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Implementation of Online Learning for Islamic Cultural History Subjects

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Article Info	ABSTRACT
	Purpose of the study: : This study aims to provide an overview of the process and results of implementing online learning of Islamic cultural history subjects at State Islamic High School 2 Cilacap. **Methodology:** The type of research used by the researcher in this study is field research using a qualitative descriptive approach. **Main Findings:** The results of this study include the objectives of online learning of Islamic cultural history subjects at State Islamic High School 2 Cilacap which consists of e-learning-based learning to make learning materials available to others. The benefits of online learning to overcome space and time limitations between teachers and students. The advantages and obstacles of online learning. **Novelty/Originality of this study:** The novelty of this study lies in its specific focus on Islamic Cultural History as part of religious education in Madrasah Aliyah, with an e-learning approach that utilizes a static station model to overcome the limitations of learning time.

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1.   INTRODUCTION

The use of technology in the era of globalization has influenced the implementation of learning activities to become more modern. In this era of globalization, technology is developing very rapidly, one of its products is Information Technology or often abbreviated as IT [1]-[3]. This Information Technology has provided an alternative in the form of learning materials that can be used and accessed by students in the form of CDs, DVDs, Flashdiks, etc. Information Technology used by schools during the Covid-19 pandemic is using an online learning system with the e-learning method [4]-[6].

The e-learning method is an educational process that utilizes internet facilities as one of the solutions in learning media. This computer-based learning program is intended to increase student motivation in learning because, in the computer, several types of interesting learning are displayed, starting from text, video, animation and so on [7]-[9]. In addition, internet media also makes it easier for students to learn to access various sources of information, including web pages. Through web pages, students in learning can form a network or learning communication known as virtual learning or e-learning [10], [11].

In 2020 as a very difficult year for all of us caused by the Covid-19 pandemic. With the Covid-19 pandemic, it has had positive and negative impacts on all living things and the universe [12], [13]. The government has made every effort to reduce the spread of this virus, one of which is by studying online or online for all students due to social distancing. The integration of the use of traditional (offline) and online learning resources is a democratic decision to bridge the rapid flow of causes of electronic learning resources (e-learning).

Therefore, the development of Information Technology that is able to process, package and display, and distribute learning information in the form of audio, visual, audiovisual, even multimedia, has been able to realize what is meant by Virtual Learning [14], [15]. This concept is developing and is able to package the setting and reality of learning before it becomes more interesting and provides adaptive psychological conditioning to learners wherever they are, they can carry out learning activities without having to worry about missing the material that the teacher gives.

In this direction, there are many examples of the emergence of e-learning which in reality can be concluded that learning is not difficult even though it is limited by space and distance that is impossible to do naturally. The expected reality can actually be realized through the concept of e-learning. The use of media can make the teaching and learning process more practical and efficient, the difficulty of a teacher in delivering material is more or less reduced with the presence of media [16]-[18]. Teaching and learning activities can be assisted by media as an intermediary for unclear material. Learning by utilizing information media makes the material interesting. Various types of learning media such as Student worksheet, textbooks, and modules that have been commonly used [19]-[21]. In addition, now audio-visual media have also developed such as learning videos, macromedia, powerpoint, so that they utilize the internet network, namely e-learning. The internet is one of the learning resources that has given birth to the concept of e-learning.

Online learning for the subject of Islamic Cultural History in delivering materials and the teaching and learning process uses the e-learning method, this is to facilitate students and teachers in the teaching and learning process in accessing remotely. Online learning is a new challenge for teachers that requires them to master online learning media to carry out learning activities that are expected to be creative in the learning process so that learning objectives can be achieved optimally [22]-[24]. When learning activities take place, it is necessary to pay attention to effectiveness, in other words, the level of success achieved. The characteristics of the effectiveness of a learning program are that it successfully leads students to achieve predetermined instructional objectives, provides an active learning experience, actively involves students so that it supports the achievement of instructional objectives and has suggestions that support the teaching and learning process. The effectiveness of learning is not only seen from student learning outcomes, but must also be seen from the learning process [25]-[27]. Therefore, the study conducted an analysis related to the effectiveness of implementing online learning from the teacher's perspective.

