

Innovation in Improving the Quality of Islamic Boarding School Alumni Through Multimedia Training Centers in the Perspective of Islamic Education Management

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Abstract: Al Miftah Biro Islamic Boarding School has taken significant steps in responding to the demands of globalization through technology-based educational innovation, especially by establishing a multimedia training center. This study aims to explore how the implementation of a multimedia training center can improve the quality of alumni of Islamic boarding schools in facing the challenges of an increasingly digital world of work. The approach used in this study is qualitative with a case study at Al Miftah Biro Islamic Boarding School, which identifies adaptive Islamic education management in managing a multimedia training center. This training program aims to develop technical skills, such as graphic design, video editing, and digital content management, accompanied by character formation based on Islamic values. The results of the study indicate that with careful planning and implementation, the multimedia training center is able to improve the technical skills and competitiveness of alumni in the professional world. In addition, evaluations from training participants showed an increase in collaboration, creativity, and readiness to work in the multimedia industry. These findings prove that the integration of technology in Islamic education not only enriches the curriculum but also provides opportunities for students to adapt to developments in the era and achieve success in an increasingly digital-based world of work.

Keywords: Alumni Quality, Multimedia Training, Islamic Education Management.

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INTRODUCTION

Islamic boarding schools are educational institutions that have existed in Indonesia for centuries and are an important part of the Islamic education system in this country.¹ One of the Islamic boarding schools highlighted in this study is the Al Miftah Biro Islamic Boarding School, which has the potential to contribute to the development of character and intellectual education for the younger generation. However, the major challenge faced by Islamic boarding schools in Indonesia is how to improve the quality of education in order to compete in the era of increasingly rapid globalization, especially in terms of the use of technology. Along with the advancement of digital technology.² The need for skilled human resources in the field of multimedia is becoming increasingly important.³

In this context, Islamic Boarding Schools need to innovate to improve the quality of their alumni, one of which is by creating a multimedia training center that can help Alumni gain practical skills that are relevant to the needs of the world of work. Through this multimedia training center, Islamic boarding schools can provide technology-based education that supports the development of digital skills, creativity, and other expertise needed in the modern world.

Indonesia has more than 34,000 Islamic boarding schools, most of which still rely on traditional learning systems.⁴ However, with the rapid development of technology and the needs of the increasingly digital-based world of work, many Islamic boarding schools face difficulties in aligning their educational curriculum with the demands of the times.⁵ Al Miftah Biro Islamic Boarding School as part of an Islamic boarding school that is faced with the

¹ Muhamad Arif, Sulaiman Dorloh, and Shuhairimi Abdullah, "A Systematic Literature Review of Islamic Boarding School (Pesantren) Education in Indonesia (2014-2024)," *Tribakti: Jurnal Pemikiran Keislaman* 35, no. 2 (2024): 161-80, <https://doi.org/10.33367/tribakti.v35i2.5330>; Muhamad Amin Nur et al., "The Influence of Kiai Leadership, Pesantren Culture, and Information Technology on Santri Loyalty," *Al-Hayat: Journal of Islamic Education* 8, no. 4 (2024): 1347-65, <https://doi.org/https://doi.org/10.35723/ajie.v8i4.65>.

² Noer Syo Im and Achmad Muhibin Zuhri, "Adaptasi Institusi Pendidikan Islam Berbasis Pesantren Terhadap Ekonomi Kapitalistik," *Jurnal Budi Pekerti Agama Islam* 2, no. 4 (2024): 264-76, <https://doi.org/10.61132/jbpai.v2i4.473>; M. Ali Misbakhul Anwar et al., "The Leadership Strategies of Madrasah Principals in Managing the Mu'adalah Curriculum at Salaf Islamic Boarding Schools," in *In Proceeding: Islamic Education Management International Conference* (Sidoarjo: STAINIM, 2025), 39-52; Kamelia Kamelia et al., "Management of Student Character Education in the Globalization Era (Case Study in Wali Songo Islamic Boarding School Ngabar Ponorogo)," *International Journal of Social Science and Human Research* 6, no. 08 (August 29, 2023), <https://doi.org/10.47191/ijsshr/v6-i8-73>.

