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Optimizing Teaching Workshops to Advance the Competencies of Islamic Religious Education Lecturers in the Integration of Digital Technology

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ABSTRACT

This article evaluates and optimizes the implementation of teaching workshops aimed at improving the competencies of Islamic Education (PAI) lecturers in using digital technology at the Islamic Institute of As'adiyah Sengkang. The study focuses on understanding how workshops can enhance PAI lecturers' digital technology skills and identifying strategies to optimize the workshops for more effective technology adoption. A descriptive qualitative method, including interviews and observations, was used for data collection. The hermeneutic approach provided insights into the lecturers' experiences regarding the workshops and the integration of technology in teaching. Findings indicate that although the workshop materials were relevant, additional practice time and simplified content are necessary to improve lecturers' understanding. While there was a noticeable increase in competencies, technical challenges still exist, requiring continuous support. Optimizing the workshops involves adding more practice sessions, simplifying content, and offering mentorship to build lecturers' confidence in implementing digital technology effectively. This research provides valuable insights for enhancing the development of digital competencies among PAI lecturers.

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1. INTRODUCTION

The rapidly evolving global era demands that education plays a crucial role in improving human resources, which is a primary factor in the advancement of a nation. Quality education not only facilitates individuals in achieving their optimal potential but also contributes to overall economic and social development. One effective strategy to achieve this goal is enhancing the quality of teaching in higher education institutions, which serve as the main pillar in developing intellectual capacity. Prioritizing higher education institutions in the development agenda ensures the readiness of future generations to face global challenges and make significant contributions to societal progress (Hidayati, 2021).

In the digital era, educational transformation requires an increase in lecturers' competence in utilizing digital technology for learning. By using digital technology, lecturers can access various resources and tools that enrich the learning experience and accelerate the transfer of knowledge. Furthermore, digital technology has significant potential in changing teaching and learning methods, enabling more interactive,

collaborative, and student-centered learning, which increases student engagement and motivation in the educational process (Rahman, 2020).

The use of technology in higher education not only assists in content delivery but also helps develop students' critical thinking and problem-solving skills. However, the implementation of digital technology in education faces several challenges, including the lack of lecturers' skills and knowledge regarding technology and resistance to change (Agustina, 2022).

Lecturers, as the primary pillars in delivering knowledge and skills to students, play an essential role in facing these challenges. Therefore, workshops have become a common approach used for the development of lecturers' teaching skills to make them more effective and innovative in improving interactions between lecturers and students, facilitating deeper conceptual understanding, and developing practical skills in various fields of study (Sudirman, 2023).

The importance of developing lecturers' competencies is crucial, considering that lecturers are potential agents of change in educational institutions. While lecturers are often more adaptable to innovation and change, they also require the appropriate support and training to maximize the use of digital technology in teaching. Specialized workshops for lecturers can provide an effective solution to address these challenges. These workshops not only enhance lecturers' technical skills in using digital tools but also help them understand how technology can be integrated pedagogically to improve the learning process (Fakhruddin, 2021).

Universitas Islam As'adiyah Sengkang, as a higher education institution focused on teaching and spreading Islamic knowledge, holds an essential responsibility in producing qualified lecturers for Islamic Education (PAI). Lecturers, as the next generation, play a strategic role in introducing innovations and teaching approaches that are relevant and responsive to the times and the needs of students (Abdullah, 2022).

Integrating technology must be done in a manner that aligns with Islamic values, thereby supporting and enriching the learning process. Furthermore, comprehensive and ongoing training through workshops can help Islamic Education lecturers at this institution overcome infrastructure and resource limitations, as well as build the necessary skills for effective digital learning (Zulfa, 2021). This aligns with the teachings in the Quran that speak about the importance of intellectual reflection and the use of knowledge to benefit humanity.

