



Revitalizing Islamic Cultural History: The Impact and Implementation of Online Learning

Muntohar¹, Nabiswa Martin Wasike²

¹State Islamic High School 2 Cilacap, Central Java, Indonesia

²University of Nairobi, Kenya

Article Info

Article history:

Received Jun 29, 2024

Revised Nov 1, 2024

Accepted Nov 19, 2024

Online First Nov 30, 2024

Keywords:

Information Technology

Islamic Cultural History

Online Learning

ABSTRACT

Purpose of the study: This research aims to provide an overview of the process and results of implementing online learning in Islamic cultural history subjects at State Islamic High School 2 Cilacap.

Methodology: The type of research used by researchers in this research is field techniques using a qualitative descriptive approach.

Main Findings: The results of this research include the objectives of online learning for the history of Islamic culture at State Islamic High School 2 Cilacap, which consists of e-learning based learning to make learning materials accessible to other people. The benefits of online learning are to overcome space and time limitations between teachers and students. The advantages and obstacles of online learning.

Novelty/Originality of this study This research provides a unique contribution by presenting specific information about the implementation of online learning in the Islamic High School environment with a focus on the history of Islamic culture. This can be a reference and source of inspiration for further research in a similar context.

This is an open access article under the [CC BY](https://creativecommons.org/licenses/by/4.0/) license



Corresponding Author:

Muntohar,

State Islamic High School 2 Cilacap, Central Java

Jl. KH. Sufyan Tsauri, Cigaru, Cibeunying, Kec. Majenang, Kabupaten Cilacap, Jawa Tengah 53257

Indonesia

Email: [mntthrrmunthr@gmail.com](mailto:mnthrrmunthr@gmail.com)

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, technology is developing very rapidly, one of which is Information Technology (IT) [1]-[3]. This technology provides alternative teaching materials that can be used and accessed by students in various forms, such as CDs, DVDs, flash drives, and others [4], [5]. The IT-based learning system implemented by schools during the Covid-19 pandemic is to use an online learning system with the e-learning method [6], [7].

The e-learning method is an educational process that utilizes internet facilities as a solution in learning media [8], [9]. This computer-based learning program aims to increase student learning motivation because computers can display various types of interesting learning, ranging from text, video, animation, and others [10], [11]. In addition, internet media also makes it easier for students to access various sources of information, including web pages. Through this web page, students can form a learning or communication network known as virtual learning or e-learning [12], [13].

The use of media in learning can make the teaching and learning process more practical and efficient [14], [15]. The difficulty of a teacher in delivering material can be reduced by the presence of media that acts as an intermediary for unclear material [16], [17]. Learning by utilizing information media makes the material more interesting [18], [19]. Various types of learning media such as worksheets, textbooks, and modules are commonly used [20]. In addition, audio-visual media such as learning videos, macromedia, and PowerPoint have also been developed, and their use through the internet network is part of e-learning [21]. The internet as a learning resource has given birth to the concept of e-learning which is very relevant in this digital era [22].

Online learning for the subject of Islamic Cultural History in delivering material and the learning process uses the e-learning method to make it easier for students and teachers to access learning activities remotely. Online learning is a new challenge for teachers that requires them to master online learning media in order to carry out learning activities that are expected to be creative in the learning process so that learning objectives can be achieved optimally. When learning activities take place, it is necessary to pay attention to effectiveness, namely the extent to which the level of success is achieved [23]. The characteristics of an effective learning program are that it can successfully bring students to achieve the learning objectives that have been set [24], [25], provide active learning experiences, and involve students directly to support the achievement of learning objectives.

Therefore, the teacher's ability to deliver learning is an important factor in determining the level of success of a learning process [26], [27]. Teachers are expected to be able to package the material well and pay attention to the right delivery method. The success of teachers in delivering material is very dependent on the smoothness of communication with students. One of the means that can facilitate communication between teachers and students is to utilize the internet network through the e-learning method.

In this study, the researcher used the e-learning method with a static model because the learning time for the subject of Islamic Cultural History is very short, which is only one lesson hour per week. With this method, the researcher hopes that this material can be studied completely via the internet without waiting for an explanation from the teacher, and can improve student learning outcomes so that learning can be carried out completely. The researcher assumes that learning that utilizes information technology has a positive impact on students and teachers. With the existence of e-learning media, it is hoped that the learning process will be more conducive, increase student interest, and enrich their learning process, which in turn can improve the results achieved. E-learning requires students to be able to interact with the internet, access extensive information, challenge them, and provide learning materials that can be accessed at any time.

