluations conducted by three vocational high school Islamic Religious Education teachers. The average score for the research product evaluation was calculated based on five main

aspects: design and appearance, content and material, practicality of the supplementary teaching materials, and evaluation.

In the aspect of teaching material appearance and layout, the supplementary material received a score of 3.25. This indicates that the appearance of the teaching materials is considered attractive. The teaching materials have also integrated Islamic work ethic values, such as discipline, trustworthiness (amanah), honesty, responsibility, and professionalism, receiving a score of 3.5. Regarding the content, the materials were considered to be aligned with Islamic teachings and received a score of 3. The learning activities provided in the teaching materials were considered engaging and capable of encouraging student participation, obtaining a score of 3.25. Furthermore, the questions and assignments included in the materials were considered able to measure vocational high school students' understanding and application of work ethic, receiving a score of 3.

The work ethic teaching materials were also considered easy to use as supplementary instructional materials, receiving a score of 3. Lastly, the teaching materials were considered helpful for teachers in delivering the material effectively, receiving a score of 3.25. Overall, the trial results indicate that the work ethic-based supplementary teaching materials have fulfilled most of the expected criteria, achieving an overall average score of 3.2.

b. Student Assessment Results

Next, we present the results of a pilot study conducted on 45 12th-grade students at YAFahi Dramaga Vocational School. The results of the pilot study were calculated based on the average scores as follows:

Tabel 9. Student Assessment Results

No	Name	Question										Total
		1	2	3	4	5	6	7	8	9	10	
1	Resp. 1	3	4	4	4	3	4	4	4	4	4	38
2	Resp. 2	4	4	4	3	4	4	4	4	4	4	39
3	Resp. 3	4	3	3	3	3	3	4	4	3	3	33
4	Resp. 4	3	3	3	3	3	3	3	3	3	3	30
5	Resp. 5	3	3	3	3	3	3	3	3	3	3	30
6	Resp. 6	4	4	3	4	3	4	3	3	3	4	35
7	Resp. 7	3	3	2	3	3	4	2	3	2	3	28
8	Resp. 8	3	3	3	3	3	3	3	3	3	3	30
9	Resp. 9	4	3	4	4	3	3	3	3	3	3	33
10	Resp. 10	3	3	4	3	3	3	3	3	3	3	31
11	Resp. 11	3	3	3	4	4	3	3	3	3	3	32
12	Resp. 12	3	3	3	3	3	3	3	3	3	3	30
13	Resp. 13	3	4	4	4	3	3	3	3	2	4	33
14	Resp. 14	3	4	4	4	3	4	3	3	4	4	36
15	Resp. 15	3	4	4	4	4	4	4	3	4	4	38
16	Resp. 16	3	3	3	3	3	3	3	3	3	3	30
17	Resp. 17	4	3	4	4	4	4	4	4	3	4	38
18	Resp. 18	3	3	3	3	3	3	3	3	3	4	31
19	Resp. 19	3	3	3	3	3	3	3	3	3	3	30
20	Resp. 20	3	3	4	3	3	4	3	3	3	3	32

No	Name	Question										Total
		1	2	3	4	5	6	7	8	9	10	
21	Resp. 21	3	3	4	4	4	4	3	4	4	4	37
22	Resp. 22	3	4	3	3	3	3	3	3	3	3	31
23	Resp. 23	3	3	3	2	3	3	3	3	3	3	29
24	Resp. 24	4	4	4	4	4	4	3	2	4	3	36
25	Resp. 25	3	3	3	3	3	3	3	3	3	3	30
26	Resp. 26	3	3	3	3	3	4	3	3	3	3	31
27	Resp. 27	4	4	3	4	4	4	4	3	3	3	36
28	Resp. 28	4	3	3	4	3	3	3	3	3	3	32
29	Resp. 29	4	4	4	4	4	4	3	3	4	3	37
30	Resp. 30	3	3	4	4	4	4	4	3	3	4	36
31	Resp. 31	3	3	3	3	3	3	3	3	3	4	31
32	Resp. 32	4	3	4	3	3	3	3	3	3	3	32
33	Resp. 33	3	3	3	3	3	3	3	3	3	3	30
34	Resp. 34	3	3	3	3	3	4	3	4	3	4	33
35	Resp. 35	4	4	4	4	4	4	4	4	4	4	40
36	Resp. 36	4	4	4	4	4	4	4	4	4	4	40
37	Resp. 37	4	4	4	4	4	4	4	4	3	4	39
38	Resp. 38	4	3	4	4	3	3	4	4	3	4	36
39	Resp. 39	3	3	4	3	3	4	3	3	3	4	33
40	Resp. 40	3	3	3	3	3	3	3	3	3	3	30
41	Resp. 41	4	3	4	4	3	4	3	3	3	4	35
42	Resp. 42	3	3	3	3	4	3	3	3	3	3	31
43	Resp. 43	3	3	4	3	4	3	3	3	3	3	32
44	Resp. 44	3	3	4	3	4	3	4	4	3	4	35
45	Resp. 45	3	3	3	3	3	3	3	3	3	3	30
Skor Rata-rata		3,28	3,26	3,46	3,41	3,37	3,50	3,33	3,33	3,28	3,57	3,38