³ Moch. Rizal Fuadiy et al., "Mapping the Digital Transformation of Education in Indonesia from 2012 to Early 2025," *Journal of Educational Research and Practice* 3, no. 2 (July 26, 2025): 276-306, <https://doi.org/10.70376/jerp.v3i2.390>.

⁴ Dwitri Waluyo, "Mewujudkan Santri Sehat Dan Sejahtera," indonesia.go.id, 2024; Novrizal and Ahmad Faujih, "Sejarah Pesantren Dan Tradisi Pendidikan Islam Di Indonesia," *AL Fikrah: Jurnal Pendidikan Dan Pemikiran Islam* 2, no. 1 (2022): 1-13; Faisal Tamimi, "The Influence of Islamic Boarding Schools for Young People in the Era of Globalization," *Cendekiawan: Jurnal Pendidikan Dan Studi Keislaman* 3, no. 2 (2024): 414-19, <https://doi.org/https://doi.org/10.61253/cendekiawan.v3i2.233>.

⁵ Mukhamad Ilyasin, "Transformation of Learning Management: Integrative Study of Islamic Boarding School Curriculum," *Dinamika Ilmu* 20, no. 1 (2020): 13-22, <https://doi.org/10.21093/DI.V20I1.2006>; Wildani Firdaus and Dina Mardiana, "Development of Islamic Boarding School Curriculum through Equalization Policies," *ATTARBIYAH: Journal of Islamic Culture and Education* 9, no. 1 (2024): 59-73., <https://doi.org/10.18326/attarbiyah.v9i1.59-73>.

challenge of preparing alumni who not only master religious knowledge but also have adequate technological skills to compete in the professional world.

Based on various studies, the use of multimedia technology in learning can increase alumni motivation and absorption of learning materials. Ramgadwala showed that multimedia can help improve understanding of abstract materials, as well as enrich alumni learning experiences.⁶ In addition, other studies also show that the application of multimedia-based practical skills training can improve students' readiness to enter the workforce.⁷

This study aims to explore and analyze how educational innovation in the form of multimedia training centers can improve the quality of alumni. The focus of the study is to identify the role of Islamic education management in managing and developing multimedia training centers as an effort to prepare students to have 21st century skills that are in accordance with the needs of the global workforce.

A well-managed multimedia training center can improve the quality of education and skills of students, which in turn will increase their competitiveness in the professional world.⁸ Adaptive Islamic education management and technological changes will be able to integrate religious education with practical skills needed in the digital world.⁹ In addition, through effective management, multimedia training centers will enrich the pesantren curriculum by providing students with access to knowledge and skills that are relevant to the development of the times.

With a holistic and planned Islamic education management approach, this study aims to provide an overview of how technology-based innovation can improve the quality of education in pesantren, without sacrificing religious and moral values that are the main basis of pesantren education

RESEARCH METHODS

This study focuses on the Al Miftah Biro Islamic Boarding School, which is the location of the study on the implementation of multimedia training centers as an effort to improve the quality of its alumni. This study focuses on Islamic education management applied in the management of multimedia training centers, including planning, implementation, and evaluation strategies. In addition, this study also explores the impact of the training on improving the skills and competitiveness of graduates in various professional fields.

⁶ H Ramgadwala, "Impact of Multimedia on Academic Information Literacy Instruction in Libraries," *IFLA Journal* 50, no. 2 (2024): 273–91, <https://doi.org/https://doi.org/10.1177/03400352231222042>.

⁷ Rebecca Norman-Eck et al., "Meeting the AACN's Essentials for Competency-Based Education With Hands-Free Video-Recorded Skills Assessment," *The Journal of Nursing Education* 62 12 (2023): 733–36, <https://doi.org/10.3928/01484834-20231108-01>; Meg Landfried et al., "MPH Capstone Experiences: Promising Practices and Lessons Learned," *Frontiers in Public Health* 11 (2023), <https://doi.org/10.3389/fpubh.2023.1129330>.