In the context of education, this reflection is relevant because it highlights the importance of understanding and applying knowledge deeply. Education is not just about memorizing information but requires intellectual engagement to analyze, connect, and apply the knowledge gained. This is in line with the importance of workshops for lecturers, such as those held by Universitas Islam As'adiyah Sengkang. These workshops provide space for lecturers to update their knowledge, share experiences, and develop teaching skills that ultimately impact the improvement of students' educational quality (Al-Misri, 2020).

Therefore, this perspective emphasizes that the development of intellect and critical thinking is essential in the teaching and learning process, and workshops play a role in fostering this. Through a better understanding of knowledge, lecturers can create a more effective and meaningful learning environment.

2. METHOD

The research methodology for this study employs a qualitative descriptive approach to explore the experiences and perceptions of Islamic Religious Education (PAI) lecturers regarding the implementation of digital technology in teaching. Data will be collected using in-depth interviews, observations, and document analysis. Interviews will be conducted with

PAI lecturers who participated in workshops, as well as with students taught by these lecturers. Observations will focus on the interaction between facilitators and participants, while document analysis will include workshop materials and institutional reports. This multi-source data collection will enrich the study and ensure the validity and reliability of the findings (Miles & Huberman, 1994).

A hermeneutic approach will be used to interpret the underlying meanings of the lecturers' experiences, focusing on the social and cultural contexts that influence how technology is adopted in the classroom. The study will analyze how lecturers make sense of the use of digital tools in education and how this affects their teaching competencies. This approach aims to uncover deeper insights into the challenges and successes faced by lecturers, as well as the factors that influence their ability to integrate digital technology into their teaching practices (Guba & Lincoln, 1989).

Data analysis will follow Miles and Huberman's (1994) model, which includes data collection, reduction, display, and verification. Data reduction involves sorting and simplifying the collected information into relevant themes. Data display will present the information in a clear format, such as tables or matrices, to identify patterns. Verification will ensure the validity of the findings through triangulation, member checking, and audit trails. These methods ensure a comprehensive and valid analysis of the effectiveness of teaching workshops and the development of digital competencies among PAI lecturers at the Islamic Institute of As'Adiyah (Guba & Lincoln, 1989; Miles & Huberman, 1994).

3. RESULTS AND DISCUSSION

3.1. Results

a. Implementation of Teaching Workshops in Enhancing PAI Lecturers' Ability to Implement Digital Technology

1) Quality of Materials

The results of the observation show that the quality of the workshop materials was deemed good, with clear explanations that were relevant to the teaching needs. The materials were easy to understand and highly relevant to the current teaching needs. Lecturers experienced direct benefits from the materials provided, indicating that the workshop content was accessible and aligned with the challenges faced in teaching. Additionally, the interactivity of the facilitator played a key role in helping lecturers familiarize themselves with new technologies, further suggesting that effective teaching involves not only good content but also an engaging delivery. The workshop content was deemed relevant and allowed lecturers to apply the knowledge gained in their daily teaching context.

2) Delivery Methods

The interactive delivery methods, which included discussions, proved effective in enhancing participants' understanding. The facilitator employed methods that allowed active participation from the attendees. Opportunities for discussion and hands-on practice were crucial, signaling that learning occurs not only passively but also actively. The value of the interactive method deepened understanding and encouraged participant involvement in the learning process. Such interaction created space for collaboration, where participants could learn from one another, enhancing lecturers' understanding and engagement.

3) Duration and Practice Time

There were complaints regarding the duration and insufficient practice time during the workshop. Observations noted that some sessions were too packed, making it difficult for participants to absorb the information properly. The importance of adequate practice time was emphasized, as applying theoretical knowledge into practice is essential for effective

learning. More practice time would allow participants to gain more confidence in using technology in the classroom. Although many participants appreciated the workshop's implementation, complaints about insufficient duration and practice time indicated the need for more time to internalize and apply newly acquired knowledge.

