



Strengthening the Integration of Islamic Values and Noble Morals in the Islamic Educational System at Babussalam Teluk Pakedai Vocational High School

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ABSTRACT

*This community service program aims to strengthen teachers' capacity to integrate Islamic values and noble character into vocational education at SMK Babussalam Teluk Pakedai. Research Gap: While Islamic-based character education has been widely discussed, community service programs that systematically integrate Islamic moral values into skill-based vocational subjects and daily religious practices remain limited, particularly in general (non-religious) vocational schools. Novelty: This program develops an integrative model linking vocational competence with Islamic values—specifically *šidiq* (honesty), *amānah* (responsibility), *ta'āwun* (cooperation), and *itqan* (professionalism)—supported by the teachers' religious backgrounds and the surrounding community environment. Methods: A participatory approach was employed through seminars, workshops, discussions, and implementation mentoring involving 20 teachers. Data were collected using a 20-item Likert scale questionnaire and analyzed using descriptive statistics, the Shapiro–Wilk normality test, and a paired-samples t-test. Results: The mean score increased from 60.95 to 86.80, representing a gain of 25.85 points; the data were normally distributed ($p = 0.551$), and the difference between the pre-test and post-test was highly significant ($t = -20.36$; $p < 0.001$). Significance: The program demonstrates that integrating Islamic values into vocational instruction can enhance teachers' pedagogical competence, religious character, and professional ethics, while providing a replicable model for developing adaptive, professional, and morally grounded vocational education in the Society 5.0 era..*

Keywords: Curriculum Integration, Islamic Values, Noble Character, Skills Education.

ABSTRAK

Program pengabdian masyarakat ini bertujuan untuk memperkuat kapasitas guru dalam mengintegrasikan nilai-nilai Islam dan akhlak mulia ke dalam pendidikan vokasi di SMK Babussalam Teluk Pakedai. Kesenjangan Penelitian: Meskipun pendidikan karakter berbasis Islam telah banyak dibahas, program pengabdian masyarakat yang secara sistematis mengintegrasikan nilai-nilai moral Islam ke dalam mata pelajaran vokasi berbasis keterampilan serta pembiasaan keagamaan sehari-hari masih terbatas, khususnya di sekolah kejuruan umum (non-agama). Kebaruan: Program ini mengembangkan model integratif yang menghubungkan kompetensi vokasi dengan nilai-nilai Islam, yaitu *šidiq* (kejujuran), *amānah* (tanggung jawab), *ta'āwun* (kerja sama), dan *itqan* (profesionalisme), yang didukung oleh latar belakang keagamaan guru serta lingkungan masyarakat sekitar. Metode: Pendekatan partisipatif diterapkan melalui seminar, lokakarya, diskusi, dan pendampingan pelaksanaan



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yang melibatkan 20 orang guru. Data dikumpulkan menggunakan kuesioner skala Likert dengan 20 butir pernyataan dan dianalisis menggunakan statistik deskriptif, uji normalitas Shapiro-Wilk, serta uji-t sampel berpasangan (paired-samples t-test). Hasil: Skor rata-rata meningkat dari 60,95 menjadi 86,80, yang menunjukkan peningkatan sebesar 25,85 poin; data terdistribusi secara normal ($p = 0,551$), sedangkan perbedaan antara pretest dan posttest sangat signifikan ($t = -20,36$; $p < 0,001$). Signifikansi: Program ini menunjukkan bahwa integrasi nilai-nilai Islam ke dalam pembelajaran vokasi dapat memperkuat kompetensi pedagogis, karakter religius, dan etika profesional guru, sekaligus menyediakan model yang dapat direplikasi untuk mengembangkan pendidikan vokasi yang adaptif, profesional, dan berlandaskan moral di era Society 5.0.

Kata Kunci: Integrasi Kurikulum, Nilai-nilai Islam, Akhlak Mulia, Pendidikan Keterampilan.

A. INTRODUCTION

Education basically aims not only to educate students intellectually, but also to form moral and spiritual characters that are the foundation of social life (Hakim, 2023). Babussalam Teluk Pakedai Skills High School is a secondary education unit that prioritizes skill-based and vocational learning. Even though it does not have an identity as a religious school, the need to integrate Islamic values remains an important aspect considering that students live in a society that upholds moral ethics and noble morals. This condition is the basis for the importance of community service research that focuses on strengthening Islamic values in the education system at this high school.