⁸ M. Asep Fathur Rozi, "Strategi Peningkatan Mutu Pendidikan Islam," *EDUKASI: Jurnal Pendidikan Islam (e-Journal)* 4, no. 2 (2016).

⁹ Ainun Rohman and Ulfa Fauziah, "Implementation Of Public Relations Management Development At Boarding Schools In The Smart Society 5.0 Era," *AlWijdan: Journal of Islamic Education Studies* 8, no. 2 (2023), <https://doi.org/https://doi.org/10.58788/alwijdn.v8i2.2416>; Ilyasin, "Transformation of Learning Management: Integrative Study of Islamic Boarding School Curriculum."

This study uses a qualitative approach to provide an in-depth description of educational innovation through multimedia training centers at the Al Miftah Biro Islamic Boarding School.¹⁰ With a case study type of research,¹¹ this study analyzes the Islamic education management strategies implemented, including resource management, curriculum development, and the effectiveness of learning methods applied at the training center. The researcher also examines the relationship between this educational innovation and the quality of Islamic boarding school graduates in the context of global competition.

The sources of information for this study include interviews, observations, and documentation ntasi.¹² The main informants consist of Islamic boarding school leaders, multimedia training center managers, and senior students and alumni who have participated in training. Institutional documentation includes strategic plan documents, Islamic boarding school policies, curriculum data, multimedia training activity reports, and academic records. Related literature includes books, journals, and scientific articles that discuss Islamic education management, multimedia in education, and the development of santri skills. These various sources of information are integrated to obtain comprehensive and valid data to support research analysis. Then the validity of the data is tested using triangulation techniques.¹³

RESULT AND DISCUSSION

PLANNING

Based on the results of interviews with the leaders of the Al Miftah Pesantren, Biro identified an urgent need for multimedia skills that are in line with technological developments and the demands of the world of work. The initial step involved an analysis of the internal situation of the pesantren, including basic alumni skills, available human and material resources, and the potential for developing training facilities. This analysis was carried out through discussions with stakeholders, including the leaders of the pesantren, managers, and multimedia experts.

The results of the analysis were used to prepare a strategic plan consisting of three main components: short and long-term goals, expected skill targets, and implementation steps. The

¹⁰ Sugiyono, *Metode Penelitian Kualitatif. Untuk Penelitian Yang Bersifat Eksploratif, Enterpretif, Interaktif, Dan Konstruktif. Cocok Untuk 1. Mahasiswa SI, S2, Dan S3. 2. Dosen Dan Peneliti Ed. 3 Cet. 3 Thn.* 2020 (Jakarta: Alfabeta, 2020); John W. Creswell, *Research Design (Pendekatan Metode Kualitatif, Kuantitatif, Dan Campuran) Terjemah Ach. Fawaid Dan Rianayati Kusmini* (Yogyakarta: Pustaka Pelajar, 2019).

¹¹ M. Fahim Tharaba and Aji Wahyudin, *Penelitian Manajemen Pendidikan Islam* (Malang: UIN Maliki Press, 2024); Michelle Salmona and Dan Kaczynski, "Qualitative Data Analysis Strategies," *In How to Conduct Qualitative Research in Finance*, 2024, 80-96; Amanda Grenier, "The Qualitative Embedded Case Study Method: Exploring and Refining Gerontological Concepts via Qualitative Research with Older People," *Journal of Aging Studies* 65 (2023): 101138.

¹² M. Syahrani Jailani, "Teknik Pengumpulan Data Dan Instrumen Penelitian Ilmiah Pendidikan Pada Pendekatan Kualitatif Dan Kuantitatif," *Ihsan: Jurnal Pendidikan Islam* 1, no. 2 (2023): 1-9; Dimas Assyakurrohim et al., "Metode Studi Kasus Dalam Penelitian Kualitatif," *Jurnal Pendidikan Sains Dan Komputer* 3, no. 1 (2023): 1-9, <https://doi.org/10.47709/jpsk.v3i01.1951>; L. Judijanto et al., *Research Design: Pendekatan Kualitatif Dan Kuantitatif* (Jambi: PT. Sonpedia Publishing Indonesia., 2024).

