Educational Innovation In Vocational Schools Humanistic-Religious Education Theory Perspective: The Use Of Vlogging As A Project-Based Learning Product

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ABSTRACT

This article investigates the effectiveness of Project Learning (P.B.L.) and vlogging in network configuration learning at SMKN 2 Singosari, Malang, a humanist-religious educational theory perspective, focusing on improving the communication skills of grade XII TKJ students. The method used was the ASSURE development design, involving 34 students. The results show significant improvements in students' communication skills, providing empirical evidence of the benefits of integrating P.B.L. and vlogging in network engineering education. This research highlights the potential of innovative learning methods that combine theory and practice while strengthening essential competencies in the digital age and having the potential, freedom, and responsibility to develop themselves holistically, as well as being of faith, purity, and noble character.

Keywords: educational innovation, humanistic-religious education theory, vlogging, project-based learning products

A. INTRODUCTION

The pedagogic concept of project-based learning (P.B.L.) offers a different approach than traditional educational models, focusing on developing students who actively acquire knowledge to solve problems that arise in projects rather than as passive recipients of knowledge (Thomas, 2000). In P.B.L., students engage in practical activities and interactive discussions, which support the development of their independent knowledge.

In today's highly competitive era, the importance of developing relevant skills in students cannot be ignored, especially in an interrelated and rapidly changing global context (Peña-López, 2019). P.B.L. emphasizes self-directed learning, where students learn concept ideas, science practices, and engineering (Council, 2012). Previous research has shown that a more extended experience in P.B.L. can help foster students' cognitive and non-cognitive competencies, such as knowledge, skills, motivation, and interest in learning science (Bhuyan et al., 2020; Jenkins, 2017).

In this study, further research is needed to evaluate the long-term impact of the P.B.L. approach, especially in the context of SMKN 2 Singosari Malang, where the application of P.B.L. has not been fully optimized. Vocational learning emphasizing the integration of discipline and the ability to practice shows that P.B.L. can be implemented well in vocational schools (Rahayu & Sukardi, 2021). In addition to critical thinking and collaboration, communication skills are essential competencies in the era of the Industrial Revolution 4.0. Industry surveys have shown that general skills, including communication, are essential for graduate careers in the Workplace (Abayadeera & Watty, 2016; Klibi & Oussii, 2013).

At SMKN 2 Singosari Malang, there is a need to integrate communication skills into the curriculum, especially in subjects such as Computer Network Engineering. Research by Wahyuni et al. shows that curricula that develop students' communication skills in vocational education are essential to implement. Based on the need to optimize speaking skills, technology such as vlogging is used as a learning medium (Wahyuni et al., 2018). Shih's research shows that integrating video-based blogs into learning can improve students' speaking skills (Shih, 2010).

The importance of 21st-century scientific literacy and skills for today's generation is not only limited to the academic aspect of a curriculum but also to preparing them to be responsible and competent citizens (Sawyer, 2014). In this context, P.B.L. is crucial in building a solid foundation for learners to face complex global challenges.

P.B.L., with its innovative application, enables students to engage in a dynamic and results-oriented learning process. This includes developing students' understanding of cross-disciplinary concepts, science practices, and technical applications, substantially enhancing their critical and analytical thinking skills (Krajcik et al., 2008; Roseman et al., 2008).

A coherent P.B.L. curriculum has been shown to deepen students' understanding of fundamental concepts in various disciplines, including science and mathematics (Shin et al., 2019). This shows how P.B.L. can be adapted for various learning contexts, providing opportunities for students to develop a holistic understanding of various subjects.

In addition to cognitive aspects, P.B.L. also emphasizes the development of non-cognitive competencies such as motivation and interest in learning. Studies by Bradford and Lopez show that P.B.L. can increase student learning motivation, which is critical to effective and continuous learning (Bradford, 2005; Lopez, 2004). The study highlights vlogging as an effective learning tool in response to the growing need for communication skills. Vlogging, which combines visual and auditive aspects, provides an engaging platform for students to develop and practice their communication skills in a more authentic and engaging context.

The theory of humanistic-religious education is a theory that integrates humanistic and religious values in the learning process. This theory departs from the view that humans are creatures who have the potential, freedom, and responsibility to develop themselves holistically, as well as beings of faith, piety, and noble morals (Nurul &; Romelah, 2022; Alfiyanto et al., 2023). This theory emphasizes respecting human rights, developing creativity, and building a harmonious relationship between man, God, and nature. This theory emphasizes that education must respect and develop learners' potential, freedom, and humanity, as well as provide opportunities for expression, creation, and contribution. This theory can be used to evaluate how using vlogging as a project-based learning product can increase vocational students' motivation, interest, and confidence and develop a positive attitude and responsibility toward their learning.

In practice, vlogging allows students to record and reflect on their learning process and supports the development of presentation and narrative skills. This is by research findings stating that multimedia and digital tools can improve students' communication and collaboration skills (Agarwal &.

