



THE ROLE OF TRANSFERABILITY SKILLS IN THE RELIGIOUS FIELD

1st Setya Chendra Wibawa
Bizscript Acader
Indonesia
setyachendra@bizscript.studio

2nd Purnomo
State University of Malang
Indonesia
purnomo@um.ac.id

3th Hakkun Elmunsyah
State University of Malang
Indonesia
hakkunelmunsyah@um.ac.id

4th Eddy Sutadji
State University of Malang
Indonesia
Zeddysutadji@um.ac.id

Abstract— This document will explore the importance of transferability skills in the religious field, the impact of technology on those skills, and the challenges that come with acquiring and utilizing them. Methodology to reach the goal using mixed method research, literate the information from several articles related to the topic, by making Research Questions by 190 respondents and then reviewing 35 literatures. The study identified clear themes, including the need for communication skills. limited resources, and the impact of technology in the religious field. Based on a literature review conducted on the topic, these findings will help professionals and their organizations prioritize training and formulate policies to address these issues. So it can be concluded that the religious field requires a diverse set of job skills, and professionals must be willing to adapt to new technologies and cultural norms to be successful. Though challenges exist, opportunities for training and support do exist. We hope this document has provided valuable insights for those interested in this topic.

Keywords— transferability skills, job skills, religious field, mixed method

I. INTRODUCTION

The authors contend through a theoretical study and content analysis that these abilities and competencies are necessary for CRE instructors who work as educators in the context of ICT- based learning, namely (1) communication skills, (2) technology literacy. (3) time management skills (4) assessment and evaluation skills, and (5) teach students to apply concepts [1]. Research that mentions life skills education can overcome juvenile delinquency among students because they have been framed with religious norms. The curriculum delivered in class contains character development so that students can overcome the moral decadence that occurs in society [2]. The religious field requires a diverse set of skills to be successful. Strong communication and leadership skills are essential, as well as cultural competence. Professionals in this field must be able to navigate complex interpersonal relationships and work collaboratively with their teams.

The above is information that we often hear related to skills that are specific to the field of religion. Parents in the city and in the village have different thoughts, if parents in the city think that children should become doctors, the idea of being an engineer can make planes. While parents in the village prefer children to be able to recite and become ngaji teachers. This is a problem of how policies are carried out so that students who choose the religious field also have 21st-century expertise that is not underestimated. The meaning of guru ngaji is one who teaches how to read the Holy Quran.

The Value of Research in the Religious Field is that research is an essential tool in tracking changes in the religious arena and evaluating the effects of programs aimed at affecting spiritual growth. Research is invaluable in gaining a deeper understanding and appreciation of the complexities of the religious field. It is necessary to keep track of changes and evaluate programs aiming to promote spiritual growth.

In this study, the topic of religious skills is raised, because religious students are closely related to not being able to do work as sparked in 21st century expertise, so it is necessary to research in terms of exploring opinions and comparing with the results of research in the form of literacy to get answers whether it is true that they only study religion and cannot do like students in general.

II. METHODS

To better understand the importance of transferability skills in the religious field, a qualitative study will be conducted using open-ended and focused questions to collect data from individuals in various demography religious. The responses will be analyzed to identify key themes and gain a more comprehensive understanding of the topic. Question Research to 190 respondents of Islamics Institution student as Table 1.

Table 1. Respondent demography for religious students

Respondent Demography	Indikator	Number	Percentage
Age	17-20	3	2%
	21-23	10	5%
	24-30	7	4%
	others	1	1%
Gender	Female	23	12%
	Male	16	8%
Place of Living	Jember kota	21	11%
	Surabaya	14	7%
	Bondowoso	11	6%
	Jombang	4	2%
	Wonosalam	2	1%
	Tanggul	1	1%
	Banyuwangi	2	1%
	Situbondo	1	1%
Near Jember	4	2%	

Tecnology usage	Everyday	34	18%
	Not Very often	8	4%
Number of phones owned	One	5	3%
	More than one	23	12%
Total		190	100%

A total of 100 percent of respondents, 18% often use technology to support daily activities such as presentations, interactive quizzes, email assignment collection, online drive management, social media as a place for discussion. Then, 12% of respondents have more than one smartphone, even though the Covid pandemic period has passed, but the online era is still often used for video conferencing with smartphones, while others are used to go online with social media at the same time. And it turns out that by gender, women are 12%, while men are 8%.

Then compared the research filtered with keywords Transferability skill in the religious field, resulting in 35 articles, such as mapping in Figure 1.

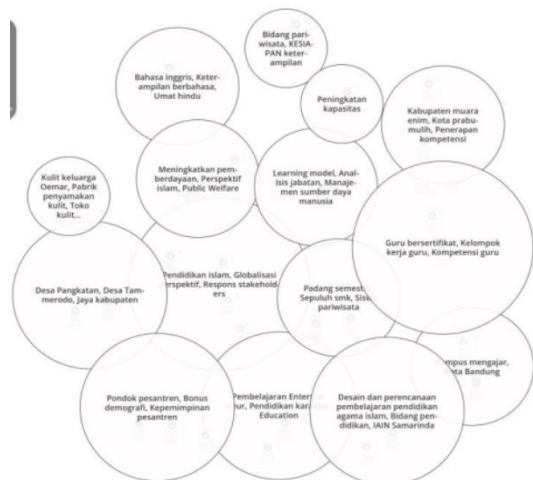


Figure 1. mapping results by keywords

After obtaining the filter results, questions were made to answer the trend of transferability skill in the religious field, as in table 2.