Most of the educators at SMA Skills are graduates of Islamic boarding schools, so they have adequate religious capacity. This capital is a great potential that can be optimized in the process of internalizing Islamic values to students. However, without a structured curriculum guide and a clear value integration model, these integration efforts are often less consistent and have less systematic impact on the formation of students' character (Zahroh & Iksal, 2024). Therefore, a systematic approach is needed to connect the skills curriculum with Islamic teachings, both through intracurricular and extracurricular activities.

In the intracurricular realm, every general subject can be enriched with Islamic values. For example, in the subject of Natural Sciences (IPA), the integrative approach allows students to see nature and the environment as signs of Divine power, as well as form an attitude of ecological responsibility as part of religious and ecological character (Aroyandini, 2018). Students are encouraged to see nature as a creation of Allah that shows His omnipotence. This perspective not only builds spiritual piety but also fosters an attitude of gratitude and responsibility in utilizing nature wisely, such as the management of palm oil products which is the potential of the Pakedai Bay area.

The integration of Islamic values can also be applied through habituation of activities with the value of worship in learning (Sukino & Fauzan, 2020). Through the habituation of religious activities such as prayer before and after study, congregational

prayers, recitations, discipline, maintaining cleanliness and manners can strengthen the character of Islamic morals for students both in the school environment and in the community (Alfiyah & Hariyadi, 2022). This habituation is expected to shape the character of students who have a strong spirituality and make Islamic values as a guideline in daily life.

The world of education is currently entering the era of the 5.0 Revolution which emphasizes collaboration between humans and sophisticated technology. This era requires the younger generation to have adaptive skills, digital literacy and competitive technical skills. In the midst of the rapid flow of digital technology, digital literacy must be accompanied by character education so that students do not easily fall into the abuse of technology, character and ethics are the key to answering the challenges of Society 5.0 (Salsa Nurhabibah et al., 2025). Therefore, strengthening the character based on Islamic values is increasingly important as a moral fortress for students.

Babussalam Skills High School has a strategic opportunity to develop a skills-based education model that is integrated with Islamic values. This integration provides its own uniqueness that distinguishes this school from other skills schools. The integration of Islamic values in skills education instills soft skills such as honesty, discipline, responsibility, and strengthening students' professionalism and work ethics, so that they are better prepared to enter the world of work with integrity (Hamid & Bahari, 2025). Graduates who not only master technical competencies such as cosmetology, catering, and coconut waste processing, but also have moral character will be better able to adapt to the world of work that demands professionalism and integrity.

Efforts to strengthen Islamic values in skills education need to be formulated in a structured manner through Community Service activities of Scientific Works. In the specific terminology used for postgraduate programs, community service activities involving scholarly work are referred to as *Pengabdian Kepada Masyarakat Berbasis karya Ilmiah* (PKM-KI). The implementation of PKM-KI involves a series of activities such as seminars, discussions, training, and mentoring for teachers. These activities aim to strengthen understanding of the importance of Islamic values in skills education and provide examples of practical application in the daily learning process. Values such as honesty (*siddiq*), responsibility (*amanah*), mutual help (*ta'awun*), and professionalism (*itqan*) are the focal points to be integrated in every skill subject and entrepreneurship project (Sutrisno, 2024). The integration of Islamic values with skill competencies is also important so that vocational education is not only oriented towards mastering technical competencies, but is able to form students who have character, work ethics, and social responsibility. Religious education in vocational schools needs to connect religious values with practical skills, work ethics, technology, and experience relevant to the needs of the world of work (Edy & Sumarta, 2025).

The success of PKM-KI is expected to make a real contribution to the development of a skills-based education system with Islamic values. In addition, this program can be an innovative model for other schools in Kubu Raya Regency and other

areas that want to strengthen character values in skills education. This is in line with research that shows that the integration of Islamic values in vocational education can be developed through contextual learning, dialogue, social reflection, and strengthening competencies relevant to the lives of students (Hidayatulloh et al., 2025). The integration can also be directed at developing entrepreneurial character. The synergy between Islamic education and entrepreneurship can strengthen students' responsibility, work ethic, creativity, independence, and economic competence, especially if accompanied by direct practice, school collaboration with the business world, and value-based learning modules (Dini et al., 2026). Thus, the integration of religious values and technical competence through is able to give birth to a generation that is superior, competitive, characterful, professional, and still adheres to Islamic values.