The gap between previous research conducted by Nambiar [28] and the current research can be seen in that the previous research focused more on the general impact of online learning on students and teachers during the COVID-19 pandemic, by identifying challenges such as technical difficulties, inequities in access, and differences in perspectives between students and teachers. However, the current research shifts to examine how online learning can be used as a tool to revitalize Islamic cultural history, with a focus on more specific implementations in cultural and religious contexts. The gap in this research lies in the difference in purpose and context: while previous research was more global and generic, the current research seeks to explore how educational technology can be used to introduce and preserve a specific cultural heritage, in this case Islamic cultural history, through innovative online platforms.

This research has a high urgency because of the need to preserve and disseminate the rich history and culture of Islam, especially amidst the rapid development of information technology. In this digital era, online learning offers great potential to access and integrate Islamic history and culture materials into the educational curriculum more widely, without being hindered by geographical or resource constraints. Through this research, it is hoped that innovative ways can be found to implement online learning that not only conveys historical knowledge, but also introduces Islamic values and traditions that can enrich the understanding of the younger generation. In addition, this research also opens up opportunities to create an inclusive, in-depth, and interactive learning platform that is able to reach a wider and more diverse community.

Based on the explanation above, the researcher is interested in conducting research to reveal how to apply online learning to the subject of Islamic Cultural History at State Islamic High School 2 Cilacap, considering that students are very interested in current technological developments that utilize computer technology and computer networks. E-learning comes from the Ministry of Religion for the distance learning process during the Covid-19 pandemic, where learning is done at home. This is important for the research of a teacher of Islamic Cultural History in forming quality students amidst today's technological advances.

2. RESEARCH METHOD

2.1. Types of Research

The research conducted by the author uses a field research method with a qualitative descriptive approach. Descriptive research is research that aims to collect information about the status of an existing phenomenon, which describes the condition of the phenomenon as it is at the time the research is conducted [29]. Qualitative research

methods are research conducted in natural settings, which focus on understanding the actual situation directly in the field [30].

The approach used in this study is a qualitative descriptive approach, namely research that aims to describe and answer phenomena related to single variables, as well as the relationship or comparison between various variables. Qualitative research methods are used to examine the condition of natural objects (different from experiments), with researchers as the main instrument [31], [32]. Data collection techniques are carried out by triangulation (combination), data analysis is inductive, and the results of qualitative research emphasize meaning rather than generalization.

2.2. Data Collection Techniques

In qualitative research, various techniques are employed to collect data, each serving a specific purpose in obtaining the information needed by the researcher. Three primary methods often used in this type of research are observation, interviews, and documentation.

The observation method is one of the most effective techniques, often complemented by observation formats or checklists as instruments. In this method, the researcher's role is to be highly attentive, carefully observing events, movements, or processes to gather factual data about the world of reality. Observation forms the foundation of scientific inquiry, as it provides direct insights into the phenomena being studied. Prior to conducting observations, researchers typically gather as much information as possible. Subsequently, they focus on specific aspects of the data to identify patterns of behavior and recurring relationships. Once these themes emerge, they become the focal point of further investigation. Observational data collection can be classified into participant observation and non-participant observation [33], [34]. In participant observation, the researcher actively engages with the community or subjects being observed, thus gaining deeper insights into their behaviors and interactions. In contrast, non-participant observation involves the researcher remaining an external observer without direct involvement in the activities being studied [35]. For example, in this study, the researcher used the observation method to explore the applications used by teachers in delivering Islamic Cultural History lessons during online learning at State Islamic High School 2 Cilacap. Observations were conducted with teachers such as Mr. Moh. Sulaiman, Mrs. Fajar Indriyani, and Mr. Saeful Ahmad Fauzi.

The interview method involves a conversation between two individuals aimed at exchanging information and ideas through a question-and-answer process. Interviews are a powerful tool for constructing meaning around a particular topic, as they help uncover the underlying issues being researched. In qualitative research, interviews are typically structured to answer specific research questions. The structure can vary, with structured interviews involving predefined questions and alternative answers that guide the conversation, ensuring that the researcher collects the necessary data. On the other hand, unstructured interviews are more flexible, allowing for open-ended discussions where the researcher does not follow a rigid set of questions but instead focuses on general themes or topics. In this study, the researcher conducted an interview with Mr. Hariyant, at State Islamic High School 2 Cilacap to gather information about the school's background, its classes, teacher training, and student population. Another interview was conducted with Mr. Sulaiman via WhatsApp, where written questions were sent to gather insights on his teaching experience. Additionally, interviews with students were conducted via Google Forms, addressing topics such as the general learning process, objectives, and the strengths and weaknesses of online learning in the Islamic Cultural History subject.