¹³ Hendrik Poltak and Robert Rianto Widjaja, "Pendekatan Metode Studi Kasus Dalam Riset Kualitatif," *Local Engineering* 2, no. 1 (2024): 31-34, <https://doi.org/https://doi.org/10.59810/lejlace.v2i1.89>; Arditya Prayogi and M. Arif Kurniawan, "Pendekatan Kualitatif Dan Kuantitatif: Suatu Telaah," *Complex: Jurnal Multidisiplin Ilmu Nasional* 1, no. 2 (2024): 30-37.

objectives of this program are not only focused on mastering technical skills such as graphic design, video editing, and digital content management, but also on the formation of the character of students based on Islamic values. The preparation of the curriculum is a priority, by ensuring the integration of modern technology and Islamic ethics in each training module.

The strategic plan also includes training programs and competency development for managers and teachers. In this case, the Islamic boarding school collaborates with professional training institutions and practitioners in the field of multimedia to provide training to teachers. In addition, multimedia software and hardware are procured in accordance with industry standards, including high-spec computers, professional cameras, and the latest editing applications. This ensures that training facilities support interactive project-based learning practices.¹⁴ Prabowo et al.'s research shows the role of technology in improving the quality of education in Islamic boarding schools in Southeast Asia. This article finds that with careful planning and support from Islamic boarding school leaders, technologies such as multimedia and digital platforms can be used to enrich teaching methods and support the success of students in facing the challenges of the digital world.¹⁵

To ensure the sustainability of the program, Pesantren Al Miftah Biro designed a monitoring and evaluation mechanism during the planning stage. Every aspect, from the effectiveness of the curriculum to the readiness of the facilities, is evaluated periodically to ensure that the implementation is in accordance with the vision of the pesantren. This step creates a solid foundation for implementing an innovative multimedia training center that is relevant to the needs of today's workforce.

The preparation of the training curriculum is an important part of the planning. The curriculum is designed to integrate the technical aspects of multimedia with Islamic educational values, so that students not only master technical skills but also have a strong moral foundation.¹⁶ The pesantren's strategic document notes that this program aims to produce graduates who are able to compete in the job market while contributing to community development.

Planning also includes training for managers and teachers. Pesantren collaborates with multimedia experts and training institutions to improve teacher competency. In addition, the procurement of modern equipment and software is a priority in supporting the success of the

¹⁴ Andi Yusika Rangan, Amelia Yusnita, and Siti Qomariah, "Pendampingan Pemanfaatan Media Sosial Sebagai Sarana Membangun Citra Pondok Pesantren Nurul Mustafa Al-Husaini," *Bantenese Jurnal Pengabdian Masyarakat* 3, no. 1 (2021): 1-9; Abdur Rahman and I. Nyoman Jamper, "Pengembangan Multimedia Pembelajaran Interaktif Untuk Meningkatkan Hasil Belajar IPS," *Jurnal Edutech Undiksha* 8, no. 1 (2020): 32-45.

¹⁵ M. S. Prabowo et al., "Digital Literacy and Development of Santripreneur Asset Quality Through The Leadership Role of Kyai: A Case Study of Islamic Boarding Schools," *Journal of Private and Commercial Law* 6, no. 2 (2022), <https://doi.org/https://doi.org/10.15294/jpcl.v6i2.38837>.

¹⁶ Darmawan Daud, Muhammad Nasir, and Moh. Salehudin, "Manajemen Pengembangan Kurikulum Pesantren Mu'Adalah (Studi Kasus Pada Satuan Pendidikan Mu'allimin Pondok Pesantren Trubus Iman Tanah Grogot)," *Journal on Education* 6, no. 4 (June 14, 2024): 20732-47, <https://doi.org/10.31004/joe.v6i4.6187>; Ersi et al., "Pengembangan Kurikulum Pendidikan Dan Globalisasi," *Concept: Journal of Social Humanities and Education* 2, no. 4 (2023): 95-106.

training. This is in line with a study by Luthfi and Sofyan¹⁷ which emphasizes the importance of technological infrastructure in multimedia-based training.