B. METHOD

This study aims to quantitatively evaluate the effectiveness of the intervention program designed to improve the understanding and ability of 20 teachers at SMA Skills Babussalam Teluk Pakedai in integrating Islamic values and noble morals into the education system. The design used is the Pre-experimental One-Group Pretest-Posttest Design, where the initial measurement (O1) is carried out before the intervention (X) in the form of training or socialization, and the final measurement (O2) is carried out afterwards (Sullivan & Artino Jr, 2013). The main instrument used was a 20-item closed-ended questionnaire with a 5-Choice Likert Scale, which focused on five dimensions, including the teacher's understanding and the practice of its application in skill subjects.

Data analysis was carried out using the JASP application by ensuring data distribution through the Shapiro Wilk Normality test because the number of respondents was 20 teachers. The Shapiro-Wilk test is one of the most sensitive normality testing methods and is recommended for small to medium sample sizes so it is very suitable for use in studies with a limited number of respondents (Ghasemi & Zahediasl, 2012). Researchers used the Paired Sample T-Test to compare the difference in scores between before and after the intervention which ultimately proved the effectiveness of the program.

C. RESULT AND DISCUSSION

1. Activity Overview

Scientific Work Community Service (PKM-KI) is one of the tangible forms of higher education's contribution in providing solutions to educational needs and challenges in the community. Through this activity, the implementation team is present with educators to build learning spaces, discuss, and share experiences in an effort to improve the quality of education. The implementation of PKM-KI is an important momentum to strengthen teachers' understanding that education is not only oriented towards achieving academic competencies and skills, but also needs

to instill Islamic values as a foundation in shaping the character of students who are moral, independent, responsible, and competitive.

Figure 1: PKM-KI Activities



PKM-KI activities are a series of intensive training, discussion, workshop, and mentoring programs involving 20 teachers of Babussalam Teluk Pakedai Skills High School. All activities are designed to strengthen pedagogic competence as well as teachers' religiosity, especially in implementing the integration of Islamic values and noble morals into skills-based learning. In the early stages of training, participants were presented with conceptual material on the urgency of integrating values, core characters in Islam such as *siddiq*, *amanah*, *ta'awun*, and *itqan*, as well as their relevance to competency-based curriculum. This basic understanding is an important foundation for teachers to be able to see the relationship between technical skills and the formation of Islamic character as a whole.

In the workshop activities and practice of preparing learning tools, teachers are trained directly to integrate Islamic values into lesson plans, skill project worksheets and character habituation activities in the classroom. Teachers are encouraged to develop learning indicators that not only measure technical skills but also attitudes and behaviors according to Islamic values. In addition, participants design contextual learning scenarios such as work practices, product processing, and service that contain elements of trust in completing tasks, *itqan* in work rigor, or *ta'awun* in group work. This applicative approach helps teachers ensure that religious values are not only conveyed verbally, but are truly reflected in learning activities.

Group discussions and question and answer sessions became an interactive space for teachers to share experiences, identify learning problems and formulate contextual solutions according to the characteristics of skills-based schools. Through intensive mentoring, the PKM team helps ensure that each teacher is able to translate the concept of value integration into realistic and sustainable practices. This mentoring also facilitates continuous reflection, so that teachers can continue to improve the quality of value integration implementation, strengthen Islamic school culture and ensure that graduates are not only competent in technical skills, but also have moral character as the foundation of character.

2. Result Data

Descriptive statistics is a branch of statistics that aims to present, summarize, and describe data collected from both populations and samples so that the data becomes more concise, easy to understand and informative without making generalizations to the wider population or statistical inferences (Cooksey, 2020). In quantitative research, descriptive statistics are often used in the early stages of data analysis to provide an overview of respondent characteristics or score distributions before inferential tests are conducted.

The following table shows a descriptive statistical summary of the pretest and posttest scores in the sample ($N = 20$), which is used to describe the average change in outcomes between before and after the treatment or intervention. Descriptive analysis like this is commonly used in research designs with a single pretest-posttest group to map initial changes to post-intervention before inferential analysis is performed.