The documentation method refers to the collection of data in the form of written or recorded materials, such as notes, books, transcripts, newspapers, meeting minutes, or other relevant documents [36]. This method is particularly useful in supporting and validating findings obtained through observation or interviews. For instance, the researcher used the documentation method to obtain written materials and other resources related to online learning in Islamic Cultural History at State Islamic High School 2 Cilacap. These documents served as supplementary evidence, enhancing the credibility and depth of the research findings.

By employing these three data collection methods—observation, interviews, and documentation—the researcher was able to gather comprehensive and credible information to explore the topic of online learning in Islamic Cultural History at State Islamic High School 2 Cilacap.

2.3. Data Analysis Techniques

Data analysis is a systematic process of examining and organizing data collected from interviews, field notes, and documentation. This process involves categorizing the data, breaking it down into meaningful units, synthesizing the information, and arranging it into patterns. Through this analysis, the researcher identifies key themes and determines which aspects are significant for further study. Ultimately, the goal is to draw conclusions that are clear and comprehensible to both the researcher and others involved in the study.

In qualitative research, one commonly used model for data analysis is the Miles and Huberman framework, which is particularly suited for data collected through direct interaction and fieldwork. This model suggests that data analysis occurs in an interactive, ongoing process, continuing until the data reaches a point of

saturation, where no new insights are being gained. According to Miles and Huberman (1984), qualitative data analysis involves three key stages: data reduction, data display, and conclusion drawing/verification.

Data reduction is the first step in the analysis process and is necessary due to the vast amount of data often collected in qualitative research [37]. As researchers spend more time in the field, the volume and complexity of data increase, making it difficult to manage. Data reduction involves summarizing, selecting, and focusing on the most important elements, identifying patterns, and searching for themes. By reducing the data, the researcher can simplify and clarify the information, making it easier to identify the key points and guide further data collection if needed. In some cases, electronic tools such as computers may assist in data reduction by providing codes for specific aspects of the data.

After reducing the data, the next step is to present it in a way that is easy to interpret. In qualitative research, data presentation can take various forms, such as brief descriptions, charts, flowcharts, or relationships between categories. Miles and Huberman (1984) note that narrative text has been the most common form of data display in qualitative research [38]. Other useful formats for presenting data include graphs, matrices, and network diagrams. These visual representations help organize and communicate the data more effectively, allowing researchers to see patterns and relationships more clearly.

The final step in data analysis is drawing conclusions and verifying them through further investigation. In qualitative research, the initial conclusions are often tentative and subject to change as additional data is collected. If these preliminary conclusions are supported by consistent and valid evidence when the researcher returns to the field, they can be considered credible. Verification involves checking the reliability of the conclusions by seeking confirmation from additional data sources or further inquiry. By the end of the analysis process, the researcher will have arrived at well-supported conclusions that offer a deeper understanding of the research topic.

In summary, Miles and Huberman's model of data analysis offers a structured approach to handling qualitative data, ensuring that it is carefully reduced, clearly presented, and thoroughly verified. This iterative process helps researchers gain meaningful insights and draw credible conclusions from their fieldwork.

2.4. Research Procedures

The research procedure begins with the planning stage, which includes determining the research objectives, selecting data collection methods, and selecting the subjects or objects of research. Furthermore, the researcher collects data using three main methods, namely observation, interviews, and documentation. In the observation stage, the researcher observes the process of learning the history of Islamic culture online at State Islamic High School 2 Cilacap with a focus on the applications used by teachers in delivering the material. The researcher then continues with structured interviews with teachers and interviews with students to explore further information about their experiences in online learning. Documentation is also used to obtain additional data in the form of teaching materials, academic records, and other related documents. After the data is collected, the researcher conducts data analysis using the Miles and Huberman model, which consists of three stages: data reduction, data presentation, and drawing conclusions. In the data reduction stage, the researcher filters and summarizes important information, while in the data presentation stage, the information is arranged in the form of a narrative or diagram to facilitate understanding. Finally, the researcher draws temporary conclusions that are verified through further data collection until valid and reliable results are obtained.

3. RESULTS AND DISCUSSION

3.1. General description of online learning for Islamic cultural history subjects

Online learning for the subject of Islamic Cultural History at State Islamic Senior High School 2 Cilacap uses an e-learning application developed by the Ministry of Religion, which is designed to facilitate access and the learning process. This pandemic forced schools to adapt to distance learning as an effort to prevent the spread of the virus. At State Islamic Senior High School 2 Cilacap, Islamic Cultural History learning was carried out online for the first time using an e-learning application provided by the Ministry of Religion. This e-learning is designed to support the teaching and learning process at the Islamic school, with various parties involved, such as Islamic school operators, subject teachers, counseling teachers, homeroom teachers, students, and supervisors (head of Islamic school and staff). The e-learning application used has several important roles. The Islamic school operator (administrator) is responsible for managing data related to the use of the application and managing student and Islamic school information. Subject teachers teach according to their assigned fields and play an active role in delivering learning materials to students. Counseling teachers provide guidance to students to support their personal development outside of academic lessons [39]. Homeroom teachers have an important role in maintaining relationships between students, parents, and the school, as well as helping to ensure student discipline and motivation to learn. Students are learners who take part in online learning and are expected to actively participate. Finally, supervisors (head of Islamic school and staff) play a role in overseeing the quality of learning and providing support to teachers.