4) Level of Understanding

Participants had difficulty following material that was too technical, fast, and brief, which could overwhelm the process of assimilating new information. More practice sessions would have supported better understanding. Some participants felt that there was room for improvement, reflecting the need for more detailed explanations in certain areas to help them comprehend better. In this context, it is crucial to balance theory and practice to prevent participants from being overwhelmed with information. The level of understanding varied among participants, with some expressing difficulty in following overly technical content or fast-paced delivery. Therefore, it is important for facilitators to consider participants' understanding levels and adjust the pace and delivery methods accordingly to match the lecturers' cognitive capacities.

In conclusion, the implementation of the workshop in this study had a positive impact on enhancing PAI lecturers' ability to implement digital technology. The quality of the materials, interactive delivery methods, sufficient time for practice, and attention to the participants' understanding levels were essential factors to consider in designing effective workshops. Based on relevant learning theories, recommendations for improving these aspects could further optimize future workshops, ensuring they better support the development of PAI lecturers' competencies in the digital era.

b. PAI Lecturers' Competence in Adopting Digital Technology After Attending the Teaching Workshop

1) Pedagogical Competence: The Application of Digital Technology in Teaching

Lecturers' pedagogical competence includes the ability to plan and implement the learning process utilizing technology. In this context, the application of digital technology after the workshop has become key to improving teaching quality in the classroom. Most lecturers reported that the workshop helped them understand and adopt various digital technologies such as Learning Management Systems (LMS) and video conferencing. They started using these technologies in their classrooms, even if they had previously found them challenging. The workshop provided motivation for lecturers to take the first step toward implementing these technologies. While the adoption of digital technology led to increased teaching efficiency and more engaging learning experiences, some lecturers still faced challenges, particularly in mastering certain features of these tools.

2) Professional Competence: Limitations and Challenges in Using Technology

Professional competence involves mastering technologies relevant to teaching. Although the workshop improved lecturers' digital technology skills, some still faced technical difficulties that hindered their ability to implement these tools effectively. Despite gaining a better understanding of LMS, some lecturers still struggled to adopt certain technologies and felt the need for further training. The complexity of technologies, particularly LMS, often became a barrier requiring more focused attention in future training sessions. This highlights the need for additional training that is more hands-on and step-by-step, providing ongoing support so that lecturers can apply the technology confidently in their daily teaching practices.

3) Social Competence: Increased Confidence in Using Technology

Social competence refers to lecturers' ability to interact with students and use technology to facilitate communication and learning. A positive outcome of the workshop was the increased confidence of lecturers in using technology, which positively impacted

their interactions with students in the classroom. Many lecturers began using presentation applications and video conferencing after the workshop, though they still needed to adjust to these new tools. The confidence gained was not just about mastering the technology but also about feeling comfortable using it in front of students. However, some lecturers still required technical support, indicating that while their confidence increased, additional assistance was needed for full independent usage of these tools.

4) Personal Competence: The Need for Further Training to Master Technology

Personal competence includes the ability to continue learning and develop independently. While the workshop provided a solid foundation for understanding and using digital technology, most lecturers felt that additional training was necessary to fully master certain features. The ongoing process of learning and familiarizing themselves with the technology was crucial for improving their digital literacy. Despite successfully integrating technologies like video conferencing and presentation apps into their teaching, technical challenges persisted, highlighting the need for further practical training that addresses specific problems. Ongoing support and training are needed to ensure that lecturers can maximize the potential of digital technology in their everyday teaching.

Overall, the four key competencies (pedagogical, professional, social, and personal) of the lecturers positively developed after attending the workshop. However, technical challenges and limitations in understanding certain digital tools still require further attention through continued training and support. A comprehensive approach to training will help ensure that PAI lecturers can fully leverage digital technology to enhance the quality of their teaching.

c. Optimization of Teaching Workshops to Improve PAI Lecturers' Ability to Implement Digital Technology

1) Aspects That Can Be Optimized

Although the workshop was considered effective, there is an urgent need to add more practice time. One participant mentioned that the workshop had been quite effective but noted that the available practice time was insufficient. This highlights the need for more practical experience, which is crucial for lecturers who are new to digital technology. In adult learning contexts, more practice time can increase confidence and help lecturers try and master new skills without the fear of making mistakes.