Table 1: Descriptive data

	N	Red	Std. Deviation	Std. Error	Coefficient of variation
Pretest	20	60.95	5.010	1.120	0.082
Posttest	20	86.80	1.936	0,300694444	0.022
Comparison		25,85			

Descriptive statistical data showed a significant increase in the learning outcomes of the study subjects after being given the intervention. The average Pretest score was 60.95 with a *standard deviation* of 5,010, indicating a moderate level of initial understanding and a fairly high score dispersion. After the intervention, the average Posttest score increased drastically to 86.80, reflecting an increase of 25.85 points. The implementation of learning interventions can lead to higher posttest scores compared to the initial (pretest) scores, especially when the interventions are designed systematically and tailored to the students' needs (Wibowo et al., 2024).

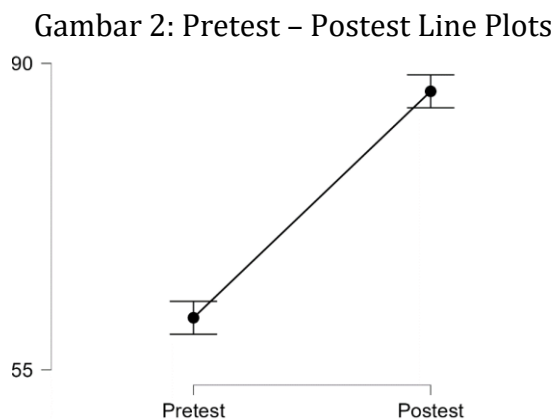
This increase not only occurred in the average value (*central tendency*), but was also followed by a substantial change in the variability of the data. The standard deviation of the Posttest dropped sharply to 1,936 (from 5,010 in the Pretest). This decrease in variability was reinforced by *the Coefficient of Variation* which decreased from 8.2% to 2.2%. Academically, the decrease in variability showed that the intervention administered succeeded in bringing most subjects to a high and homogeneous (uniform) level of achievement, indicating the effectiveness of the intervention in standardizing the results. A trend toward a decrease in standard deviation following the intervention was also found in recent

educational research, where posttest scores not only increased on average but also showed more consistent results across students (Wang et al., 2026).

In addition, the *Standard Error of the Mean* in the Posttest (0.433) was much smaller than that of the Pretest (1.120). This suggests that the Posttest average (86.80) is a more precise and representative estimator of the actual population average, reinforcing the validity of the improvement results. Overall, these descriptive findings provide strong preliminary evidence of the effectiveness of the intervention and indicate the need to continue with inferential statistical tests to confirm the statistical significance of the mean difference of 25.85.

3. Line Plots

Line plots are a form of quantitative data visualization that is effective to show changes in values between conditions or between times. In the context of Pretest–Posttest research, line plots are used to describe the average shifts before and after an intervention, so that the pattern of change can be observed more clearly and intuitively. According to Cumming (2012) The use of mean points connected by lines is able to show an upward or downward trend directly, while the additional error bar provides information about data variations and the level of uncertainty of the average estimate.



The graph shows a very clear increase in Posttest scores compared to the Pretest. The average point in the Pretest is seen to be around the range of 55-60, while the average point of the Posttest increases to reach the range of 85-90. The connecting line between the two points depicts a sharp upward trend, indicating that participants have experienced improvement in ability or performance after the intervention has been administered. Similar findings were reported in a recent study that used a pretest-posttest design, in which the increase in scores following the intervention was analyzed using a paired-samples t-test and revealed a significant difference between the pre- and post-learning conditions (Ariyani et al., 2025).

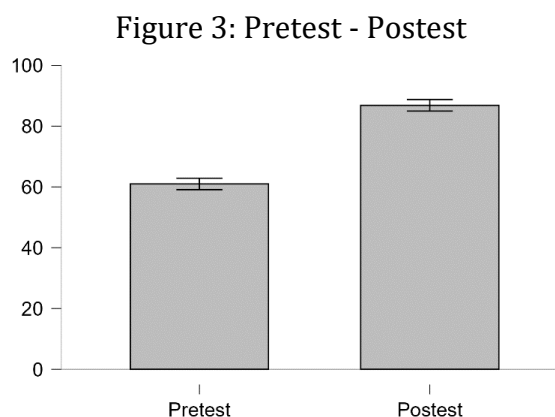
The error bars at both points appear relatively narrow, which indicates that the variation or spread of data around the average is quite low and the

measurement results are relatively consistent. In addition, the error bars between Pretest and Posttest do not appear to overlap each other, which visually provides a strong indication that the mean difference between the two measurements is likely to be statistically significant. In other words, the changes seen on the graph are not only coincidental but show a noticeable and stable effect. A significant increase in pretest-posttest scores can be confirmed using a paired-samples t-test and supplemented with an effect size to provide a stronger indication of the effectiveness of the educational intervention (Kurniasih, 2025).