Before the Covid-19 pandemic, State Islamic High School conducted face-to-face teaching and learning processes, but due to conditions that made it impossible, the school took a policy of using the e-learning method for the learning process. Interactive technology-based learning using e-learning can be applied to all subjects [28]-[30]. The subject of Islamic Cultural History in the Madrasah Aliyah curriculum is one part of the Islamic Religious Education subject which is directed at preparing students to know, understand, and appreciate the History of Islamic Culture and then become the basis for a view of life through guidance activities, teaching, practice, use of observation and habituation. The history of Islamic culture contributes to providing motivation to students that contains wisdom that can be used in training intelligence, shaping attitudes, character and personality of students. Therefore, the teacher's ability to deliver learning becomes an important factor in determining the level of success of a learning process [31]-[33]. A teacher is required to package the material carefully and pay attention to the delivery method. The success of the teacher in delivering the material is very dependent on the smooth communication with students. One of the means and media to facilitate communication between teachers and students is to utilize the internet network using the e-learning learning method.

In this study, the researcher used the e-learning method with a static station model, this is because the learning time for Cultural History is very short, which is one lesson hour per week. With this method, the researcher hopes that this material can be studied as a whole through the internet media without waiting for an explanation from the teacher and can improve student learning outcomes, so that learning can be carried out thoroughly. The researcher assumes that learning by utilizing information technology has a positive impact on both students and teachers. With the presence of e-learning media, it is hoped that the learning process will be conducive, increase student interest, and can enhance the student learning process in learning, it is expected to increase the results achieved. This is because e-learning requires students to be able to interact with the internet, such as accessing information widely, bringing out student activity due to challenges, and the availability of materials for learning.

Although research related to the implementation of online learning has been widely conducted, most studies still focus on general subjects or the application of educational technology in general, without paying special attention to religious subjects such as Islamic Cultural History. This creates a research gap, where there is a lack of studies that highlight how e-learning can support the teaching of cultural and religious values that are integral to the formation of students' character. The novelty of this study lies in its specific focus on Islamic Cultural History as part of religious education in Madrasah Aliyah, with an e-learning approach that utilizes a static station model to overcome the limitations of learning time. The urgency of this research is increasing in the context of the Covid-19 pandemic and the development of modern technology, where teachers are required to adapt to online learning to ensure that the quality of education is maintained. This research is expected to provide a significant contribution in

developing technology-based learning strategies that are relevant, effective, and contextual to support the achievement of learning objectives in the subject of Islamic Cultural History. The purpose of this study is to provide an overview of the process and results of implementing online learning of Islamic cultural history subjects at State Islamic High School 2 Cilacap.

2.   RESEARCH METHOD
2.1 Types of research

The type of research conducted by the author uses field research which is qualitative description. Descriptive research is research which means collecting information about the status of an existing symptom, where a condition of a symptom is according to what it is at the time the research is taking place [34]-[36]. Qualitative research methods are naturalistic research conducted in natural conditions (natural settings). This research really examines the actual conditions, and directly in the field.

The approach in this study uses a qualitative descriptive approach, which is a study used to describe and answer the question of phenomena in single variables or correlations or comparisons of various variables. Qualitative research methods are research methods used to research natural object conditions (as opposed to experiments) where research is a key instrument, data collection techniques are carried out by triangulation (combination), data analysis is inductive, and qualitative research results emphasize meaning rather than generalization.

