

Development Of An Islamic Religious Education Supplement Integrating Work Ethic Values For Vocational Secondary School

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Abstract

The development of this teaching resource supplement was prompted by the persistently low work ethic amongst vocational school pupils and the lack of discussion on work ethic in the main Islamic Religious Education textbook for Year 12 vocational school students. The objectives of this study are to analyse the need for an Islamic Education teaching aid on work ethic for Year 12 vocational secondary school students, to develop an Islamic Education teaching aid on work ethic, and to test the feasibility of the Islamic Education teaching aid on work ethic. This study is a research and development (R&D) project using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model. The development stage involved three expert validations: a subject matter expert, a media expert and a language expert. The product was pilot-tested on 152 Year 12 students at SMKS YAFahi Dramaga, Bogor Regency. The research findings indicate that, during the field needs analysis stage, 48 Islamic Education (PAI) teachers at vocational secondary schools (SMK) – 68.8 per cent – stated they ‘Strongly Agreed’ and 31.3 per cent stated they ‘Agreed’ with the provision of supplementary teaching materials that could help teachers deliver the work ethic curriculum in a more contextual and practical manner. An analysis of the main Islamic Education textbook for Year 12 under the Merdeka Curriculum revealed that the material on work ethic remains general in nature and does not yet include Islamic work ethics such as trustworthiness, honesty and responsibility. The material contained in the supplementary teaching resources covers four topics, namely Islamic work ethic, the characteristics of work ethic, exemplary stories of Islamic figures and skills that must be mastered in the modern era. The suitability of the supplementary teaching materials was assessed by subject matter experts, yielding a score of 3.8 with a percentage of 95 %. Validation by media experts yielded a score of 3.7 with a percentage of 92.5 %. Validation by language experts yielded a score of 3.6 and a percentage of 90 %.

Keywords: *affective; work ethic; Islamic religious education; skills; supplementary teaching materials.*

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Abstrak

Pengembangan suplemen bahan ajar ini dilatarbelakangi oleh masih rendahnya etos kerja murid SMK dan kurangnya pembahasan mengenai etos kerja dalam buku teks utama Pendidikan Agama Islam kelas 12 SMK. Tujuan dari penelitian ini adalah menganalisis kebutuhan suplemen Pendidikan Agama Islam materi etos kerja untuk kelas 12 Sekolah Menengah Kejuruan, menyusun suplemen Pendidikan Agama Islam materi etos kerja, dan menguji kelayakan suplemen Pendidikan Agama Islam materi etos kerja. Penelitian ini merupakan jenis penelitian dan pengembangan (Research and Development/R&D) dengan model pengembangan ADDIE (Analysis, Design, Development, Implementation, Evaluation). Pada tahap pengembangan melibatkan tiga validasi ahli, yaitu ahli materi, ahli media dan ahli bahasa. Uji coba produk dilakukan pada murid kelas 12 SMKS YAFahi Dramaga, Kabupaten Bogor yang berjumlah 152 murid. Hasil penelitian menunjukkan pada tahap analisis kebutuhan lapangan sebanyak 48 guru PAI SMK 68,8% menyatakan Sangat Setuju dan 31,3% menyatakan Setuju terhadap penyediaan bahan ajar pendamping yang dapat membantu guru untuk menyampaikan materi etos kerja secara lebih kontekstual dan aplikatif. Analisis pada buku teks utama Pendidikan Agama Islam kelas 12 Kurikulum Merdeka menunjukkan bahwa materi mengenai etos kerja masih bersifat umum, belum memuat etos kerja Islam seperti amanah, jujur dan bertanggung jawab. Materi yang terdapat dalam suplemen bahan ajar mencakup empat materi, yaitu etos kerja Islam, karakteristik etos kerja, kisah teladan tokoh Islam dan skill yang harus dikuasai di era modern. Kelayakan suplemen bahan ajar mendapatkan hasil dari ahli materi dengan skor 3,8 dengan persentase 95%. Validasi dari ahli media dengan skor 3,7 dengan persentase 92,5%. Validasi ahli bahasa mendapatkan skor 3,6 dan persentase 90%.

Kata kunci : Afektif; Etos Kerja; Pendidikan Agama Islam; Skill; Suplemen bahan ajar

I. Introduction

The increasingly modern nature of the world of work is driving the need for a strong work ethic (Shalawati & Sofa, 2025). A work ethic is the spirit with which an individual or group approaches their work. The application of an Islamic work ethic by individual Muslims can foster professionalism, reliability and productivity (Arum Teguh Fitriyani, 2023). Work ethic among students is one of the key determinants of success in vocational education. A strong work ethic reflects a student's commitment to their tasks, responsibilities and ability to work effectively (Wulandhari & Mufidah, 2024). Fostering a work ethic in pupils is one of the objectives of national education, namely to develop pupils' potential so that they possess intelligence, a strong character and noble moral values. However, the problem lies in pupils' still low motivation to achieve and their limited knowledge regarding work ethic in the workplace (Sudarsono, 2021).