With careful planning, the Islamic Boarding School has succeeded in combining the vision of Islamic education with technological innovation, creating a strong foundation for the implementation of multimedia training programs. This strategy not only answers the internal needs of the Islamic boarding school, but also opens up opportunities for students to adapt to the increasingly developing digital world. There is an increase in the technological skills of students who take multimedia training, which is shown through their digital work. This increase in student skills is one indicator of the success of the multimedia training center in creating competent alumni. Students who have taken the training are able to produce digital works in the form of educational videos, graphic designs, and simple applications that are relevant to the needs of the community.

This statement is in line with the research results of Ritonga et al. which highlights the integration of information and communication technology (ICT) in Islamic education in Indonesia, including its application in Islamic boarding schools. The findings of this study indicate that Islamic boarding schools that have mature planning and a clear vision in adopting technology can provide education that is more relevant to the development of the digital world. Innovation in multimedia learning also helps students develop the skills needed to compete in a digital society.¹⁸

This data is supported by internal reports from Islamic boarding schools that recorded an increase in the productivity of students in multimedia projects over the past two years. Research observations show an increase in collaborative interaction between teachers and students during the training process, supported by adequate technological facilities. Effective collaboration between teachers and students creates a learning atmosphere that supports the development of practical skills. This interaction can be seen from the dynamics of group discussions, project-based problem solving, and the use of multimedia technology as a learning tool. Similar studies have shown that a collaborative approach can improve students' motivation and learning outcomes. Alumni who have participated in multimedia training reported increased job opportunities, especially in the fields of graphic design and digital content production. Multimedia training programs have been shown to increase the competitiveness of graduates in the workforce. Alumni stated that the skills acquired during training were an added value in the recruitment process.¹⁹ Barinua's²⁰ research also supports

¹⁷ Lutfi Zulkarnain, "The Role of Pesantren Leaders in the Digital Age," *Journal of Multi-Disciplines Science* 1, no. 1 (2023): 16–27, <https://doi.org/https://doi.org/10.59921/icecomb.v1i1.13>; Sofyan Sauri et al., "Wise Use of Technology: Fostering IMTAQ and IPTEK in The Pesantren Region of Cianjur Regency, West Java," *Jurnal Pengabdian UNDIKMA* 5, no. 3 (2024): 377–87, <https://doi.org/https://doi.org/10.33394/jpu.v5i3.11823>.

¹⁸ Mahyudin Ritonga et al., "Learning Technology in Teaching: A Research on Implementation of Technology at Islamic Educational Institutions in Indonesia," *International Journal of Membrane Science and Technology* 10, no. 1 (2023), <https://doi.org/https://doi.org/10.15379/ijmst.v10i1.2631>.

¹⁹ S. Sudadi et al., "Application of the Online Collaborative Learning Platform in Islamic Religious Education Learning: Its Impact on Academic Achievement and Student Learning Motivation 302-317.," *Journal Neosantara Hybrid Learning* 2, no. 1 (2024): 302–17, <https://doi.org/https://doi.org/10.55849/jnhl.v2i1.764>.

these findings, showing that technology-based training increases job opportunities by up to 30%.

These findings indicate that multimedia training at Pesantren Al Miftah Biro contributes significantly to improving the quality of graduates, both in terms of technological skills and competitiveness in the job market. This is because the Islamic educational management approach applied focuses on curriculum innovation, intensive collaboration, and the use of modern technology. Fandir's ²¹ research supports that technology-based educational innovation is an effective strategy in facing the challenges of education in the digital era. In addition, the project-based approach applied at the multimedia training center provides relevant practical experience for students.

IMPLEMENTATION

The implementation stage of the multimedia training program at the Al Miftah Biro Islamic Boarding School began with the operation of previously prepared facilities. These facilities include modern training rooms equipped with high-capacity computers, the latest software such as Adobe Creative Suite, and multimedia equipment such as high-quality digital cameras and audio recorders. The Islamic boarding school's technical team who had previously undergone training was responsible for ensuring that all facilities functioned optimally throughout the program.