2.2 Place and Time of Research

The place used for the research was State Islamic High School 2 Cilacap as a place to collect accurate data. State Islamic High School 2 Cilacap is located at Jalan K.H. Sufyan Tsauri, Cibeunying Village/ Sub-district, Majenang District, Cilacap Regency. In this study, the researcher took the place at Madrasah Aliyah Negeri 2 Cilacap with the following considerations:
   a.   State Islamic High School 2 Cilacap is a formal educational institution where students have different backgrounds, such as regions, tribes, languages, cultures that can be used as locations for research.
   b.   State Islamic High School 2 Cilacap is a school institution under the auspices of the Ministry of Religion located in Majenang. E-learning is very important for students and teachers in the learning process so that students can have broad insights into knowledge and information technology.
   c.   There is permission from the school to conduct research at State Islamic High School 2 Cilacap.
   d.   State Islamic High School 2 Cilacap has never been used as a place for research on online learning of Islamic cultural history subjects.
   The research was conducted from May 20, 2021 to July 20, 2021.

2.3 Data Collection Technique

In qualitative research there are several techniques for collecting data. To obtain the data, the information needed by the researcher is needed using several methods, including:
   1.   Observation Method

In this observation, the author uses it to obtain what applications are used by teachers in delivering Islamic Cultural History material in online learning at State Islamic High School 2 Cilacap. The observation will be carried out with Mr. MS, Mrs. FJ and Mr. SAF as teachers of Islamic Cultural History at State Islamic High School 2 Cilacap.
   2.   Interview Method

The researcher conducted an interview with Mr. H on Thursday, June 3, 2021 at State Islamic High School 2 Cilacap to obtain information about the Background of the Madrasah, classes, teaching staff and number of students. For the interview with Mr. SAF, it was conducted via the WhatsApp application where the researcher wrote the questions that would be asked to the resource person. The researcher in the interview with students via Google from where the researcher made notes about questions regarding the general description of learning, objectives, learning process, weaknesses and advantages of online learning in the subject of Islamic Cultural History at State Islamic High School 2 Cilacap.
   3.   Documentation Method

This method is used by researchers to obtain good data in the form of writing, images or others that are still related to online learning of the subject of Islamic Cultural History at State Islamic High School 2 Cilacap to support in completing the required data.

2.4 Data Analysis Techniques

Data analysis in qualitative research uses Miles and Huberman model data analysis when data collection is carried out directly, and after data collection is completed in a certain period. At the time of the interview, the researcher has analyzed the interviewee's answers. If the interviewee's answers after analysis are not satisfactory, the researcher will continue the questions again, to a certain stage, data is obtained that is

considered credible. Activities in qualitative data analysis are carried out interactively and continuously until complete, so that the data is saturated. The activities in data analysis are:

1. Data Reduction

The data obtained from the field is quite a lot, so it is necessary to record it carefully and in detail. As has been stated, the longer the researcher is in the field, the more data will be, complex, and complicated. For this reason, it is necessary to conduct data analysis through data reduction. Reducing data means summarizing, selecting and choosing the main things, focusing on important things, looking for themes and patterns. Thus, the data that has been reduced will provide a clearer picture, and make it easier for researchers to collect further data and search for it if needed. Data production can be assisted by electronic equipment such as mini computers by providing codes for certain aspects.

2. Data Display

In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. The method used to present data in this study is narrative text.

3. Coclusion Drawing/Verification

Qualitative data analysis according to Miles and Huberman is to provide initial conclusions that are still temporary, and will change if no strong evidence is found to support the next stage of data collection. If the conclusions put forward in the initial stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions.

3.   RESULTS AND DISCUSSION
3.1 Overview of Online Learning for Islamic Cultural History Subjects

Online learning of the subject of Islamic Cultural History at State Islamic High School 2 Cilacap uses an e-learning application created by the Ministry of Religion used by madrasas to facilitate access to learning. With online learning using e-learning, it makes it easier for teachers and students in the teaching and learning process. Learning the history of Islamic Culture using an online model for the first time at State Islamic High School 2 Cilacap using e-learning applications. So that e-learning can have access (roles) as follows:

1. Madrasah Operator (Administrator)

   Madrasah Operator (Administrator) is someone who operates something related to data related to individuals or madrasahs in using e-learning applications.

2. Subject Teacher

   Subject Teacher is an educator in every subject taught or assigned by the madrasah to be taught to students.