Vocational Secondary Schools (SMK) aim to prepare graduates to become productive and work-ready individuals, in accordance with Article 18, paragraphs 1 and 2, of the National Education System Act No. 20 of 2003 (Islamiah et al., 2022). Vocational education, according to the Minister of Education and Culture Regulation No. 34 of 2018 concerning National Education Standards, is secondary education that prepares students to enter the world of work and acquire expertise in a specific field (Abdillah & Puspitasari, 2025). Vocational education is secondary education aimed at producing graduates who are ready for work (Amrullah, 2025). Vocational secondary schools (SMK) are a level of

formal education that provide graduates as workers in their respective fields (Maulina & Yoenanto, 2022). Vocational secondary schools (SMK) are schools designed to enable students to secure employment quickly after graduation (Juwanto et al., 2024).

It is hoped that the existence of Vocational Secondary Schools (SMK) will address the mismatch between secondary education graduates and the labour market, which has contributed to rising unemployment in Indonesia (Ridwan & DwiYanti, 2024). At vocational secondary school level, there are also Work Experience Placements (PKL) in the workplace as an effort to address the issue of human resources that do not meet the needs of industry (Islamiah et al., 2022). Human resource development is a systematic and strategic process aimed at enhancing competence, capability and professionalism (Ramly et al., 2026).

However, in reality, vocational schools (SMK) have actually become the largest contributor to unemployment year on year (Fitri Ayu & Trihantoyo, 2021). According to data from the Central Statistics Agency (BPS), the unemployment figure in Indonesia stood at 7.35 million people as of November 2025. The total population classified as part of the labour force stood at 155.27 million people. However, only 147.91 million were in employment, with the remainder unemployed. Based on educational background, the BPS recorded the highest unemployment rate among vocational secondary school (SMK) graduates at 8.45 per cent, whilst the lowest unemployment rate was among primary school (SD) graduates and below at 2.29 per cent. The unemployment rate for Junior Secondary School (SMP) graduates stood at 3.76 per cent, for Senior Secondary School (SMA) graduates at 6.55 per cent, for Diploma I/II/III graduates at 4.22 per cent, and for university graduates at 5.38 per cent (Central Statistics Agency, 2026).

Table 1. Open Unemployment Rate by Educational Attainment Level 2025

No.	Educational Level	TPT(%)	Number(People)
1	Noschooling/Never attended school/Did not complete primary school & Completed primary school	2,29%	168.315
2	Junior High School	3,76%	276.360
3	Senior High School General	6,55%	481.425
4	Senior High School Vocation Skill	8,45%	621.075
5	Diploma I/II/III	4,22%	310.170
6	University	5,38%	395.430

Source: Central Bureau of Statistics (BPS)

The high unemployment rate amongst vocational school graduates is due to the following: Firstly, vocational school administrators do not make efficient use of time in fostering a disciplined workforce. Secondly, vocational schools have not been fully effective in producing work-ready graduates. Ideally, 60 per cent of students' total lesson hours should be devoted to practical training. Thirdly, very few vocational school graduates possess the maturity of attitude and mindset required to face the world of work professionally (Dian Safitri & Rezza, 2025).

Furthermore, for the subject of Islamic Religious Education at the vocational school (SMK) levels E and F, the learning outcomes are as follows: the command to compete in doing good and to have a strong work ethic; the belief that a competitive attitude in doing good and a strong work ethic are religious imperatives; and the cultivation of a competitive attitude in doing good and a strong work ethic (Nuraida, 2023). Islamic Religious Education is an education in which all components are based on Islamic teachings. The vision, mission, objectives, teaching and learning processes, educators, pupils, curriculum and teaching materials are all based on Islamic teachings (Nata, 2017). Islamic Religious Education is both individual and community education (Daradjat, 2020).

Islamic Religious Education (PAI) is expected to provide a deep understanding of Islam and to shape an individual's character through a strong work ethic, encompassing values such as honesty, discipline, responsibility and perseverance. However, in reality, the implementation of PAI to foster a work ethic amongst pupils has not yet been effective (Abdul, Muhamad Darmawan, 2025). A work ethic is a belief regarding how to work correctly and with dignity, which is reflected in one's attitude whilst carrying out work (Mustajab & Agustina, 2025). Work ethic is a matter of principle that must be taken into account in order to motivate progress in modern life (Amin, 2015).