Since the implementation of e-learning, State Islamic High School 2 Cilacap has continued to use this platform as part of online learning. The use of this e-learning application is in line with government policies that require learning to be carried out online. In the early days of implementing e-learning, teachers and students adapted to new technologies, utilizing applications such as Google Classroom and WhatsApp to support the learning process. WhatsApp is used as a communication tool between teachers and students, while Google Classroom is used to deliver materials, organize assignments, and facilitate class discussions. Although e-learning makes it easier to access learning, some students experience challenges, such as boredom, because they cannot interact directly with teachers like in face-to-face learning.

To overcome this problem, the Islamic school issued a policy to implement learning from home, with the hope that students would remain focused on the material being studied even though learning was carried out online. Despite the obstacles, online learning has proven to be very helpful in the smooth running of the teaching and learning process. Educators utilize various information media to deliver material and keep students interested in the lesson. One of the efforts made by teachers is to use various learning models so that students do not get bored. For example, educators at State Islamic High School 2 Cilacap utilize two main applications, namely WhatsApp for communication and Google Classroom for teaching and learning activities. By using these two applications, learning becomes more interactive and interesting for students, and makes it easier for teachers to manage the online learning process.

Learning is a process in which teachers or teaching staff guide students to encourage them to learn [40], [41]. The History of Islamic Culture is one part of learning at Islamic high school, with the aim of providing a deeper foundation and outlook on life about the history of Islamic civilization. Learning the History of Islamic Culture is now carried out using the e-learning method, because face-to-face learning at school is no longer possible. This online learning, although it has challenges, is an alternative to ensure the continuity of education in the midst of a situation that does not allow for direct meetings.

Initially, teachers only provided material without adequate explanation, so that students had difficulty understanding the material. Assignments were only sent via the internet and students were asked to copy the material into their notebooks. Learning is now done at home to avoid crowds and prevent the spread of the virus from spreading further. In conditions like this, learning utilizes information technology, where teachers and students interact with each other through various online learning applications.

Although initially students complained about online learning, over time they began to get used to it because of its flexibility which allows learning anywhere. In online learning, students can learn in a more relaxed way, even while lying down, but still go through the process of learning Islamic Cultural History. This online learning also provides benefits for students because they can do other work while learning is taking place. Although the Covid-19 pandemic is still ongoing and even though learning is done online, restrictions on face-to-face learning are still in place because efforts to prevent the spread of the virus have not yet reached a meeting point.

The effectiveness of learning, especially at the school level, now depends heavily on the use of online methods and e-learning, which utilize the internet network and technological developments to support the teaching and learning process. Initially, students did not make good use of information technology, but with this pandemic, they began to be more active in using technology to search for materials related to the learning delivered by the teacher. Learning Islamic Cultural History through online media uploaded by the teacher, as well as the use of information technology, aims to prevent students from getting bored just by being given writing assignments. This more interactive learning is expected to maintain student interest and increase the effectiveness of the teaching and learning process even though it is done online.

3.2. Online Learning Process for Islamic Cultural History Subjects

Online learning based on e-learning applications is very useful in delivering Islamic Cultural History learning materials with a digital concept. The source of material for this learning is not only in the form of text, but also includes visual data such as maps, historical records, and other historical artifacts that support the learning process at State Islamic High School 2 Cilacap. The use of online media through e-learning applications provides great benefits for students and educators, especially in the subject of Islamic Cultural History. With online media, the teaching and learning process becomes more interesting and easier to understand. Teachers can deliver material optimally by using various media, such as videos, images, and maps, in the form of digital files that can be stored and backed up via e-learning. Online learning began in early 2020, precisely in March, and until now, the learning process is still taking place online in accordance with government regulations. Initially, online learning used an application developed by the Ministry of Religion, but over time, due to several obstacles and improvements, the use of the WhatsApp application has become more effective and is now more widely used by teachers in the teaching and learning process. However, learning Islamic Cultural History at Islamic high school did not run completely smoothly. Many students face problems when accessing e-learning applications, such as difficulty opening the application due to signal problems or forgetting passwords. In addition, not all students have devices that support online learning, such as smartphones or computers. This causes complaints from both teachers and students, given the significant differences between online and face-to-face (offline) learning.