3. Guidance and Counseling Teacher

   A Guidance and Counseling Teacher is a teacher in the field of study found in formal education as a guidance staff, in addition to remaining a teaching staff who has a position as a guidance staff who is under the guidance of educators and is tasked with providing guidance services as long as it does not conflict with the duties of the teaching staff.

4. Homeroom Teacher

   A homeroom teacher is someone who has an important role in the relationship between schools, students and parents. A homeroom teacher is a teacher who assists the principal in guiding students to realize class discipline, as a manager and motivator to arouse students' interest in achieving in class.

5. Students

   Students are a component in the education system that is then processed in education, so that they become quality human beings in accordance with national education goals.

6. Supervisor (Head of Madrasah and his staff)

   A supervisor is a principal to guide teachers to become good educators and teachers.

The e-learning application is an application designed by the Ministry of Religion (Directorate General of Pendis) at the end of 2019 which is used as a tool for the teaching and learning process. Along with the process and preparation of books in the form of Islamic education Texts and Arabic in accordance with Decree of the Minister of Religion (KMA). No. 83 of 2019. Online learning based on e-learning is applied at State Islamic High School 2 Cilacap. In the 2019/2020 academic year until the 2020/2021 academic year, the teaching and learning process still uses the e-learning application.

Madrasah uses e-learning from the Ministry of Religion in 2020. Educators follow the development of the era by utilizing information technology properly, namely using applications in the form of Google Classroom, WhatsApp. For the learning that I teach using WhatsApp and my assignments use Google from. E-learning is learning that is done digitally or online, not only using e-learning applications but also using WhatsApp, Google Classroom which are included in e-learning.

Learning using online media occurred during the Covid-19 pandemic in Indonesia and the government issued a policy to conduct online learning so that students and educators had to conduct online learning to anticipate the transmission of Covid-19. When students experience boredom when learning is done online compared to offline learning. In offline learning, two-way learning occurs where students and teachers communicate directly without any obstacles.

The school issued a policy for the teaching and learning process to be carried out at home. So that Islamic Cultural History Learning is very easy to understand if students focus on the material being studied and actively ask questions during the teaching and learning process. For online learning or e-learning, it is quite helpful in the teaching and learning process and easy to follow the learning. Educators make the best use of information media in delivering the material to be delivered to students. However, because in online learning at this time many educators use various learning models so that the teaching and learning process is effective and does not make students bored. For effective learning, teachers use two applications, namely WhatsApp and Google Classroom, where when discussing with students I use the Google Classroom application instead of WhatsApp.

The effectiveness of learning, especially for schools, is required to use online methods in the teaching and learning process, replacing them with e-learning media that uses the internet network and utilizes technological developments well for the learning process. Initially, information technology was not utilized properly by students, with the current pandemic, students are utilizing information technology more to search for materials related to the material presented by the teacher. Islamic Civilization through online media uploaded by teachers for the learning process by utilizing information technology. So that students do not experience boredom with learning that is only given assignments to write.

3.2 Online Learning Process for Islamic Cultural History Subjects

Online Islamic Cultural History learning at State Islamic High School 2 Cilacap is carried out by utilizing various applications such as Google Classroom, WhatsApp, and YouTube. These media support the delivery of various materials, from text to visual data such as maps and historical records. Teachers use these applications to upload materials, give assignments, and communicate with students. In addition, teachers ensure that learning management runs effectively by informing schedules, student attendance, and evaluations through Google Forms and other applications.

E-learning provides convenience for students and teachers, especially in managing materials that can be accessed at any time. Teachers can deliver materials creatively in the form of videos, images, or soft files. However, the simple appearance of the application often makes students feel bored. In addition, limited internet networks and quotas are the main obstacles that affect the smoothness of learning. Teachers need to play an active role in creating interesting content so that students remain motivated.

Teachers use various methods to maintain student enthusiasm in learning, such as providing motivation before learning, managing effective interactions, and giving sanctions to students who do not complete assignments. The material is delivered in accordance with the Learning Implementation Plan that has been made, with an approach that emphasizes student activeness in learning. Teachers also utilize various sources such as textbooks, student worksheets, and the internet to support learning.