Table 2. Research Question

Question	Response
RQ1: What is the most important job skill for success in the religious field?	
RQ2: What challenges do you face in acquiring the necessary job skills?	
RQ3: How has technology impacted the religious field?	

III. RESULT AND DISCUSSION.

The results of the research are consistent with other studies and anecdotal evidence. It is essential for religious professionals to develop and maintain job skills to meet the challenges of the ever-changing religious landscape. The study identified clear themes, including the need for communication skills, limited resources, and the impact of technology in the religious field. These findings will help professionals and their organizations to prioritize training and formulate policies to address these issues. The following is a summary of the research questions as shown in Table 3.

Tabel 3. Results of Research Question

Question	Response
RQ1: What is the most important job skill for success in the religious field?	Effective communication was stated as the most important skill for success by most respondents
RQ2: What challenges do you face in acquiring the necessary job skills?	Limited resources and lack of financial support were the most identified challenges by respondents
RQ3: How has technology impacted the religious field?	Respondents agreed that technology has created many opportunities but has also created a need for new skills and the need to adapt constantly to new technologies.

Based on the literacy of several articles, a common thread can be drawn that skills and attributes for success in the religious field are (1) Communication skills, (2) Active listening, (3) Public speaking, (4) Interpersonal communication, (5) Leadership and Teamwork, (6) Delegation Collaboration Conflict resolution, (7) Cultural Competence, (8) Understanding and respect for diverse beliefs and backgrounds, and (9) Ability to adapt to different cultural norms and practices.

Communication skills seem to be a mainstay in the religious field because if a student who graduates in the religious field does not have good communication skills, it cannot change the situation of a race. So that in the development of science, expertise in communicating becomes the basis of every field of science.

In the development of different regions, it requires that every student in the religious field has the ability to listen to the anxiety of the community, so the skill to listen actively is needed. While a public speaker will get his influence in society if he can not only protect or be able to listen to public complaints but also can provide firmness in the confidence of a figure in the community.

Local culture is indeed the background of parents in educating children when they grow up into what, what field, even parents in the village will feel happy just by getting a little sustenance but blessings. The leadership of an academy or university institution in the field of religion should have a work team that is able to create a curriculum to balance the skills of expertise in the field of religion is not underestimated when compared to other professions. This

will produce graduates with excellent leadership and work teams.

Training Opportunities for Religious Job Skills These includes: (1) Professional Organizations, membership in organizations such as the Association of Religious Professionals or The American Association of Pastoral Counsel or can offer training, conferences, and networking opportunities. In Indonesia there are mosque organizations throughout Indonesia, which can be joined to become a practice in improving religious expertise. The Indonesian Ulema Council (MUI) can also be used as an organization in developing soft skills in the religious sector. (2) Graduate Programs, a Master of Divinity is a common degree for those pursuing a career in the religious field. Other advanced degrees, such as a Master of Religious Education or Master of Pastoral Studies training in specific skill sets. (3) Internships and Apprenticeships can provide further On-the-job experience is another vital component of training for religious job skills. Internships or apprenticeships under experienced professionals can offer practical knowledge and guidance.

The path to religious career success often involves formal education and hands-on experience. Grad programs, internships, and memberships in professional organizations present opportunities for growth and development.

The Impact of Technology on Job Skills in the Religious Field: Step 1: Expansion of Remote Work. Advances in technology have allowed religious organizations to expand their reach through online platforms, creating opportunities for remote work on a global scale. **Step 2: Increased Access to Resources.** Online resources such as podcasts, webinars, and online courses have made training and continuing education more accessible to religious professionals in distant locations. **Step 3: Development of Technology and social media Skills,** Professionals in the religious field must now have skills in social media and other online platforms to reach broader audiences and meet people where they are. Technology has had a profound impact on the way the religious field operates, creating opportunities for remote work, broadening access to resources, and requiring professionals to have a broader skill set.

Challenges in Acquiring and Utilizing Job Skills in the Religious Field: (1) Education and Training, The cost of education and lack of financial support can often be barriers to learning necessary job skills for the religious field. (2) Cultural Norms, Unique cultures and expectations within different religious organizations can hinder the development of universally applicable job skills in the field. (3) Self-care and Burnout, Overly intense workloads and demanding schedules can lead to high levels of stress and burnout if professionals do not prioritize self-care. (4) Limited Resources, Resources in smaller organizations or underfunded religious institutions may be limited, making it challenging to allocate time and resources for education and training--images. Though much can be gained from obtaining job skills in the religious field, challenges such as lack of resources or differing cultural norms can hinder equal access to necessary education and training.

IV. CONCLUSION

The religious field requires a diverse set of job skills, and professionals must be willing to adapt to new technologies and cultural norms to be successful. Though challenges exist, opportunities for training and support do exist. We hope this document has provided valuable insights for those interested in this topic. When compared, the results of respondents show that technology can help religious students to become more successful. While the results of literacy also show 21st century expertise that every field of science must be able to absorb technology to support its work.

REFERENCES

- [1] Lase, D., D. O. Daeli, A. Ndraha, and J. Harefa, "Skills and Competencies of Christian Religious Education Teachers in the Industrial Revolution 4.0 Era," *SSRN Electron. J.*, 2021, doi: <https://doi.org/10.2139/ssrn.3904632>.
- [2] Muhammadong, Z. M., I. M. S., Bachtari, and A. Rizal, "Strategies for Improving Life Skills in Learning Islamic Religious Education for Students in Makassar," *TARBAWY Indones. J. Islam. Educ.*, vol. 9, no. 242–252, 2022.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