The subject of Islamic Cultural History that I teach uses two main applications, namely Google Classroom and WhatsApp. Before starting the learning process, I first inform via WhatsApp that learning will be carried out through Google Classroom. Students then take attendance before starting learning. For evaluation, I use Google Forms, which allows me to find out which students have submitted assignments and which have not. Students who have not submitted assignments will receive a warning and sanctions in the form of PAT (End of Year Assessment) scores that do not appear on the report card if they do not submit assignments related to the evaluation.

During the learning process, teachers use several additional applications, such as Google Classroom, WPS Office, and YouTube. All learning materials must be downloaded and students are asked to describe the results of learning Islamic Cultural History in the form of WPS Office documents, which are then uploaded via Google Classroom. These applications make the teaching and learning process easier, and if there are students who do not understand the material, they can ask questions even though it is only through an online platform. Although these applications are very good for the learning process, many students feel bored with the appearance that tends to be monotonous and unattractive. Therefore, teachers must be good at presenting materials so that students remain enthusiastic about learning. In addition, teachers also provide warnings to students so that they are aware of the mistakes they have made, and students are expected to apologize to the teacher if the mistake does not have a major impact on the learning process. Learning during the Covid-19 pandemic is indeed challenging, but teachers continue to strive to keep the learning process effective and interesting for students.

E-learning applications are very helpful in the process of learning Islamic Cultural History at State Islamic Senior High School 2 Cilacap. This application is used by various parties, ranging from Islamic school administrators (Kamad and curriculum), subject teachers, to students. Although e-learning brings many benefits, the use of this application is limited by internet quota and limited networks in the surrounding environment. Before starting the learning process, teachers must actively prepare materials by creating content that is then uploaded to the e-learning platform. The effectiveness of learning is highly dependent on how teachers deliver the material. If teachers are able to compile materials well, the learning process will run effectively. Conversely, if the material is not prepared well, learning can become monotonous because students do not get enough understanding. To support smooth learning, in addition to e-learning, teachers also often use the WhatsApp and Google Classroom applications.

Providing Islamic Cultural History material to students can be done through various applications, including YouTube. In the evaluation process, teachers often use quizzes, where each question is given a certain time so that students are more enthusiastic and do not miss out on doing assignments. However, the WhatsApp application is used more often because almost all students have this application. These applications greatly assist the learning process, but sometimes the learning process is not effective if there are students who are distracted or playing around. In situations like this, the teacher will give a warning so that students focus more on learning. The teacher also delivers the material according to the lesson plan that has been prepared, making it easier for students to receive the Islamic Cultural History material. The learning resources used include books, worksheets, and the internet, which makes it easier for students to find information related to the material being taught.

Over time, the applications used for online learning have continued to develop. Initially, learning was carried out using e-learning applications provided by the Ministry of Religion, but due to several technical constraints, learning then switched to using applications such as Google Classroom. These applications make it easier for teachers and students in the learning process, although some technical constraints remain, such as difficulty in opening the application or network problems. However, teachers and administrators have an important role in overcoming this problem, such as helping students who have difficulty accessing e-learning applications. In addition, teachers also provide motivation before learning begins so that students remain enthusiastic even though learning is done online at home, which often causes boredom.

To ensure smooth learning, teachers not only provide materials, but also organize assignments and evaluations well. Teachers use Google Forms to conduct evaluations, which allows teachers to monitor whether students have submitted assignments or not. Students who do not submit assignments will receive warnings and sanctions. In addition, teachers also use applications such as WPS Office and YouTube to support more interesting and less boring learning. Creative delivery of materials is very important so that students remain enthusiastic even though learning is done online. If there are students who do not understand the material, they can ask via Google Classroom or WhatsApp, although sometimes the difference between online and face-to-face (offline) learning causes difficulties.

Overall, online learning using e-learning applications brings many benefits to the teaching and learning process at State Islamic High School 2 Cilacap, especially in pandemic conditions that require learning to be done at home. The applications used facilitate communication between teachers and students, allowing students to access learning materials more flexibly. Although there are some technical constraints, such as network problems and application access, the role of teachers and administrators is very important in ensuring that the learning process runs smoothly. Teachers must be creative in delivering materials and keeping students focused and not bored with online learning.