Learning evaluation is carried out through quizzes, assignments, and application-based activities such as Google Classroom and WhatsApp. In some cases, students who cannot access online applications submit assignments directly to the school. The administration also plays a role in helping students and teachers overcome technical obstacles, such as problems accessing e-learning applications. With this role, the learning process is more guaranteed to run smoothly.

Online learning is the main solution during the Covid-19 pandemic to prevent the spread of the virus. With the help of e-learning technology, teachers can manage learning effectively, even though it is done from home. It is important for teachers to continue to increase creativity in delivering material so that students remain enthusiastic about learning [37]-[39]. E-learning also provides convenience in evaluating and managing assignments, although technical challenges and student boredom remain the main concerns that need to be addressed.

Table 1. Islamic Cultural History subjects in grades X and XI at State Islamic High School 2 Cilacap.

Class	Material	Model
X	The Development of Islam during the Khulafaurrasyidin Period	Power point material on the development of Islam during the Khulafaurrasyidin period and video on the development of Islam during the Khaulafaurrasyidin period
	Islamic Civilization of the Umayyad Dynasty in Damascus	Describing the Islamic Civilization of the Umayyad Dynasty in Damascus in a video via the link provided via e-learning.
	The Islamic Civilization of the Umayyad Daula in Andalusia	Video material on Islamic civilization of the Umayyad Dynasty in Andalusia in the form of a power point using

		sound to explain.
XI	Renewal Movement in Islam	Providing material in the form of power points.
	The causes of the decline of Islam and the background to the emergence of the tajdid movement	Providing material in the form of power points and students note down the material in notebooks.

3.3 Online Learning Objectives for Islamic Cultural History Subjects

E-learning aims to make it easier for teachers to deliver materials to students and other users through applications that can be accessed online. In addition to e-learning, other applications such as WhatsApp, YouTube, and Google Classroom are used to support learning activities. Forums in e-learning are also designed to facilitate interaction between teachers and students, including sharing access codes and materials. This is done to adjust the learning process to government regulations related to the Covid-19 pandemic, replacing face-to-face learning methods.

The use of e-learning allows students to understand the History of Islamic Culture more deeply through audiovisual media, such as YouTube videos that explain the journey of Islam from the time of the Prophet to its spread in the archipelago. This provides a more realistic picture than just reading from textbooks. Teachers are required to be creative in compiling materials so that learning is more interesting and avoids boredom. Learning evaluation is carried out using methods such as the Computer-Based Test (CBT) or via the WhatsApp application in PDF format to make it easier for students.

During the Covid-19 pandemic, online learning has become a solution to continue the teaching and learning process that was previously carried out directly. E-learning helps students continue to receive materials and carry out evaluations without face-to-face constraints, while technology such as cellphones and computers become the main tools. Teachers send assignments and evaluations through media such as WhatsApp, which is considered practical and easily accessible to all students. With e-learning, students can still learn the material effectively even though it is done online.

The existence of online learning created by the government during this pandemic to prevent the transmission of Covid-19 in Indonesia. Many schools did not imagine that the teaching and learning process which was originally face-to-face learning would change to online learning using e-learning applications. The purpose of online learning for students and teachers is:

1. Facilitate the delivery of materials by teachers.
2. Increase creativity for teachers in providing materials to students.
3. Improve the quality of educators in the learning process.
4. Madrasah Aliyah can utilize information technology in education in Indonesia.

Learning Islamic Cultural History through e-learning helps students understand Islamic history, Islamic culture, and the struggles of Islamic figures in various aspects, including Indonesian independence. With e-learning, materials are delivered digitally, reducing paper use, and facilitating learning evaluation through media such as Google Form. In addition, students can utilize various learning resources, such as textbooks, modules, and online references, to deepen the material being taught.