The material on work ethic contained in the main textbooks remains general in nature and does not yet adequately support the needs of vocational school students who, upon graduation, will enter the world of work (Fanani et al., 2025). To address this issue, there is a need for supplementary Islamic Education (PAI) teaching materials that discuss work ethic for Year 12 vocational school students. This supplement aims to raise students' awareness and deepen their understanding of Islamic values in the workplace. The supplementary book can be used to improve the quality of learning as a complement to the core teaching materials, so that learning can be more innovative, in line with students' needs and the changing times (Digitalis et al., 2024). Teaching materials are a set of resources containing learning content designed to achieve a specific objective (Abdullah, 2023). Research studies employing the Research and Development method using the ADDIE model include: a study on the development of a 'teaching factory' model for vocational school pupils (Wahjusaputri et al., 2024). Furthermore, a study on the development of teaching materials for lectures on the theme of work culture for

vocational schools in Pekalongan Regency (Rosyada & Septiana, 2024). Research on supplementary materials on tolerance for Islamic Religious Education and Character Education in lower secondary schools (Ahmad et al., 2024). Research on a supplementary textbook for madrasah science competencies in the field of geography, integrated with religious education (Digitalis et al., 2024). The development of interactive learning media for Islamic Religious Education based on Book Creator (Kholis, 2024). Research on the challenges and opportunities of the Islamic Religious Education (PAI) curriculum in vocational secondary schools (SMK) in meeting the demands of the modern workplace (Edy & Sumarta, 2025).

Furthermore, research on vocational secondary schools (SMK) as the largest contributor to unemployment (Ridwan & Dwiyantri, 2024). Research on the Islamic work ethic and employees' affective abilities in the workplace based on the Qur'an and Sunnah (Udin et al., 2022). Research on the concept of time management from the perspective of Islamic education (Mujahidin et al., 2022). Research on the revitalisation of the values of the Qur'an and Hadith in shaping a work ethic characterised by professionalism, spirituality, innovation, social balance and sustainability amongst modern Muslims (Shalawati & Sofa, 2025). Research on the Islamic work ethic and employee performance (Aflah et al., 2021). Research on vocational education in enhancing the absorption of vocational school graduates into the industrial sector (Agustian et al., 2024).

It is therefore evident that a great deal of research has been conducted on the Islamic work ethic, both in the form of theoretical studies and the development of learning resources. Furthermore, research has been carried out on the employability of vocational school graduates. Similarly, research has been conducted on the development of Islamic Religious Education teaching materials in the form of learning resources. However, there has not yet been any research specifically aimed at developing a supplementary Islamic Religious Education resource on work ethic for vocational school pupils, designed to enhance their readiness for the world of work after graduation.

Consequently, the objectives of this study are to analyse the need for an Islamic Religious Education supplement on work ethic for Year 12 vocational secondary school students, to develop an Islamic Religious Education supplement on work ethic for Year 12 vocational secondary school students, and to assess the suitability of the Islamic Religious Education supplement on work ethic for Year 12 vocational secondary school students. Resources, e-modules and supplements on other themes.

II. Research Methods

This study is a type of Research and Development (R&D) research. Research and development is a method used to validate and develop products; in this context, products may take the form of tangible items such as textbooks, educational videos, teaching

methods and educational programmes (Sugiyono, 2022). Developmental research is a research methodology that develops an educational product so that it can be implemented in line with the progress of the times. (Purba, 2023).

The researcher utilised the Research and Development (R&D) approach to develop an Islamic Religious Education supplement on the topic of work ethic for Year 12 students at Vocational Secondary Schools, using the ADDIE development model. The stages of the ADDIE model are Analysis, Design, Development, Implementation, and Evaluation (Ramly et al., 2026). Each stage in the ADDIE model is interrelated; therefore, the application of this model is carried out in a phased and comprehensive manner to ensure the creation of an effective learning product (Sugiyono, 2022).

The ADDIE model is a more concise model, yet its systematic implementation encourages researchers to use it in their research. The product developed in this study is a supplementary resource for Islamic Religious Education on the topic of work ethic for Year 12 students at Vocational Secondary Schools, designed to enhance pupils' understanding of the Islamic work ethic and their readiness to enter the world of work. The following is a diagram of the R&D research model using the ADDIE development model:

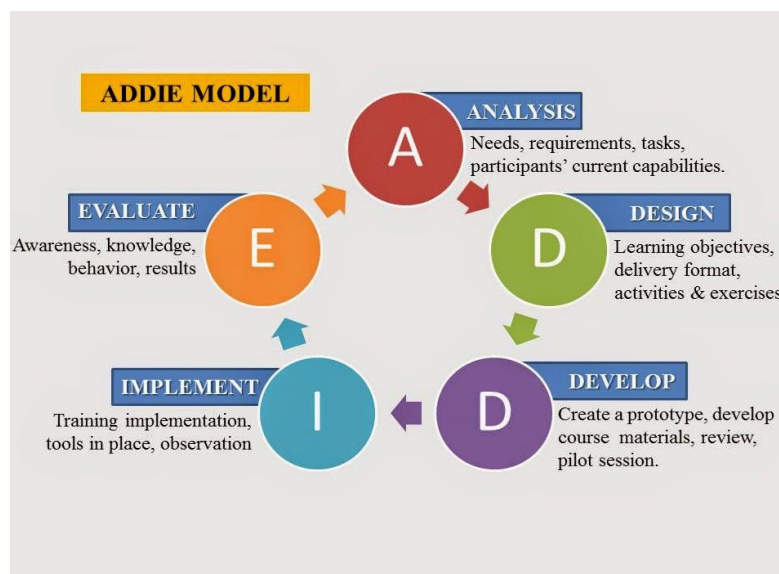


Figure 1. ADDIE Development Model Diagram

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

1. Analysis Phase (Analysis)

This is a process of defining what pupils will learn; therefore, to determine the learning content, a needs assessment must be carried out and problems identified (Abdullah, 2023). In this study, the first step is a needs analysis for the Islamic Education supplement on work ethic for Year 12 students at Vocational Secondary Schools. This