Table 3. Subjects History of Islamic Culture in classes X and XI at State Islamic High School 2 Cilacap

Class	Material	Model
	The Development of Islam in the Khulafaurasyidin Period	<i>Power point</i> material on the development of Islam during the Khulafaurasyidin period and video on the development of Islam during the period Khulafaurasyidin
X	Islamic Civilization of the Umayyad Daula in Damascus	Describes the Islamic Civilization of the Umayyad Daula in Damascus in the video via the link provided via e-learning.
	Islamic Civilization of the Umayyad Daula in Andalusia	Video material on the Islamic civilization of the Umayyad Daulah in Andalusia in <i>power point form</i> using sound to explain.
	Renewal Movement in Islam	Provide inside material <i>power point</i> format .
XI	The causes of the decline of Islam and the background to the emergence of the tajdid movement	Providing material in <i>PowerPoint form</i> and students taking notes on the material notebooks .

3.3. Online Learning Objectives for Islamic Cultural History Subjects

The aim of e-learning is to enable teachers to create and deliver learning materials not only to students but also to a wider audience via e-learning applications that can be accessed through the internet. In addition to e-learning, teachers utilize other applications such as WhatsApp, YouTube, and Google Classroom to facilitate learning activities. These platforms allow students to engage with the material more easily and communicate with teachers, ensuring that the learning process is flexible and accessible. The access codes for e-learning and Google Classroom, along with information about student interaction, are typically shared through WhatsApp, making it an essential tool for communication.

The learning process has undergone significant changes, especially with the shift to online education in line with Indonesian government regulations. Before the pandemic, material delivery was done face-to-face in the classroom, but due to the health risks posed by Covid-19, schools have transitioned to online learning. This shift has required teachers to adapt and become more creative in their delivery of material, utilizing digital tools to engage students effectively. Online learning not only provides a platform for delivering traditional lessons but also encourages students to use technology to create content, particularly for assignments related to the History of Islamic Culture.

E-learning is especially important for subjects like the History of Islamic Culture, where learning materials are often presented as stories or texts in traditional history books. With the help of internet media, including YouTube, students can access audiovisual content on their smartphones or computers, enhancing their understanding of Islamic history. Through video resources, students can learn about Islamic figures, events, and cultural developments, making the subject more dynamic and engaging. The use of e-learning also helps combat boredom by offering diverse ways of presenting information, which is crucial for maintaining student interest and participation.

The forums available within e-learning platforms play a vital role in organizing and streamlining the learning process. These forums allow students to receive material tailored to their specific class, track attendance, and submit assignments. They also provide a space for teachers to evaluate student progress through tools such as Computer-Based Testing (CBT). This system encourages students to focus more on their work rather than distractions like games or cheating, as they have set time limits to complete their evaluations. The ability to track progress through CBT also ensures that students are actively engaged and can receive immediate feedback on their performance.

The integration of online media during the Covid-19 pandemic has made learning both effective and enjoyable. The use of video platforms like YouTube has brought Islamic history to life, providing students with a deeper understanding of the subject, from the life of the Prophet Muhammad to the spread of Islam across the world. In this way, online learning has transformed the way students interact with historical content, offering a richer and more comprehensive learning experience. Teachers have also adapted by using WhatsApp for evaluations, where they send assignment questions in PDF form. This method allows students to complete

assignments at their own pace and submit them directly to the teacher, ensuring that the learning process remains flexible and efficient.

Since the beginning of the pandemic, online learning has been the primary mode of education, with tools like e-learning, WhatsApp, Google Classroom, and YouTube becoming integral to the teaching and learning process. These platforms provide students with access to learning materials, enable easy communication between teachers and students, and allow for the efficient submission of assignments and evaluations. As a result, students no longer have to rely solely on textbooks or physical learning materials but can explore a variety of online resources to enhance their knowledge.

The Indonesian government's push for online learning during the pandemic aimed to mitigate the spread of Covid-19 and ensure that education could continue uninterrupted. Many schools were unprepared for this sudden shift, but the adaptation to e-learning applications has allowed for the continuation of education in a safe and accessible manner. The goals of online learning include improving the delivery of material by teachers, enhancing their creativity in presenting content, and improving the overall quality of education. This transition has also allowed schools, such as Islamic high school, to fully utilize information technology in education.

E-learning is particularly beneficial in the study of the History of Islamic Culture, as it allows students to explore Islamic history beyond traditional readings. Students can now access videos and other online resources that highlight the significant contributions of Islamic figures, the spread of Islam in the archipelago, and the historical roots of Islamic culture. These resources help students differentiate Islamic culture from foreign influences and understand its key principles, such as modesty, good manners, and mutual cooperation. By integrating these resources into the learning process, students are not only gaining historical knowledge but also developing a greater appreciation for their cultural heritage.

The use of online platforms also supports more active student participation. Through e-learning forums, students can track their progress, engage with their peers, and submit assignments. These forums, such as those for attendance, assignments, and evaluations, are designed to make the learning process more organized and efficient. Moreover, the use of Computer-Based Testing (CBT) for evaluations ensures that students are assessed in a way that minimizes distractions and promotes focus on the task at hand. This system of evaluation has replaced traditional paper-based tests, reducing the need for printing and promoting a more environmentally friendly approach to education.