Another participant suggested that the workshop could be optimized with more hands-on practice. This indicates that although the workshop was valuable, more practical sessions would better support the development of skills. This suggests that lecturers are becoming more ready to face new technological challenges but need more opportunities to apply what they've learned in real-world situations.

Another participant highlighted the importance of adding more practice sessions to address the difficulties many participants face in understanding and operating digital technology. The perceived lack of understanding among many participants presents a challenge that must be overcome for the workshop's goals to be fully achieved.

The study results show that although the workshop was deemed effective, there is consensus among participants that additional practice time is essential. This is reflected in the comments from participants who mentioned the need for more hands-on practice to improve understanding and skills. Effective teaching methods should involve direct practice, allowing participants to apply the theories they have learned. Providing more time for practice can help lecturers better understand and experience the benefits of the digital technologies being taught.

2) Application of Knowledge

Regarding the application of the knowledge gained from the workshop, participants need support to apply what they've learned in real teaching contexts. Simply put, more easily understandable materials and post-workshop support will help strengthen the application of technology in the classroom. One participant expressed a desire to apply the workshop knowledge but acknowledged facing difficulties in doing so without additional support. This suggests that while the workshop provided useful information, the challenges in applying it remain, requiring mechanisms for ongoing support to help lecturers use technology effectively.

Another participant noted the difficulty in understanding workshop material, which could be mitigated by simplifying the content. It's crucial for facilitators to present information in a more digestible way so that all participants, regardless of their technological background, can follow the lessons effectively. Simplifying the material will create a better understanding and reduce any pressure felt by lecturers who are new to technology.

Several lecturers expressed a desire to apply what they learned in their everyday teaching but also acknowledged the need for further support, particularly in the form of simplified materials. New technology adopters may feel overwhelmed by complex content, so simplifying the material and offering ongoing support can help lecturers adopt digital technology more effectively.

3) More Effective Approaches

The workshop's optimization can also be achieved by providing more practical examples relevant to everyday teaching situations. One participant emphasized the importance of providing practical examples that are directly applicable to the lecturers' teaching environments. Real-life examples will make it easier for lecturers to understand how to implement technology in their teaching contexts, allowing them to see the direct benefits of the technology being taught. Practical examples that align with daily experiences can also increase motivation to learn and apply the knowledge.

Another participant suggested that the workshop could be more effective if it focused more on providing practical examples relevant to their teaching contexts and simplified the material to make understanding easier. Clear and structured information delivery is essential to avoid confusion and ensure better understanding. Simplifying these areas will help lecturers better master the technology being taught.

Lecturers recommended that the workshop focus more on providing practical examples relevant to their teaching contexts and simplify the material to make understanding easier. These suggestions point to the need for a more direct, applicable approach in content delivery to facilitate better mastery of the technology.

4) Duration and Structure of the Workshop

Some lecturers felt the duration of the workshop was sufficient but stressed the need for more intensive mentoring, especially for those less familiar with technology. One participant pointed out that while the duration seemed adequate, those less familiar with technology would benefit from additional guidance. Providing mentorship would help these participants feel more comfortable with the technology and build their confidence in using it effectively.

Another participant expressed that although the workshop was helpful, it was still not optimal, particularly for those who have trouble understanding the technology being taught. This reflects the need for more personalized attention, as not all participants can easily follow the material. Therefore, offering more tailored mentoring would ensure that every lecturer receives the support they need to succeed.

While the workshop was considered relatively optimal, some lecturers highlighted the importance of further guidance, especially for those unfamiliar with technology.