stage aims to obtain information regarding the needs underlying the creation of the Islamic Education supplement on work ethic. The needs analysis for the work ethic supplement was carried out as follows: a.) Field Needs Analysis The researcher conducted a field needs analysis using a questionnaire via Google Forms, which was distributed to Islamic Education (PAI) teachers at vocational secondary schools (SMK) in the City and Regency of Bogor; a total of 48 PAI teachers from these schools served as respondents in this needs analysis. The aim of this needs analysis was to gauge support for the need for effective supplementary teaching materials. b.) Analysis of the Main Islamic Education Textbook The researcher carried out a needs analysis by examining the main Islamic Religious Education textbook for Year 12 under the Merdeka Curriculum, published by the Ministry of Education, Culture, Research and Technology (Kemdikbudristek) in 2022, to evaluate the comprehensiveness and suitability of the material in relation to the characteristics of vocational secondary school pupils.

2. Product Design Stage (Design)

This stage involves creating a design by exploring alternative solutions to determine whether the design can address the students' problems or not (Abdullah, 2023). In this design phase, the researcher carried out two stages: determining the structure of the supplementary teaching materials for Islamic Religious Education on the topic of work ethic, and determining the content of the teaching materials on work ethic to be developed. In devising the structure of the supplementary materials, the researcher referred to the book **Principles of Learning for Teaching** by Robert M. Gagne. The structure of the supplementary material was adapted to the learning context and comprised the following: setting clear and operational learning objectives; presenting the material conceptually; practising intellectual skills; drawing up improvement plans; instilling attitudes; incorporating practical exercises; providing feedback; conducting evaluation (assessment); and preparing guidelines for using the supplementary material.

3. Development Stage (Development)

Development is the process of turning a design into reality (Abdullah, 2023). This stage involves developing the product to supplement and refine the existing product for validation by experts. Product development validation involves three experts: one in the field of subject matter, one in the field of media, and one in the field of language. Following the initial planning, the product will be validated by these three experts to ensure its suitability and quality.

4. Implementation Stage (Implementation)

The implementation stage is the practical step of applying the teaching materials that have been created (Abdullah, 2023). The implementation stage is carried out by conducting a trial of the validated and revised product. Following the completion of the validation phase, the implementation of the supplementary teaching materials for Islamic

Religious Education on the topic of work ethic took place at the YAFahi Dramaga Vocational Secondary School (SMK), Bogor Regency. This implementation involved 152 Year 12 students from the Office Management and Business Services (MPLB) and Online Business and Marketing (BDP) programmes. The rationale for selecting YAFahi Dramaga Vocational School as the location for implementing the work ethic teaching material supplement was that the school had already integrated work ethic values into its Islamic Religious Education curriculum in an effort to enhance students' readiness to enter the world of work upon graduating from vocational school.

5. Product Evaluation Stage (Evaluation)

Evaluation is the process of determining whether the teaching materials that have been produced are successful or not (Abdullah, 2023). During the final evaluation stage, a comprehensive assessment is carried out of the entire teaching material development process, from needs analysis, design and development through to implementation. The aim of this evaluation is to ensure that the teaching materials developed meet the required standards and are in line with the needs and objectives set out in the development of the Islamic Religious Education supplement on work ethic. This evaluation involves refining the final product based on feedback from experts. The final assessment is carried out by three experts: a subject matter expert, a language expert and a media expert. The following are the steps in the assessment matrix for the evaluation stage:

- a. Tabulate all the data obtained from the assessment using a 4-point Likert scale. Instruments using a Likert scale are useful when researchers wish to measure an overall perception of a topic, opinion or experience. In research and development, the Likert scale is used to measure the attitudes, perceptions and opinions of an individual or a group of people regarding the potential and issues surrounding an object, a product design, the product manufacturing process, and products that have been developed or created. The responses to each item in an instrument using the Likert scale range from very positive to very negative, which may take the form of 1) Strongly agree (very positive), 2) Agree (positive), 3) Disagree (negative), 4) Strongly Disagree (very negative) (Sugiyono, 2022) For the purposes of quantitative analysis, these responses can be scored as follows:

Table 2. Tabulation of Likert scale scores

Options	Score Weighting
Strongly agree	4
Agree	3
Disagree	2
Strongly disagree	1

- b. Calculating the average score for all components Formula:

$$\text{Average score} = (\text{Total score}) / (\text{Number of questions})$$

$$PcPercentage = (\text{Total score}) / (\text{Ideal score}) \times 100\%$$

Table 3. Average score intervals for components

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

- c. Converting the average score obtained into a qualitative assessment based on the criteria.