The shift to online learning has not been without challenges. Teachers and students alike have had to adapt to new tools and technologies, and some have faced difficulties in accessing e-learning platforms due to connectivity issues or device limitations. However, the role of teachers and administrators in troubleshooting these problems has been essential in ensuring that students can continue their studies. The flexibility of online learning also allows for a more personalized approach to education, where students can learn at their own pace and access additional resources online.

In conclusion, e-learning has become a crucial component of the educational process, particularly in the study of Islamic culture. By utilizing various digital platforms, teachers are able to deliver content more effectively, while students benefit from a more engaging and diverse learning experience. The transition to online learning has not only facilitated the continuation of education during the pandemic but also opened new opportunities for innovation in teaching and learning, ensuring that education remains accessible, effective, and relevant in the digital age.

3.4. Utilization of Online Learning in Islamic Cultural History Subjects

E-learning was designed to bridge the gap between teachers and students, overcoming limitations of space and time. It enables learning to take place asynchronously, meaning students and teachers are not bound by a fixed time or physical location. This flexibility allows for education to continue regardless of geographical or temporal constraints, making learning more accessible and adaptable. With e-learning, students can engage in lessons at their own pace, which is particularly advantageous in the context of the Covid-19 pandemic, which forced the closure of schools and made traditional face-to-face learning impossible.

The implementation of e-learning offers significant benefits to the educational process. It allows for greater access to resources, especially for subjects like History of Islamic Culture, which are often not comprehensively explained in traditional classroom settings. This encourages students to be more proactive in seeking out additional resources to deepen their understanding of the material. With the internet at their fingertips, students can explore various sources—videos, articles, academic papers, and other multimedia materials—broadening their knowledge and enhancing their curiosity. This active exploration promotes critical thinking and independence, which are key components of building a well-rounded education.

In the context of History of Islamic Culture, where the material is sometimes underexplored in standard textbooks, e-learning empowers students to take charge of their learning. For example, students might be encouraged to watch videos or view PowerPoint presentations uploaded by teachers, and then reflect on the content in a more personalized way. They can discuss their observations in forums or submit written reflections, linking what they have learned to broader historical and cultural contexts. This method fosters deeper engagement with

the material, making learning more interactive and meaningful. Furthermore, it allows students to develop skills in analyzing and synthesizing information from various sources.

Distance learning has become essential, particularly with the onset of the Covid-19 pandemic, which disrupted traditional education systems worldwide. Schools, including those in Indonesia, were forced to adapt quickly to online learning in order to protect students and staff from the virus. As a result, the use of e-learning platforms, such as Google Classroom, Zoom, and WhatsApp, became widespread. These tools enabled teachers to continue delivering lessons and assignments, while students could access educational resources and interact with their peers and teachers remotely. The government's initiative to shift to online learning provided a critical framework for maintaining educational continuity during a period of unprecedented disruption.

One of the advantages of using platforms like Google Classroom is the ability for teachers to send multimedia content, such as videos or PowerPoint presentations, that are designed to supplement traditional teaching methods. For example, in the History of Islamic Culture class, teachers might send links to videos that explain key historical events or cultural practices, allowing students to watch and absorb the material at their own pace. This approach makes the learning process less rigid and more flexible, encouraging students to engage with the content in a less stressful environment. Students can pause, rewind, or replay the videos as needed, ensuring they fully comprehend the material before moving on.

The integration of various forms of media—sound, visuals, and audio-visuals—into e-learning helps to increase both the efficiency and effectiveness of the learning process. These media formats appeal to different learning styles, ensuring that students can engage with the content in a way that suits their preferences. Visual learners benefit from images and videos, while auditory learners can focus on sound or narration. The combination of these formats accelerates the learning process by making abstract concepts more tangible and accessible, which is particularly important in subjects that require conceptual understanding, like History of Islamic Culture.

Moreover, e-learning platforms foster independent learning by enabling students to explore materials beyond the textbook. When teachers do not provide all the necessary explanations, students are encouraged to search for additional resources online. This self-directed learning not only expands students' knowledge but also helps them develop critical research skills. In the case of History of Islamic Culture, students may explore articles, videos, or other academic resources that provide additional context or different perspectives on the material, enhancing their understanding of historical events and cultural dynamics.

Online learning also simplifies the assignment submission process. Students can complete assignments digitally and submit them through e-learning platforms, making the process more convenient and reducing the need for physical paperwork. This is particularly useful in an era where physical distancing is crucial for health and safety. The ease of submitting assignments online, coupled with the ability to receive feedback quickly, ensures that students stay on track with their learning goals. Teachers can also monitor progress more effectively, offering timely interventions when necessary.