Providing more intensive mentoring and adjusting the workshop duration to meet the needs of the participants could significantly enhance its effectiveness.

5) Suggestions for Improvement

Lecturers suggested adding question-and-answer sessions and conducting workshops on a continuing basis. Adding Q&A sessions after each topic could help participants understand the material better. These sessions can serve as a means of clarification and deeper understanding, allowing participants to ask questions and discuss any difficulties they encountered.

Another participant recommended that the workshop be held continuously to provide ongoing learning and help lecturers adapt to evolving technologies. A sustainable program would allow lecturers to keep up with new technologies over time, making it easier to apply what they've learned.

Many lecturers recommended adding Q&A sessions and holding continuous workshops. A sustained workshop program would enable participants to keep up with technological advancements and share experiences with each other, enhancing lecturers' competence over time.

6) Future Workshop Design

Lecturers expressed the need for a more interactive and applicable workshop design that better addresses participants' needs. One lecturer pointed out that the current workshop design does not fully meet the needs of participants with less technological expertise. A more in-depth analysis of participant needs is required to create a more effective workshop design.

Another participant emphasized the importance of interactivity in workshops, which can enhance participant engagement and attention. Interactive learning allows lecturers to gain hands-on experience and collaborate with others, making the learning experience more meaningful and relevant.

Further suggestions included focusing on the real-world challenges lecturers face in their teaching contexts. By tailoring the content to address specific needs, facilitators can design workshops that are both informative and practical, allowing lecturers to apply what they've learned directly in their teaching.

The need for a more interactive and applicable workshop design, focusing on participants' needs, is a priority for future improvements. The feedback from lecturers indicates that interactive learning can improve participant engagement, and that the design should be tailored to better meet the needs of lecturers, ensuring a more effective workshop.

In conclusion, this study underscores the importance of optimizing workshops to improve PAI lecturers' ability to implement digital technology. Workshops that are designed to be more interactive, practical, and supported by mentoring and ongoing programs will be more effective in facilitating the adoption of technology among PAI lecturers. Optimizing workshop content, methods, duration, and providing continuous support are key factors in improving lecturers' competence in implementing digital technology effectively.

3.2. Discussion

a. Implementation of Teaching Workshops to Enhance PAI Lecturers' Ability to Implement Digital Technology

From the observations and interviews, it is evident that the implementation of the teaching workshops successfully improved the ability of Islamic Religious Education (PAI) lecturers to use digital technology. Mr. Baso Syafaruddin and Mr. Hasan Basri stated that the materials presented were very relevant to the lecturers' teaching needs. The quality of the materials, the interactive delivery methods, and attention to practical time were key factors in this success. According to curriculum development theory, relevant and easily understood

materials help participants directly apply new knowledge in everyday teaching (Anderson & Krathwohl, 2001).

However, despite the progress made, there are still challenges related to the duration and practice time, which were considered insufficient. Mrs. Nurdaliah, Mr. Ariswanto, and Mrs. Gusni expressed that lecturers need more time to understand and apply the technology taught. This highlights the importance for workshop organizers to consider the duration and content delivery to meet lecturers' expectations. Kolb's (1984) Experiential Learning theory emphasizes that time for reflection and practice is crucial. When participants have sufficient time, they can internalize new knowledge more easily. Mrs. Hasri Amaliah Sapri also mentioned that adding more practice time could increase lecturers' confidence in using technology.

In the context of constructivist theory, social interaction and opportunities for discussion are essential to enhance lecturers' understanding. Mr. Baso Syafaruddin emphasized that the success of the workshop depends not only on the quality of the materials but also on how the materials are delivered and practiced. Interactive delivery methods, in line with Vygotsky's (1978) constructivism theory, help participants build new knowledge through experience and dialogue. By actively involving participants, active learning models can improve lecturers' pedagogical skills (Sudding et al., 2021), creating a learning environment that encourages questions and sharing experiences.