Substantively, this graph pattern shows that the intervention or treatment provided has a positive and effective impact on improving the participants' abilities. In the framework of inferential statistical theory, this large improvement pattern almost always results in a significant p-value when tested using a *paired sample t-test*, which is a standard method for analyzing two paired measurements. Therefore, this graph supports the conclusion that there is a real and significant difference between the Pretest and Posttest values, as well as confirming the effectiveness of the treatment applied.

4. Bar Plots

Plot bars are a form of categorical data visualization that is commonly used in quantitative research to display the average comparison between groups or between measurement conditions. In the context of Pretest–Posttest design, plot bars serve to show changes in average values before and after the intervention in a clear and structured manner. The use of bars allows the reader to quickly see the difference in average levels, while the addition of error bars usually represents *standard error* or *confidence interval* – provide information regarding the variability and reliability of the data presented (Syahran et al., 2025). Thus, the plot bar serves not only as a descriptive tool, but also as a means to support initial inferences into the effectiveness of a treatment.



The bar plot shows a very clear change between the Pretest and Posttest scores. The bar height in the Pretest is around a value of 60, while the Posttest bar increases to close to 85. This considerable difference in bar height indicates an increase in the ability or performance of the participant after the intervention was

given. These findings are consistent with recent educational research showing that posttest scores can increase significantly following a learning intervention, with the improvement in achievement confirmed through paired statistical analysis (Kendüzler & Akkaş, 2025)

The error bars on each bar appear narrow, indicating that the variation in data within the group is relatively small and the measurements tend to be stable. In addition, the error bars in the Pretest and Posttest hardly overlap, which in statistical visual analysis is often an early indication of an inferentially significant difference in mean (Cumming, 2012). In other words, not only is there an average increase, but the increase is also most likely not a coincidence.

Substantively, this pattern supports the assumption that the intervention or treatment provided is effective in improving participants' learning outcomes or performance. In inferential statistical theory, a visual difference of this magnitude will usually be confirmed significantly through the *paired sample t-test*, which is commonly used to test the mean difference in two paired measurements. If tested, this pattern almost certainly results in a *p-value* below the conventional significance limit such as $\alpha = 0.05$, so the rejection of the null hypothesis can be justified. Thus, the interpretation based on the graph supports the conclusion that there is a real, stable, and significant improvement between the Pretest and Posttest scores, while demonstrating the effectiveness of the intervention applied.

5. Data Normality

Normal distribution (*normal distribution*) is a theoretical probability distribution in which the data is symmetrically scattered around the mean, with most values close to the mean and less data at the tail of the distribution resulting in the shape of a curve (Puger, 2020). When the data or more precisely the difference of data, residual or distribution of the sample is close to the normal distribution, many parametric statistical procedures (t-test, ANOVA, regression etc.) require the assumption of normality in order for the results to be valid. The assumption of normality is one of the main requirements in parametric analysis because violations of normality can affect the estimation of parameters and the significance of statistical tests (Field, 2024).

The following table presents the results of the normality test using Shapiro-Wilk for the pretest and posttest scores of the study sample ($N = 20$). This normality test is an important first step before conducting parametric inferential analysis such as *the paired-sample t-test*, as the assumption of data normality is the main prerequisite for the statistical method.

Table 2: Normality test

<i>Test of Normality (Shapiro-Wilk)</i>			
		W	p
Pretest	Posttest	0,666666667	.551

Note. Significant results suggest a deviation from normality.

The results showed a value of $W = 0.6667$ and $p = 0.551$. Since the p -value is greater than the conventional significance threshold ($\alpha = 0.05$), there is not enough statistical evidence to reject the null (H_0) hypothesis that the data comes from a normal distribution. This means that from the results of the Shapiro-Wilk normality test, both the pretest and posttest data can be considered not to deviate significantly from the normal distribution. Recent methodological research confirms that the Shapiro-Wilk test is one of the procedures that can be used to evaluate the assumption of normality, but its interpretation must take sample size into account because the sensitivity of normality tests can vary across different sample sizes (Montero, 2026). Thus, since the value of $p = 0.551$ was obtained from a normality test of the difference scores (posttest – pretest), the normality assumption required for the paired-sample t -test can be considered met, and the parametric analysis may therefore proceed.