Table 4. Score Interval Values and Percentage of Product Suitability

Criteria	Interval
Highly suitable	76-100%
Suitable	51-75%
Reasonably suitable	26-50%
Not suitable	0-25%

III. Result and Discussion

A. Needs Analysis for the Development of Supplementary Teaching Materials for Islamic Religious Education

During the needs analysis stage, the researcher conducted a needs analysis focusing on two aspects: a field needs analysis and an analysis of the main Islamic Religious Education textbook for Year 12 under the Merdeka Curriculum, published by the Ministry of Education, Culture, Research and Technology (Kemdikbudristek). The field needs analysis was carried out by distributing a questionnaire via Google Forms to the MGMP (Subject-Based Teachers' Working Group) for Islamic Education teachers in the City and Regency of Bogor; a total of 48 Islamic Education teachers served as respondents in this needs analysis. This field needs analysis aimed to identify the actual needs and conditions in the teaching of Islamic Education on the topic of work ethic. In contrast, previous research relating to the teaching of work ethic did not include a needs analysis. The following are the results of the field needs analysis:

Table 5. Requirements Analysis

Indicator	Percentage	Indicator Percentage	
		Strongly Agree	Strongly Agree
The subject matter on work ethic remains conceptual and normative		62,5%	37,5%
Work ethic values (such as honesty, trustworthiness and discipline) have not yet been explicitly outlined		75%	25%
Practical teaching materials are required.		68,8%	31,3%
Teachers need contextual teaching materials based on the world of work.		56,3%	43,8%
There is a need to integrate religious values with the world of industry.		58,3%	41,7%

The results of this questionnaire indicate a need to develop better teaching materials that are tailored to the needs of teachers and pupils. A needs analysis indicates that whilst the existing teaching materials contain good content, there are still shortcomings in terms of the depth of the material, interactive approaches, and the integration of Islamic values.

Therefore, there is a need to develop teaching material supplements that are more contextual, interactive and supportive of learning, focusing not only on cognitive aspects but also on affective and psychomotor aspects. It is hoped that these supplementary teaching materials will address the difficulties faced by teachers in teaching work ethic and enable them to deliver the material in a more engaging and effective manner, thereby fostering an Islamic work ethic amongst vocational secondary school pupils.

Next, an analysis of the main Islamic Religious Education textbook for Year 12. This analysis aims to identify the strengths and weaknesses of the main textbook, particularly in relation to the affective and psychomotor aspects that are under-emphasised in the textbook. This evaluation was carried out to ensure that the supplementary teaching materials on work ethic developed can meet the need for a more contextual and practical education. The following are the findings from the content analysis of the two textbooks:

The presentation of material in the main textbook is structured according to the sequence of the Learning Outcomes in the Merdeka Curriculum. However, the material on work ethic contained in the textbook remains general in nature; indeed, the work ethic conveyed is simply that of hard work. The concept of work as a form of worship has not been addressed in the textbook. Furthermore, the characteristics of a work ethic according to Islam such as honesty, trustworthiness, responsibility and professionalism

are not sufficiently covered in the textbook. Moreover, the material on work ethic contained in this textbook lacks practical application and does not place sufficient emphasis on the affective and psychomotor aspects.

B. Supplementary Teaching Materials for Islamic Education: Work Ethic

This teaching resource supplement has been compiled to support vocational secondary school pupils in entering the world of work, incorporating affective and psychomotor components, so that it is hoped vocational secondary school pupils will gain an understanding of the concept of work and work ethic according to Islam. The development of this teaching resource supplement is tailored to the characteristics of vocational secondary school pupils, who must demonstrate responsibility in their work and possess work skills that can adapt to the changing times in this modern era. The following is an outline of the scope of the material contained in the development of this supplementary teaching material for Islamic Religious Education

Table 6. Scope of Development of Work Ethic Materials

No	Supplement Section	Content
1	Work Ethic in Islam	a. The concept of work ethic b. Qur'anic teachings on work ethic c. Work as an act of worship to Allah d. 7 things that make work perfect e. Seeking lawful sustenance
2	Characteristics of Work Ethic	a. Honest and trustworthy b. Visionary c. Optimistic d. Self-confident e. Patient and consistent f. Diligent g. Trust in God h. Time management i. Steadfast j. Intelligent and creative k. Disciplined and responsible l. Possesses leadership qualities m. Possesses an entrepreneurial spirit n. Health-conscious' o. Never gives up p. Professional q. Resilience

<i>Astarina1*, Tanjung2, Lisnawati3, Ramly4</i>		
3	Inspiring Stories of Islamic Figures	a. The character and work ethic of the Prophet Muhammad (peace be upon him) b. The story of Abdurrahman bin Auf
4	<i>Skills You Need to Master in the Modern Age</i>	a. Digital literacy, life skills and social skills b. Building a career that brings rewards in the hereafter

The teaching methods used in this supplementary teaching material comprise interactive lectures, which are employed in the early stages to explain the subject matter; Problem-Based Learning (PBL) linked to case studies during the Field Work Placement (PKL); Project-Based Learning (PjBL) through mini-projects involving the creation of posters on the theme of work ethic; and simulation methods (role-play), such as job interviews. Furthermore, each module is accompanied by a Personality Self-Assessment and an Action Plan.