Participants' understanding levels varied; some lecturers, like Mrs. Gusni and Mrs. Hasri Amaliah Sapri, mentioned difficulties when the material presented was too technical. Sweller's (1988) Cognitive Load theory suggests that excessive information can overwhelm participants' learning abilities. Therefore, it is important for facilitators to consider lecturers' levels of understanding and adjust the delivery methods to match their cognitive capacities (Heri Saputra, 2019). By tailoring the teaching to the participants' backgrounds and abilities, all lecturers can more easily follow the material.

Overall, the findings of this study indicate that the workshop not only provided knowledge but also offered lecturers the opportunity to practice and discuss. This is a strategic step in supporting the development of PAI lecturers' competencies in using digital technology. The quality of the materials, interactive delivery methods, adequate practice duration, and attention to participants' understanding levels are essential elements to consider when designing workshops. Effective workshop implementation must be accompanied by continuous evaluation to improve the quality and effectiveness of future programs.

b. PAI Lecturers' Competence in Adopting Digital Technology After Participating in the Teaching Workshop

From the observations and interviews, it is evident that Islamic Religious Education (PAI) lecturers experienced an increase in their confidence in using digital technology, especially after attending the workshop. This increase reflects the success of the workshop in providing new knowledge and skills. The Technology Acceptance Model (TAM) proposed by Davis (1989) supports this finding, suggesting that users' confidence in new technology significantly influences their decision to adopt it. With proper training, lecturers can feel more confident to try and implement technology in their teaching.

However, despite the increased confidence, some lecturers faced difficulties in using the Learning Management System (LMS) and presentation applications, as stated by Mrs. Gusni, Mrs. Hasri Amaliah Sapri, and Mr. Syamsuddin Semmang. This indicates that while confidence has increased, in-depth technical skills are still lacking. According to Bandura's (1977) Social Learning Theory, social support and learning experiences play an important role in developing new skills. Therefore, the challenges faced by lecturers emphasize the

need for training that focuses more on the technical and in-depth aspects of the technology taught.

The increase in confidence, as expressed by Mrs. Nurul Mawaddah and Mrs. Kartini, shows that the workshop was effective in building lecturers' abilities. Bandura's (1977) Self-Efficacy theory explains that individuals who feel confident are more likely to face new challenges. However, the need for additional support, as mentioned by Mrs. Hasri Amaliah Sapri, underscores the importance of ongoing guidance to maximize lecturers' potential in using digital technology independently.

Requests for additional training, expressed by Mrs. Nurdaliah and others, show that although progress has been made, lecturers still feel unprepared to fully integrate technology into their teaching. Kolb's (1984) principle of continuous learning emphasizes that learning is an ongoing process that requires opportunities for reflection and application. Sudding et al. (2021) added that ongoing training is essential for the development of lecturers' pedagogical skills, emphasizing the need for further training programs to enhance PAI lecturers' competencies.

Overall, the findings of this study suggest that the workshop implementation successfully improved PAI lecturers' competence in adopting digital technology. However, challenges in applying the technology and the need for continued training highlighted by the lecturers underscore the importance of sustained support to maximize the effectiveness of technology use in teaching. With a focus on continuous competence development, it is expected that PAI lecturers can optimize the adoption of digital technology in the teaching context.

c. Optimization of the Teaching Workshop to Improve PAI Lecturers' Ability to Implement Digital Technology

From the observations and interviews, it is clear that optimizing the workshop is crucial to enhance the ability of PAI lecturers to implement digital technology effectively. Mr. Baso Syafaruddin and Hasan Basri noted the urgent need for more practice time in the workshop. This indicates that although the materials presented were relevant, the limited practice time made it difficult for lecturers to fully grasp the application of technology in teaching. Knowles' (1980) Andragogy theory emphasizes the importance of experience in adult learning, suggesting that more opportunities for practice will enhance lecturers' understanding of the technology taught.