6. Uji Paired Sample T-Test

Paired Sample T-Test, also called dependent samples, T-Test or correlated samples T-Test is an inferential statistical method used to compare the averages of two measurements on the same subject or paired data. (Fitri et al., 2023). Typical examples of measurements before (*pretest*) and after (*posttest*) in the same group or two different conditions but on the same subject. The main goal is to find out whether there is a significant change on average after intervention or treatment in different conditions not only descriptively but statistically inferentially.

The following table presents the results of the average difference test using the Paired Samples T-Test on the pretest and posttest scores of 20 study participants. This test is used because the research design involves paired measurements on the same subject, namely pretest and posttest scores. This approach allows researchers to directly test the changes that occur in the same individual so that variation between subjects can be minimized. Thus, the Paired Samples T-Test is able to provide a more accurate picture of the effectiveness of the intervention given. This method was also chosen because it can statistically detect significant mean differences if the intervention has a real impact on improving participants' understanding.

Tabel 3: Uji Paired Sample T-Test

<i>Paired Samples T-Test</i>				
Measure 1	Measure 2	t	df	p
Pretest	Posttest	-20.36	19	<,001

Note. Student's t -test.

From the results of the T-Test, it appears that the t -value is calculated as -20.36 with a degree of freedom (df) of 19, and the p -value is less than 0.001 ($p <$

.001). Since the p-value is well below the conventional significance threshold ($\alpha = 0.05$), it can be concluded that there is a very significant average difference between the pretest and posttest scores. In practical terms, this shows that the average posttest differs significantly from the pretest which in the context of your research means that the intervention or treatment given has had a real impact on improving the results. These results are consistent with recent educational research that used a paired-samples t-test to compare pre- and post-intervention scores, which showed that significant differences in pretest–posttest scores can serve as evidence of changes in participants' achievement following the intervention (Lieb & Pickhardt, 2025)

In other words, H_0 (no mean difference) was rejected, and H_1 (there was a mean difference) was accepted. These results support that the change in score after the intervention was not a coincidence or the result of random fluctuations, but rather a real effect of the treatment.

D. CONCLUSION

The community service activity based on scholarly work (PKM-KI) conducted at SMK Babussalam Teluk Pakedai demonstrates that integrating Islamic values into skills-based education can be effectively implemented through a structured, systematic, and sustainable approach. Training, workshops, mentoring, and the development of Islamic-value-based instructional materials significantly enhanced teachers' capacity to integrate religious values into vocational instruction. Quantitative analysis confirmed a substantial increase in average teacher scores—rising from 60.95 in the pre-test to 86.80 in the post-test—representing a gain of 25.85 points. Decreases in the standard deviation and coefficient of variation indicate that this improvement was relatively consistent across participants. The Shapiro-Wilk test confirmed a normal data distribution ($p > 0.05$), thereby justifying the use of a paired-samples t-test. Test results revealed a highly significant difference between pre-test and post-test scores ($t = -20.36$; $p < 0.001$), confirming the intervention's effectiveness in strengthening teachers' competence to integrate Islamic values into vocational learning.

Substantively, this program demonstrates that Islamic values can serve as a crucial foundation for balancing technical competence with students' moral and spiritual development. Teachers' religious backgrounds—particularly as alumni of Islamic boarding schools (pesantren)—constitute a valuable form of social capital that can be further strengthened through systematic professional development. Integrating the values of *ṣidiq* (truthfulness), *amānah* (trustworthiness), *ta'āwun* (cooperation), and *itqan* (proficiency/excellence) into learning activities encourages vocational education to transcend mere technical mastery, fostering instead integrity, responsibility, cooperation, and professionalism. This approach is highly relevant to the challenges of the Society 5.0 era, which demands graduates who are digitally adaptive, technically competent, ethically responsible, and grounded in a strong spiritual foundation. Consequently, the PKM-KI model offers a framework with the

potential for replication to strengthen Islamic character within vocational education settings and to prepare a generation that integrates intellectual capacity, professional skills, and moral excellence..

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