The learning process was designed based on real projects (project-based learning), so that students could be directly involved in completing tasks that reflected the needs of the world of work. For example, students were taught to create graphic designs for digital marketing, edit event documentation videos, and compile content for social media platforms. This method not only honed technical skills but also encouraged collaboration, time management, and innovation. In line with this, Jiang et al.'s research showed participants' experiences in project-based learning. This article emphasizes the importance of flexible theory, practice, and evaluation sessions to provide a holistic learning experience. Participants who presented their projects regularly benefited from constructive feedback that motivated them to continue improving their final results.²²

The program is taught by a combination of external experts from the multimedia industry and certified internal instructors. The instructors use a multimodal approach, including live demonstrations, intensive practice sessions, simulations, and small group

²⁰ Victor Barinua and Olarewaju Olatokunbo, "The Impact of Skill Acquisition on Entrepreneur Development," *Saudi Journal of Business and Management Studies* 7, no. 5 (2022): 137–46, <https://doi.org/10.36348/sjbms.2022.v07i05.004>.

²¹ A. Fandir, "Transformation of Islamic Education: Implementation of Technological Innovation in Education Management," *Jurnal Ilmiah Mandala Education* 10, no. 1 (2024): 187–96, <https://doi.org/https://doi.org/10.37304/paris.v2i1.3282>; Moh. Wardi Sri Minarti, Firda Sibtur Rohimiya, "The Distinctive Character In The Modernization Of Islamic Education Through Curriculum And Learning Management," *Pedagogik Jurnal Pendidikan* 9, no. 2 (2022): 156-173., <https://doi.org/https://doi.org/10.33650/pjp.v9i2.4419>.

²² Cuiling Jiang et al., "Machine Vision Algorithm Training Course Construction with PBL," *International Journal of Information and Education Technology* 12, no. 10 (2022): 1050–55, <https://doi.org/https://doi.org/10.18178/ijiet.2022.12.10.1719>.

discussions. The materials taught not only cover basic technical skills such as an introduction to design software, but also include advanced applications in managing complex multimedia projects.

The training schedule is designed flexibly to include theory, practice, and evaluation sessions. Evaluation sessions are conducted weekly, where participants are asked to present their project results to get feedback from the instructor and their group mates. This process provides an opportunity for reflection and continuous improvement according to the needs of each participant. This is in line with the statement of Ricaurte and Vilorio who highlighted the importance of project-based learning (PBL) with a flexible training schedule to combine theory, practice, and evaluation. The findings showed that the integration of weekly evaluation sessions allowed participants to get direct feedback, which helped them reflect on their progress and make necessary improvements to their projects.²³

The pesantren also collaborates with training institutions and companies in the multimedia field. Outstanding alumni have the opportunity to participate in internship programs at partner companies, allowing them to gain hands-on professional experience. These partnerships also create networking opportunities for students after graduation. To ensure that implementation goes according to plan, the program is monitored through a reporting system that records participants' progress in detail. Every week, the management team analyzes the reports to assess the effectiveness of the teaching methods and identify areas that need improvement. This data is then used to improve the training structure in subsequent cycles, ensuring the program remains relevant and adaptive to future needs.

EVALUATION

The evaluation was conducted comprehensively to assess the effectiveness of the multimedia training program at Pesantren Al Miftah Biro. This evaluation covers aspects of planning, implementation, and the impact of the training on participants. The initial stage of the evaluation involved collecting feedback from Alumni, teachers, and management through interviews, surveys, and group discussions. This data was used to evaluate the quality of the materials, teaching methods, and facilities used.²⁴ Furthermore, the evaluation also included an assessment of the students' learning outcomes, which was carried out through direct observation and analysis of their work, such as graphic design projects or documentary videos. This work was assessed based on criteria that included technical aspects, aesthetics, and conformity with Islamic values. Evaluation reports were prepared periodically by the training management team. This report includes an analysis of the program's strengths and weaknesses as well as recommendations for improvement for the next training cycle. For example, if it is found that some students have difficulty mastering certain software, the manager can adjust the training schedule by adding in-depth material sessions.