C. Development of Teaching Materials Supplements

The first stage of this development involves designing teaching materials using the Canva application. Canva was chosen because it makes it easy to create attractive visual designs and offers a wide range of options. This stage includes:

- a. Foreword: This section serves as an introduction, explaining the purpose of compiling these teaching materials on work ethic.
- b. Table of Contents: This provides clear guidance on the location of each section within the teaching materials, to make it easier for users to navigate them.
- c. Instructions for Using the Teaching Materials: users are provided with guidance on how to use the teaching materials
- d. Learning Outcomes: these explain the competencies that learners must achieve at each stage of their development.
- e. Learning Objectives: these explain the outcomes across the three aspects of competence—knowledge, skills and attitudes—that learners will acquire through the learning activities.
- f. Concept Map: this section provides a visual representation linking the main concepts in the learning process to facilitate the understanding of the information
- g. Observation Activity: an activity in which pupils observe an image and then describe the meaning of the image based on their own understanding.
- h. Content: presents the main content of the teaching materials, comprising four topics on work ethic.

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- i. Summary: provides a brief overview of the content, containing the key ideas necessary to grasp the essence of the information.
- j. Individual Activities: learning activities that pupils can undertake independently.
- k. Group Activities: collaborative learning activities involving 3–4 pupils working together to complete a task.
- l. Assessment Questions: instruments to measure the achievement of learning objectives

The design of the teaching materials on work ethic, created using the Canva app, is as follows:

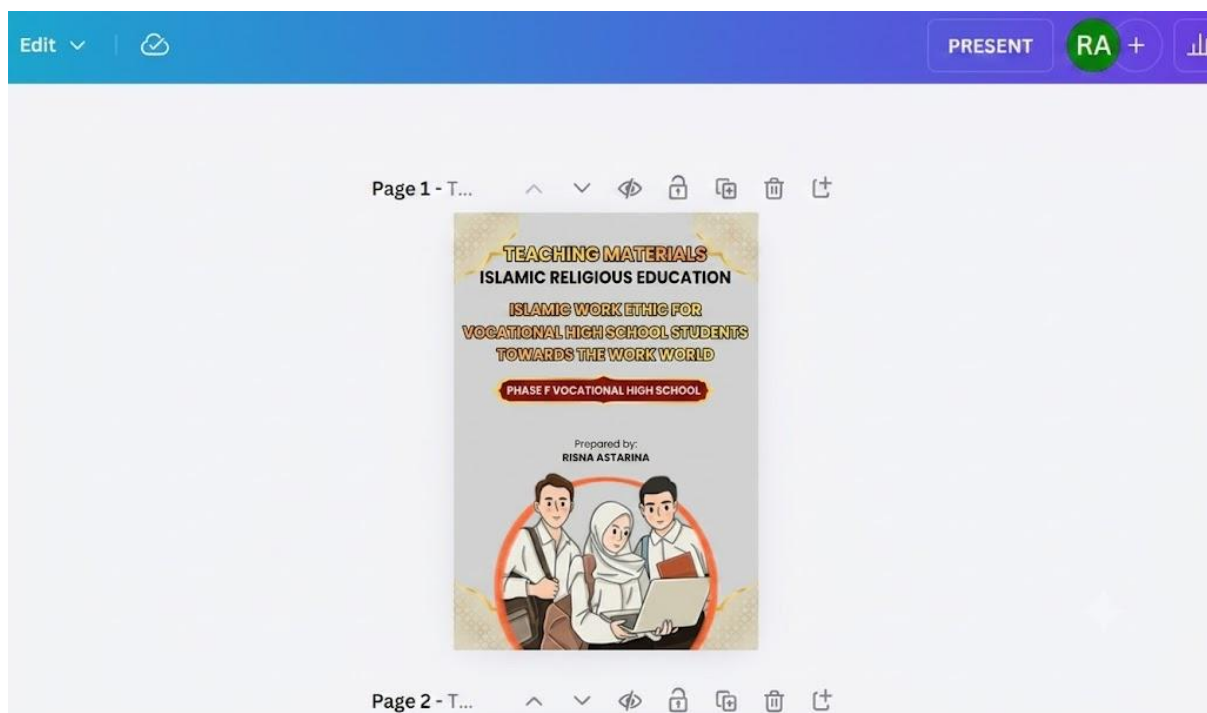


Figure 3. Initial Design Using the Canva App

In this design proposal for the development of teaching materials, the concept for the materials is presented in the form of PDF files and printed books. The module cover design is tailored for vocational school teachers and pupils, featuring attractive images in line with the theme.