E-learning supports active learning in accordance with the 2013 Curriculum, where students are encouraged to seek material from various sources, such as journals, videos, and animations prepared by teachers. Teachers are expected to innovate in delivering materials, such as creating interactive presentations or animated videos to make learning more interesting [40], [41]. Forums in e-learning are used for various needs, including student attendance, assignment submissions, and class discussions.

The use of online media provides new learning experiences for students, such as taking notes from videos or maps accompanied by audio explanations by teachers. Learning evaluation is carried out using the Computer-Based Test (CBT) method, so that the process is more efficient and modern. E-learning is an important medium to ensure that students can understand the Islamic Cultural History material effectively, submit assignments on time, and remain actively involved in online learning.

3.4 Utilization of Online Learning for Islamic Cultural History Subjects

E-learning is designed to overcome the limitations of space and time in the teaching and learning process, allowing learning to take place without having to be in one place or at a certain time. This system gives students the freedom to find additional learning resources, especially on the material on Islamic Cultural History which is rarely discussed in depth, so that students become more active and their curiosity increases. This contributes to the development of students' positive abilities and characters.

In online learning, media such as Google Classroom, WhatsApp, Zoom, and e-learning are used to deliver material. Teachers usually send material in the form of videos or presentations that students can access, then ask students to understand, analyze, and learn from the material. The use of this media creates a relaxed learning atmosphere and increases students' interest in learning, while providing a more efficient and effective learning experience through a combination of visual, audio, and audiovisual elements.

Online learning gives students the opportunity to seek additional references outside of textbooks and student worksheets. This helps students broaden their horizons and understand the material better. In addition, collecting assignments online is more practical and helps students learn independently according to their abilities. With the various media used, online learning also facilitates student interaction with the environment and reality in the field, so that students can learn contextually.

3.5 Advantages of Online Learning in Islamic Cultural History Subjects

Researchers have proven that learning through e-learning media has the following advantages, especially for Islamic cultural history teachers, namely:
1. Teachers can make learning plans.
2. Teachers prepare learning media in e-learning.
3. Facilitate communication in learning.
4. The learning interaction process is documented in the system.

E-learning is an electronic-based learning process, one of which is used is smartphones and computers. The development of networks on computers and smartphones can create websites, so that they can be developed into a wider computer network, namely the internet. The e-learning learning system has no access restrictions that can be done anywhere.

The advantages of e-learning include the following:
1. Students become active in the learning process.
2. Have new experiences in learning.
3. Communication in delivering materials becomes smooth.
4. Teachers become creative in delivering materials.

In the process of learning the History of Islamic Culture in Madrasah Aliyah, it has advantages, especially in delivering material that is so interesting for students. Of course, when conducting an evaluation, students do not need to tire themselves out using ballpoint pens, paper and tapix to write answers, simply by typing on google from or Computer Based Test which has been given in the form of a link to students. Students will answer using smartphones and computers to type short answers.

In delivering the material of Islamic Cultural History, it initially felt difficult to use online media, therefore a teacher must have a creative soul in delivering the material to students. If the teacher does not have a creative soul to deliver the material, then they will have difficulty in delivering the material of Islamic Cultural History. The advantages of e-learning for a teacher and Madrasah Aliyah are:
1. Teachers can create content in delivering materials.
2. Increase greater interest in learning.
3. Can control students in the learning process.
4. Have new experiences in the learning process.
5. Facilitate assessment for students.

The next advantage, a learning process using e-learning applications makes it easier for students to learn. Students can understand the material given by the teacher, have various sources for learning not only books provided by the school but can also use google scholar, newspapers, academics and many others that are used as learning resources.

For now, the learning process using e-learning for Madrasahs is very helpful in communicating with students regarding the material to be delivered, not only that, the school is helped to complete the learning plan that was hampered by the Covid-19 pandemic. The advantages of e-learning for Madrasahs and Islamic Cultural History teachers:
1. Teachers can complete the learning plan smoothly.
2. Encourage the growth of a cooperative attitude.
3. Accommodate various styles in the learning process.
4. Build a new learning atmosphere.