²³ Marvin Ricaurte and A. Vilorio, "Project-Based Learning as a Strategy for Multi-Level Training Applied to Undergraduate Engineering Students," *Education for Chemical Engineers* 33 (2020): 102–11, <https://doi.org/https://doi.org/10.1016/J.ECE.2020.09.001>.

²⁴ M. Shoffa Saifillah Al Faruq, M. Asep Fathur Rozi, and Ahmad Sunoko, "Implementation of the Juran Trilogy in Improving the Quality of Islamic Higher Education," *Al-Hayat: Journal of Islamic Education* 8, no. 1 (January 21, 2024): 169, <https://doi.org/10.35723/ajie.v8i1.420>.

The impact of the training program is also evaluated by measuring the success rate of alumni in entering the workforce or continuing their education. evaluate the impact of simulation-based training programs by measuring the success of participants in meeting job requirements in certain professional fields. Liliana's research shows that alumni success in the workforce is an important indicator for assessing the effectiveness of training.²⁵ This data was collected through alumni surveys and interviews with graduate users. The evaluation results show that alumni who have participated in multimedia training have higher competitiveness, with many of them successfully working in the creative sector or becoming entrepreneurs in the multimedia field. This ongoing evaluation ensures that the training program remains relevant to the needs of the times and is able to provide maximum benefits for students and alumni of the Al Miftah Biro Islamic Boarding School

This is in line with Winstone and Boud's research which explores a continuous evaluation model to ensure the relevance of training to the needs of participants. The findings naomi's show that regular evaluation can help training programs adapt to the times, providing maximum benefits to participants, including alumni.²⁶ plus research by Hepburn et al. on the importance of continuous evaluation in education and training to ensure programs remain relevant to future needs. The case study shows how educational institutions can update training curricula based on participant feedback and technological developments.²⁷

CONCLUSION

Al Miftah Biro Islamic Boarding School has demonstrated remarkable success in designing and implementing an innovative multimedia training center. The results of this study reveal that the project-based approach applied in this program is able to significantly improve the technical skills of students, especially in graphic design and video editing, while maintaining Islamic values as the foundation of education. The success of this program is also supported by careful planning, collaboration with industry practitioners, and flexibility in implementing training that allows adaptation to the needs of participants.

However, this study has several limitations. The sample used is still limited, so generalization of findings to a wider population needs to be done with caution. In addition, the cases studied only include three groups of participants, which may not reflect the variation in experiences of all students in the boarding school. Other limitations are the lack of variation in the initial ability levels of participants and the scope of the research location which only focuses on one boarding school, so it does not provide a comprehensive picture of the effectiveness of this training model in different environments.

²⁵ Liliana Neriz et al., "Simulation-Based Training as a Teaching and Learning Tool for Management Education," *Innovations in Education and Teaching International* 57 (2020): 701-13, <https://doi.org/https://doi.org/10.1080/14703297.2019.1631874>; Gudrun Maenhout et al., "The Effect of Repeated High-Fidelity in Situ Simulation-Based Training on Self-Efficacy, Self-Perceived Leadership Qualities and Team Performance: A Quasi-Experimental Study in a NICU-Setting," *Nurse Education Today* 100 (2021): 104849, <https://doi.org/https://doi.org/10.1016/j.nedt.2021.104849>.

²⁶ Naomi E. Winstone and D. Boud, "The Need to Disentangle Assessment and Feedback in Higher Education," *Studies in Higher Education* 47 (2020): 656-67, <https://doi.org/https://doi.org/10.1080/03075079.2020.1779687>.

²⁷ L. Hepburn et al., "A Strategic Framework for Delivering Ongoing Feedback at Scale," *Assessment & Evaluation in Higher Education* 47 (2021): 742-54, <https://doi.org/https://doi.org/10.1080/02602938.2021.1959517>.

To gain a deeper and more comprehensive understanding, further research is needed by expanding the scope of samples and locations, and examining the effectiveness of the program at various levels of participant ability. In addition, exploration of more adaptive and technology-based training methods can further enhance the positive impact of this program. Thus, this pesantren-based multimedia training model can continue to develop and become a reference for other Islamic educational institutions in facing the challenges of the digital era.

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