Thus, this study explores the potential synergy between P.B.L. and vlogging in the context of vocational education, especially in learning network configuration. It is hoped that the findings from this research will provide new insights and innovative learning strategies to educate future generations who are proficient in technical aspects and competent in

communicating and collaborating in various situations. This research will examine the development of P.B.L. combined with vlogging to facilitate students' communication skills. This study examines the sustainability and effectiveness of learning designs integrating these two aspects in network configuration learning in S.M.K.

B. METHOD

This research uses an ASSURE development design. The study subjects were class XII TKJ students at SMKN 2 Singosari, Malang Regency, consisting of 34 students. This research aims to produce vlogging as a product of P.B.L. that facilitates students' communication skills. This study uses a structured development model to test the effectiveness of Project Based Learning (P.B.L.) integration and vlogging in the context of network configuration learning.

This model involves several stages, from initial planning to final evaluation of the learning product. The research and development procedure in this study involves the following steps:

1. Needs Identification and Early Analysis: Determine specific needs for developing learning materials that integrate P.B.L. and vlogging, including context analysis and student needs according to humanistic-religious education theory.
2. Learning Material Design and Development: Designing learning materials that combine the principles of P.B.L. and vlogging. This includes developing content, activities, and learning media according to humanistic-religious education theory.
3. Implementation: Applying learning materials designed in a natural classroom environment according to humanistic-religious education theory by integrating P.B.L. and vlogging in network configuration learning.
4. Evaluation and Assessment: Collect and analyze feedback from students and teachers to evaluate the effectiveness of learning materials according to humanistic-religious education theory.

Plan and pilot-developed learning products, focusing on using P.B.L. and vlogging. In this case, the test subjects are vocational students who take network configuration subjects. The development location for implementation and trial is SMKN 2 Singosari Malang. In addition, it is necessary to identify the types of data to be collected, including qualitative and quantitative data relating to teaching effectiveness. Preparation of instruments needed to collect data, such as questionnaires, interviews, observations, and tests. The last is using appropriate data analysis techniques to interpret the results obtained and draw conclusions based on these results.

C. RESULTS AND DISCUSSION

Result

Figure 1. Briefing Process and Vlogging Results

Figure 1 shows the T.K.J. class at Singosari 2 Malang Vocational High School (S.M.K.) in Malang Regency. In this class, the teacher directs students about the learning to be done and explains it to them. Figure 2 above shows a learner explaining a device to configure a network. The device is a proxy router, and the tool is used as a connector and configuration to the I.S.P. or modem.

The results showed a significant improvement in communication skills and understanding of network configuration concepts by students after following a learning process that integrates P.B.L. and vlogging. In general, students respond positively to this approach to learning. They report that learning becomes more engaging and interactive and helps them understand more complex concepts through hands-on practice. Observation and feedback show an increase in learning engagement and motivation among students. P.B.L. and vlogging support active and collaborative learning.

In the individual trial stage, the research focuses on assessing various aspects of learning by students. These aspects include clarity of learning objectives, ease of learning strategies, and suitability of strategies to student needs. The majority of these aspects earned high scores, indicating that students were satisfied with how the material was delivered and how they interacted with the material. However, some aspects, such as the ease of making products or assignments and understanding how the teacher presents the material, score lower. This shows that there is room for improvement in terms of material presentation and task creation process.

In small-group trials, evaluations are carried out on similar aspects as those found in individual trials. The results of this evaluation show that most students are satisfied with the learning strategies applied, indicating the effectiveness of teaching methods on a smaller scale. However, several areas require more attention, including the suitability of learning strategies,

the attractiveness of teaching materials, and students' understanding of how the teacher presents the material. These results suggest further review and adjustment in teaching approaches to improve effectiveness.

Large group trials provide a broader and more detailed evaluation of the same aspects of learning. The results of this stage show students' high level of satisfaction with most aspects of learning, which indicates that the teaching methods applied are generally effective and exciting. However, as in the previous trial, several aspects received lower scores, primarily related to the clarity of learning objectives and the ease of learning strategies carried out by teachers. This indicates the importance of clarifying learning objectives and adjusting strategies to make them easier for students to understand and follow.

Overall, the learning process tested in this study was considered quite effective. Aspects such as teacher activeness in helping students, interaction between teachers and students, and the attractiveness of teaching materials are positively assessed by students. However, despite the generally positive response, some aspects of learning still require improvement, especially in terms of clarity of objectives and ease of learning strategies, which are crucial to improving overall learning effectiveness.

The results also highlight the evaluation of students' learning products and communication skills. Although most students show promising results in aspects of learning products, some students show low grades in communication skills. This indicates that there is a need for more intensive coaching in the development of students' communication skills. The emphasis on developing these skills is essential, as communicating effectively is integral to a student's learning process and personal development.

This research highlights how project-based learning, enriched by vlogging, significantly improves the quality of education in Computer and Network Engineering (T.K.J.). With hands-on practice and real projects, this approach brings students closer to the reality of employment, preparing them with valuable experience.