D. Feasibility of Supplementary Teaching Materials for Islamic Religious Education on the Topic of Work Ethic for Vocational School Pupils

The results of the validation of the development of supplementary teaching materials for Islamic Religious Education on the theme of work ethic for vocational secondary school pupils were based on assessments by experts in Islamic Religious Education,

media specialists and language experts. The validation results from the subject matter experts are as follows:

1. Subject Matter Expert Validation

The content expert validation data was collected in the form of scores provided by Dr Amir Tengku Ramly, SP., M.Si., CIPA, Head of the Master's Programme in Management at the Postgraduate School of Ibn Khaldun University, Bogor. The results of the content expert validation are as follows:

Table 7. Subject Matter Expert Validation

No.	Statement	Assessment Score
1	The content in this teaching resource supplement is in line with the learning outcomes for Islamic Education (PAI) Phase F of the Merdeka Curriculum.	4
2	The material on work ethic developed is relevant to key aspects relating to the Islamic work ethic.	4
3	The presentation of the work ethic material is in accordance with Islamic teachings.	4
4	The verses from the Qur'an and Hadith used are relevant and appropriate.	4
5	The material incorporates the values of discipline, responsibility, trustworthiness and professionalism.	4
6	The material is linked to the context of the world of work or the Field Work Experience (PKL) of vocational school (SMK) students.	4
7	The discussion of the material is not merely conceptual but also practical.	4
8	The material and case studies contained in the teaching resource supplement are suited to the characteristics of vocational school pupils.	4
9	The learning objectives, material and assessment are interrelated and consistent.	3
10	The assessment in the teaching resource is able to measure vocational school pupils' understanding and application of work ethic.	3
Average score for all components		3,8
Average percentage of all components		95 %

The validation results from the subject matter expert, Dr Amir Tengku Ramly, SP., M.Si., CIPA, provide a positive assessment of the development of supplementary teaching materials for Islamic Religious Education on the topic of work ethic. These materials received an average score of 3.8 and a 95 per cent approval rating, indicating that the content is consistent with Islamic teachings, practical and suited to the characteristics of vocational school pupils. Recommendations for improvements to the teaching materials

include upgrading the concept map within the materials to a system model and adding a personality self-assessment and a work ethic action plan. This is followed by reading three articles written by Dr Amir Tengku Ramly, SP., M.Si., CIPA.

2. Media Expert Validation

The media expert validation was carried out by Dr Umi Fatonah, M.Pd., who is the Secretary of the Master's Programme in Educational Technology at Ibn Khaldun University, Bogor. The findings of the media expert validation are as follows:

Table 8. Media Expert Validation

No.	Statement	Assessment Score
1	The structure of the work ethic material is organised in a logical and systematic manner.	4
2	The learning objectives are presented clearly and are easy to understand.	3
3	The presentation of the text in the teaching materials	4
4	facilitates readability and understanding for pupils.	3
5	The layout of the text and images is neat and unambiguous.	4
6	The font type and size are easy to read.	4
7	The images or illustrations used are relevant and support understanding of the material.	4
8	The colour scheme and visual presentation are attractive and do not interfere with readability.	4
9	The presentation of the material is capable of capturing the attention of vocational school students.	3
10	Instructions for activities or the use of teaching materials are presented clearly and are easy to understand.	4
Average score for all components		3,7
Average percentage of all components		92,5 %

The results of the validation carried out by Dr Umi Fatonah, M.Pd. provided valuable feedback for the development of the supplementary teaching materials for Islamic Religious Education on the topic of work ethic, which achieved an average score of 3.7 and a percentage of 92.5 per cent, indicating that the supplementary teaching materials and their design met good standards. Dr Umi Fatonah, M.Pd., recommended that the learning objectives contained in the teaching materials be formulated using the ABCD formula, both for the overall learning objectives and those specific to the four topics. Furthermore, on page 3 of the teaching materials, there is an instruction to observe several visual images; the wording of the instruction in that section should be clarified. Additionally, the alignment—right, left, top and bottom—in each section of the page,

particularly within the subject matter sections, should be tidied up and made consistent across all pages.