In practice, delivering Islamic Cultural History material with online learning makes students more relaxed in doing assignments, when the learning process is more relaxed and not tense, unlike when learning is done face-to-face or offline. Students can carry out learning using e-learning anywhere, and students can find a comfortable place when they are going to do learning online.

The advantages of e-learning in the online learning process are:
1. Using a distance learning system.
2. Interaction between other students is done separately in cyberspace (online)
3. Focused on students.
4. Students have an important role in advancing and achieving learning success
5. Teachers and students do not have to meet at the same time.
6. Implementing the concept of independent learning
7. The learning process is more relaxed and the material can be understood by students.

3.6 Obstacles to Online Learning of Islamic Cultural History Subjects

The main obstacles in online learning of Islamic Cultural History are internet quota constraints and poor signal. E-learning is not integrated with the government's free quota program, so students have to buy quota with their own money. In addition, many students have difficulty logging into the e-learning platform due to server disruptions or weak signals, especially in remote areas. This results in students having to find a place with a better signal, which is sometimes impractical.

The interaction between teachers and students in online learning tends to be less effective. Many students turn off their cameras when using Zoom, even leaving the session after being absent without participating in the learning process. When given assignments, students often postpone completion until the submission deadline. This pattern is exacerbated by a lack of motivation to learn, boredom, and a tendency to play online games more than study.

Some teachers only provide materials and assignments without adequate explanation, so students have difficulty understanding the material. The lack of innovation in teaching methods, such as the use of multimedia or interesting explanations, makes students bored and uninterested in the learning process. This condition reduces the effectiveness of learning and makes students feel disconnected from their teachers.

Students from low-income families face additional challenges, such as frequent device damage and limited internet access. This worsens their inability to follow online learning smoothly. In addition, the physical absence of teachers in online learning makes students feel less appreciated and tend to be indifferent to learning. All these factors indicate that online learning is not yet fully effective in achieving educational goals.

The implications of this study in the regional context, particularly in Indonesia, indicate that the implementation of online learning in the subject of Islamic Cultural History can increase the flexibility and accessibility of education, especially in the pandemic era that limits physical interaction. Online learning provides an opportunity for students to be more active in seeking learning resources from various digital platforms, such as videos and articles, which can enrich their understanding of material that is not always found in textbooks. However, challenges such as limited internet access, signal quality, and expensive internet quotas are still significant obstacles for students in certain areas, especially in remote areas or areas with inadequate digital infrastructure. Therefore, efforts are needed to improve the equality of access to technology and training for teachers and students.

In a global context, this study suggests that the transition to online learning for the subject of Islamic Cultural History may reflect a broader trend in integrating technology into education in various countries. Online learning opens up opportunities to introduce concepts of Islamic culture, history, and values to a wider audience without being hindered by geographical boundaries [42], [43]. However, problems related to the digital divide that exists in some countries, both in terms of infrastructure and technological skills, remain a major challenge. Therefore, this research can contribute to the development of more inclusive global education policies, by ensuring that all students have equal access to digital learning and relevant resources.

4.   CONCLUSION

Based on the research that the researcher has conducted, in the implementation of Online Learning for the subject of Islamic Cultural History at State Islamic High School 2 Cilacap, it can be concluded that the results of the implementation of online learning for the subject of Islamic Cultural History at State Islamic High School 2 Cilacap are that students with all learning processes can implement online learning well, so that the objectives of online learning can be achieved, but the existing achievements according to the teacher of Islamic cultural history are still far from perfect, namely that in the future it will be maximized again in online learning for the subject of Islamic cultural history at State Islamic High School 2 Cilacap. Based on the results of the study, it is recommended that the implementation of online learning for the subject of Islamic Cultural History at Madrasah Aliyah Negeri 2 Cilacap be improved by improving supporting facilities and infrastructure, as well as increasing interaction between teachers and students through more innovative methods. In addition, it is important to provide further training to teachers in using learning technology that can attract students' interest and motivation.

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