The challenge in applying the knowledge gained from the workshop was also highlighted. Mrs. Nurdaliah, Mr. Ariswanto, and Mrs. Gusni expressed the need for additional support, especially simpler and more understandable materials. Lecturers emphasized that although they wanted to apply the knowledge gained, difficulties in understanding the materials left them feeling unprepared. This reflects the Transfer of Learning principle explained by Hattie & Timperley (2007), where the knowledge gained must be effectively applied in different contexts. Therefore, simplifying teaching materials and providing ongoing support are crucial to improving the effective application of new knowledge in teaching activities.

Some lecturers, such as Mrs. Kartini and Mrs. Hasfiana, recommended providing more practical examples relevant to everyday teaching contexts. Lecturers believe that a more direct and applicable approach in delivering information would enhance their understanding. By providing concrete examples, lecturers can directly see how the technology can improve the quality of teaching and engage students.

The importance of further mentoring was also highlighted by Mrs. Hasri Amaliah Sapri and Mr. Syamsuddin Semmang, especially for participants who are less familiar with technology. Lecturers explained that support from more experienced individuals is crucial

in the learning process. Vygotsky's (1978) Zone of Proximal Development (ZPD) theory suggests that intensive mentoring and adjusting the workshop duration to accommodate participants' needs can improve learning effectiveness. In this way, participants who feel challenged will receive the support they need to succeed in the learning process.

Many lecturers, including Mrs. Nurul Mawaddah and Mrs. Gusni, also recommended adding Q&A sessions and holding continuous workshops. Lecturers argued that ongoing workshops would allow participants to keep adapting to technological advancements and share experiences with each other. This aligns with Wenger's (1998) Community of Practice concept, which emphasizes learning as a social process and the creation of support networks among participants.

Mr. Hasan Basri and Mrs. Nurdaliah also requested a more interactive workshop that aligns with the needs of the participants. Lecturers believe that an interactive learning experience can encourage active participation and a deeper understanding. By listening to participants' input on workshop design, facilitators can develop more suitable and effective approaches to enhance PAI lecturers' competencies.

The results of this study highlight the importance of optimizing the workshop to improve PAI lecturers' ability to effectively use digital technology in teaching. Additional practice time, sustained support, and an interactive and relevant workshop design are key to achieving this goal. With a more integrated approach, it is expected that lecturers will be better prepared to face challenges in using technology and improve the quality of their teaching.

4. CONCLUSION

Implementation of the Learning Workshop: The implementation of the workshop demonstrated the quality of the material, which was relevant to current teaching needs. However, the research findings indicate the need for an increase in the duration of practical sessions. Although the delivery method was interactive, many lecturers faced difficulties in keeping up with the quickly presented and technical material. Therefore, a more structured delivery of content and adequate time allocation for practice are necessary for a deeper and more applicable understanding by the lecturers.

Competence of PAI Lecturers in Adopting Digital Technology After Participating in the Workshop: The competence of PAI lecturers in adopting digital technology shows progress in the application of technology, with the majority of lecturers reporting increased confidence in using digital tools such as Learning Management Systems (LMS) and video conferencing. However, there are challenges, particularly concerning technical skills and in-depth understanding of certain features, indicating the need for further training. Continued support is crucial to help lecturers overcome these challenges and ensure they can independently and effectively apply technology in teaching.

Optimization of the Learning Workshop: The optimization of the workshop plays a significant role in improving PAI lecturers' ability to implement digital technology. Aspects that need to be optimized include the extension of practical session time to provide a deeper experience, simplifying materials to make them easier to understand, and providing practical examples relevant to everyday teaching situations. Additionally, the importance of continued support and mentoring for lecturers who are less familiar with technology is critical to ensure the application of knowledge gained during the workshop. A more interactive workshop design that focuses on participants' needs will encourage greater engagement, enabling PAI lecturers to become more prepared and confident in using digital technology in the learning process.

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