As an innovative tool, Vlogging not only strengthens student engagement but also challenges them to develop critical and creative thinking skills in presenting their work. Overwhelmingly positive student responses and high scores in expert validation indicate that the method successfully creates a dynamic and interactive learning environment. This success paved the way for applying similar methods in various other subjects, promising a general improvement in the quality of learning.

Although this approach showed impressive effectiveness, several challenges were revealed that require attention. First, students need to overcome the difficulties that students

face in creating vlog products. This may involve providing more resources, such as better recording equipment or access to video editing software.

Additional training to develop vlogging and storytelling skills can also be beneficial. Secondly, it is essential to improve how the teacher presents the material. This may include developing more interactive and engaging learning materials and professional training for teachers in modern teaching techniques. Finally, continuous adjustment of media and learning strategies to better integrate learning objectives will improve the cohesion and overall effectiveness of the program.

This approach to learning has far-reaching implications and offers significant opportunities for future development within the education sector. Its focus on developing 21st-century skills such as critical thinking, creativity, and digital literacy is essential in preparing students for the ever-changing world of work. However, successful implementation depends on adequate infrastructure support, including equal access to technology and comprehensive teacher training. This demands continued investment from educational institutions and policymakers to adopt innovative technologies and teaching methods. If done right, this approach can be an effective learning model in T.K.J. and other subject areas, encouraging the development of relevant and ready-made skills for students in the digital age.

Discussion

Students experience significant increases in engagement and understanding through using P.B.L. and vlogging. This is based on the findings of Aji & Khan, who emphasize that active learning, such as P.B.L., strengthens student motivation and learning outcomes (Aji & Khan, 2019). Through project-based learning, students get the opportunity to explore the subject matter in a more meaningful and contextual way.

As an interactive and innovative component of P.B.L., Vlogging gives students a platform to express themselves and reflect on their learning process. This supports Wood's view of vlogging as an effective tool for learning, allowing students to combine creative and analytical skills (Wood, 2009). Using vlogging in learning allows students to communicate and reflect on what they have learned. Snelson found that vlogging is a valuable communication tool in educational settings, facilitating students' self-expression and independent learning (Snelson, 2015). This confirms the benefits of vlogging in helping students develop better communication skills.

Teacher guidance in vlogging has proven critical (Taqwa & Sandi, 2019), as explained in research by Taqwa & Sandi. This guidance helps students to harness the full potential of vlogging, ensuring that they stay focused on learning objectives while developing their creative

skills. The application of P.B.L. and vlogging significantly improves students' communication skills. Supporting these findings, Hasan et al.'s research suggests that communication skills can be improved through interactive and language-based learning methods (Hasan et al., 2017). This indicates that students acquire technical knowledge and develop the ability to convey ideas and concepts clearly.

The use of technology in learning, as outlined by Dreon et al., positively impacts students' communication skills (Dreon et al., 2011). This research supports vlogging as a tool to facilitate effective communication and presentation skills, proving that integrating technology into education can lead to better learning outcomes.

Studies by Shivni et al. show the importance of communication training, especially in Health (Shivni et al., 2021). The findings are in line with this study, where vlogging was used as a tool to develop students' communication skills. It emphasizes allowing students to practice and perfect their communication skills in a safe and supportive context.

Boissy et al. found that communication training increases patient satisfaction in a medical context (Boissy et al., 2016). This suggests that practical communication skills are essential in education and various aspects of professional life. These findings support the integration of learning techniques that strengthen school communication skills.

This research supports the idea of integrating vlogging into the curriculum, as proposed by Eckersley (Eckersley, 2016). Using vlogging as part of the learning process offers students a more creative and engaging way to engage in the subject matter while developing digital and communication skills.

The benefits of vlogging in education, particularly in improving communication skills and creativity, show its potential as an essential learning tool. This aligns with global trends in education, emphasizing the importance of 21st-century skills and technology-based learning. The results of this study support the use of innovative learning approaches that combine technology and active methods such as P.B.L. Bryson & Hand and Savage et al. emphasize the importance of this approach in improving student engagement and learning outcomes (Bryson & Hand, 2007; Savage et al., 2009).

These findings suggest that using technology and student-centered learning methods in education can improve students' communication skills and readiness for the world of work. It reaffirms the importance of adopting learning strategies that reflect present and future needs and trends in education.

D. CONCLUSION

This study examines the effectiveness of applying Project Learning (P.B.L.) and vlogging in learning network configuration at SMKN 2 Singosari Malang. Based on the data and analysis, it is known that 1) Application of P.B.L. and Vlogging: Proven effective in improving students' communication skills. Integrating the two provides an engaging and interactive platform for students to learn, collaborate, and communicate their ideas. 2) Student Learning Experience: Students report increased motivation and engagement in learning. P.B.L. provides students with opportunities to engage in project-based learning, while vlogging allows them to reflect and document their learning process; and 3) Communication Skills: Students demonstrate significant progress in their communication skills, including clarity in the delivery of ideas, thought structure, and presentation ability.

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