The table above presents the results of a questionnaire distributed to 45 students of SMK YAFahi Dramaga. The results were then presented in the form of average scores based on the assessed aspects and indicators used to evaluate the tested product.

In the aspect concerning the work ethic materials included in the supplementary teaching materials, students' understanding received an average score of 3.28. This indicates that most students found the work ethic materials easy to understand. Furthermore, the aspect stating that the materials and examples in the supplementary teaching materials were relevant to the working world and the students' internship (PKL) experiences received a score of 3.26.

The aspect stating that the work ethic supplementary teaching materials helped students understand that work is part of worship received a score of 3.46. In addition, the supplementary teaching materials helping students become more prepared to face the working world received a score of 3.41. The aspect related to students' understanding of discipline, responsibility, and trustworthiness (amanah) through the materials received a score of 3.37.

The learning activities provided in the supplementary teaching materials were considered interesting and motivating for learning, receiving a score of 3.33. Similarly, the appearance of the teaching materials was considered attractive and not boring, also receiving a score of 3.33. Furthermore, the supplementary teaching materials encouraged students to actively participate in learning activities, receiving a score of 3.28. Lastly, the supplementary teaching materials were considered beneficial in improving students' understanding of work ethic, receiving a score of 3.38.

Overall, the supplementary teaching materials developed in this study showed positive results in the limited trial. With an overall average score of 3.38, it can be concluded that the supplement was fairly effective in achieving the expected learning objectives. However, several aspects still need improvement, such as providing more in-depth materials aligned with Islamic teachings and designing activities that involve students more actively in the learning process. With further adjustments and improvements, these supplementary teaching materials have strong potential to be widely implemented in Islamic Religious Education learning, particularly on the topic of work ethic.

Conclusion

The results of the study entitled “Development of Work Ethic-Based Islamic Religious Education Teaching Materials for Vocational High School Students’ Work Readiness” can be summarized into three main points.

First, the needs analysis for developing supplementary Islamic Religious Education teaching materials. Based on the field needs analysis conducted through questionnaires distributed to vocational high school PAI teachers in Bogor City and Regency, with 48 teacher respondents, the results showed that 68.8% answered “Strongly Agree” and 31.3% answered “Agree.” These responses indicate that supplementary teaching materials are needed to help teachers deliver work ethic materials that are relevant to the conditions of the modern working world, as well as applicable teaching materials that can be implemented in daily life both at school and in the workplace.

Second, the development of the supplementary Islamic Religious Education teaching materials. The work ethic-based supplementary teaching materials were designed to integrate affective and psychomotor aspects into Islamic Religious Education learning activities, with the aim of not only delivering work ethic materials but also preparing students to enter the workforce after graduating from vocational high school. This product was developed using Canva and then printed to facilitate its use in learning activities.

The supplementary teaching materials present topics such as the concept of work ethic, work as a form of worship, characteristics of work ethic, exemplary stories from Muhammad and Abdurrahman bin Auf, as well as skills needed in the modern workplace. In addition, the supplementary teaching materials include both individual and group activities. The individual activities contain Self-Assessment and Action Plan sections, enabling students to apply and internalize work ethic values in their daily lives.

Third, the feasibility testing of the supplementary Islamic Religious Education teaching materials. The feasibility test results showed that, overall, the work ethic-based supplementary teaching materials fall into the “Very Worthy” category. Validation from material experts obtained an average score of 3.8 with a percentage of 95%. Validation from media experts obtained an average score of 3.7 with a percentage of 92.5%, while validation from language experts obtained an average score of 3.6 with a percentage of 90%. These results indicate that the material, design, and language of the work ethic-based supplementary teaching materials have met quality standards.

The evaluation results from vocational high school PAI teachers and students also showed positive acceptance, with an overall score of 3.2 categorized as “Good” from teachers and 3.38 categorized as “Very Good” from students. Although the supplementary teaching materials have proven effective in terms of material comprehension and learning activities, there are still aspects that need improvement, such as providing deeper discussions on work ethic in relation to Islamic teachings. Overall, these supplementary teaching materials show strong potential for wider implementation at the vocational high school level, with several adjustments needed to maximize their effectiveness in learning activities.

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