3. Language Expert Validation

The linguistic validation was carried out by Dr Salati Asmahanah, S.Pd., M.Pd., a lecturer specialising in linguistics at the Faculty of Islamic Studies, Ibn Khaldun University, Bogor. The findings of the linguistic validation of this teaching material development are as follows:

Table 9. Validation by Linguists

No.	Statement	Assessment Score
1	Spelling, punctuation and grammar conform to the applicable rules of the Indonesian language.	3
2	The sentences used are clear and do not give rise to ambiguity.	4
3	Sentences are structured effectively and are easy to understand.	3
4	The language used is appropriate to the developmental level of vocational school pupils.	4
5	The use of technical and religious terms is consistent throughout the material.	4
6	Word choice is appropriate and relevant to the learning context.	3
7	The paragraphs are sequentially linked and coherent.	4
8	The text is easily understood by vocational school pupils without requiring further explanation.	4
9	Instructions for activities and tasks are presented in clear and easily understandable language.	3
10	The writing style is communicative and engages pupils' interest in reading.	4
Average score for all components		3,6
Average percentage for all components		90 %

The validation results by Dr Salati Asmahanah, S.Pd., M.Pd. provided feedback on the effective use of vocabulary in the supplementary teaching materials for Islamic Religious Education on the topic of work ethic; with an average score of 3.6 and a percentage of 90 per cent, this indicates that the sentences used in these teaching materials are clear and do not give rise to ambiguous interpretations. Dr Salati Asmahanah, S.Pd., M.Pd. then provided several important notes that need to be taken into account to further refine this teaching resource supplement.

Firstly, on page 4 in the 'Instructions for Use' section, there is an evaluation section with an explanation that is not entirely accurate; this section should therefore be corrected. Secondly, in the 'Learning Objectives' section, use the ABCD formula; in the 'Degree' section, explain the learning outcomes in terms of clear outputs (e.g. through

group discussion activities, pupils can explain that work is part of worship in the correct manner). Use operational verbs so that pupils' abilities can be identified. Furthermore, within a single learning objective, avoid repeating the use of the same operational verb. Thirdly, in the section on observing the illustrative images, include the source of the AI. Fourthly, in the main text, ensure that text is aligned to the right, left, top and bottom. Fifthly, ensure that quotations from the Qur'an and Hadith are written clearly. Sixthly, avoid using bullet points; instead, use numbering. Seventh, in the Bibliography section, ensure right-justification. Eighth, use italics for all foreign text.

In general, the validation results indicate that the Islamic Religious Education supplement developed meets the eligibility criteria in terms of content, media and language. All three validators awarded a rating of 'Highly Suitable', indicating that the product meets the standards required of teaching materials for Year 12 vocational school pupils. This high level of suitability demonstrates that the development process has produced a product that aligns with the characteristics of vocational school pupils, the learning objectives of Islamic Religious Education, and the principles of instructional material design.

IV. Conclusion

The findings of the study entitled 'Development of an Islamic Religious Education Supplement on Work Ethic for Year 12 Vocational Secondary School Students' can be summarised in three main points, Needs Analysis for the Development of an Islamic Religious Education Supplement Based on a field needs analysis conducted via a questionnaire distributed to Islamic Religious Education teachers at vocational secondary schools in the City and Regency of Bogor, with 48 teachers responding, the results showed that 68.8 per cent answered 'Strongly Agree' and 31.3 per cent answered 'Agree'. All respondents agreed that supplementary teaching materials are needed to help teachers deliver the work ethic material in a more contextual and practical manner. An analysis of the main Islamic Religious Education textbook for Year 12 under the Merdeka Curriculum, published by the Indonesian Ministry of Education, Culture, Research and Technology in 2022, revealed that the material in Chapter 8, 'Innovative Attitudes and Ethics in Organisations', remains general in nature and does not yet incorporate Islamic work ethic values such as trustworthiness, honesty and responsibility. This underscores the need to develop supplementary teaching materials on work ethic that can enhance the work ethic of vocational school pupils.

Development of an Islamic Religious Education Supplement, This supplementary teaching material for Islamic Religious Education, covering the topic of work ethic, is designed to integrate affective and psychomotor aspects into Islamic Religious Education lessons, with the aim not only of conveying material on work ethic but also of preparing students to enter the world of work after graduating from vocational school. This product

was developed using the Canva application and subsequently printed to facilitate the use of the teaching materials. This teaching resource supplement presents material on work ethic, working as a form of worship and seeking halal livelihood, the characteristics of work ethic, exemplary stories from the Prophet Muhammad (peace be upon him) and Abdurrahman bin Auf, as well as the skills required in the modern workplace. In addition, this teaching resource supplement contains both individual and group activities; the individual activities include a Self-Assessment (Personal Assessment) and an Action Plan, enabling students to apply and internalise the values of work ethic in their daily lives. 3. Feasibility Test of the Islamic Religious Education Supplement

The results of the feasibility test for the Islamic Religious Education teaching material supplement on the topic of work ethic indicate that, overall, this supplement falls into the 'Highly Feasible' category. Validation by subject matter experts yielded an average score of 3.8 and a percentage of 95 per cent. Validation by media experts yielded an average score of 3.7 and a percentage of 92.5 per cent. Meanwhile, validation by language experts yielded an average score of 3.6 and a percentage of 90 per cent. This indicates that the content, design and language in this teaching resource supplement on work ethic have met quality standards.

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