Furthermore, the use of e-learning allows for a more personalized learning experience. Students can work at their own pace, spending more time on challenging topics and advancing faster through areas they find easier. This flexibility is essential for accommodating students with different learning needs and speeds. For example, some students may find certain aspects of History of Islamic Culture particularly engaging and wish to explore them in greater depth, while others may need more time to grasp the foundational concepts. E-learning supports both scenarios by offering a range of resources and assessment tools that cater to individual needs.

In conclusion, e-learning has revolutionized the way students engage with the subject of History of Islamic Culture. By providing a range of resources that go beyond textbooks, allowing for multimedia content and self-directed exploration, and enabling flexible and convenient assignment submission, e-learning enhances both the efficiency and enjoyment of learning. It offers students the opportunity to actively engage with the material, develop independent research skills, and gain a deeper understanding of the subject. As online learning continues to evolve, it will undoubtedly play an increasingly central role in shaping the future of education, particularly in terms of accessibility, flexibility, and personalized learning experiences.

3.5. Advantages of Online Learning in Islamic Cultural History Subjects

E-learning has had a major impact on the learning process, especially for teaching Islamic Cultural History in Islamic high school. By using this technology, both teachers and students can experience various benefits that were previously difficult to achieve in face-to-face learning. For teachers, e-learning makes it easier to plan and prepare learning materials. They can create more interactive and interesting content, such as videos, presentation slides, or other reading materials that can be accessed by students at any time. In addition, communication between teachers and students becomes smoother and more organized, because the material can be delivered through the platforms that have been provided, such as Google Classroom or WhatsApp, which allows students to ask questions and discuss without time and place constraints. With the documentation of interactions in the system, teachers can also track student progress more easily, so that the evaluation and feedback process can be carried out quickly and efficiently.

For students, e-learning provides the freedom to access learning materials outside the limited space and time limits of traditional classes. They can search for additional references through various sources on the internet, such as journals, articles, and videos, which enrich their understanding of Islamic Cultural History. Students' curiosity also increases, because they do not only rely on textbooks, but can also explore the material in a more active and independent way. On the other hand, the use of electronic media such as videos or animations allows students to learn in a more fun and less boring way, and can learn the material in a more in-depth and contextual way.

In addition, e-learning makes it easier for students to do assignments and exams. They can submit assignments through platforms such as Google Forms or CBT (Computer Based Test), which allows for faster and more structured collection and assessment of assignments. This simpler evaluation process not only saves time but also reduces paper usage, making it more environmentally friendly. Technology-based learning also reduces the stress that students usually experience in traditional classroom situations, because they can set their own time and place to study. This allows students to learn in a more comfortable and stress-free way, which in turn improves their understanding and learning outcomes.

At the Islamic high school level, e-learning helps in overcoming the obstacles that occurred during the Covid-19 pandemic. The learning process that was previously carried out face-to-face had to switch to distance learning, and e-learning is an effective solution. E-learning platforms such as Google Classroom, WhatsApp, and Zoom make it easy for schools to continue the teaching and learning process even in challenging conditions. In addition, e-learning also encourages the creation of a more open and collaborative learning atmosphere. Teachers and students can exchange ideas, discuss, and share knowledge directly through forums on the platform. This not only improves student understanding but also strengthens the relationship between teachers and students even though they do not meet physically.

Overall, e-learning brings many benefits to teaching Islamic Cultural History in Islamic high school. The learning process becomes more flexible, efficient, and enjoyable, both for teachers and students. Teachers can design more creative and interesting materials, while students can learn in a more independent and organized way. Technology-based learning also encourages students to be more active in seeking knowledge from various sources, which in turn improves the quality of their learning. In a broader context, e-learning also builds a more modern and innovative learning atmosphere, which is in accordance with the development of the times and the demands of the global education world.

3.6. Barriers to Online Learning in Islamic Cultural History Subjects

The shift to e-learning, accelerated by the Covid-19 pandemic, has brought both opportunities and significant obstacles for students and teachers. One of the biggest challenges is the issue of bandwidth and signal problems. Many students, particularly in rural areas or places with inadequate internet infrastructure, struggle to access the necessary tools for online learning. Since e-learning platforms are not integrated into the government's free data quota program, students are forced to purchase their own internet data, often relying on the financial support of their parents. This creates an additional barrier for those in low-income households, as internet access becomes a financial burden, particularly when data or connectivity is unstable.

A major difficulty in online learning, especially in subjects like the History of Islamic Culture, is the challenge of student engagement. Teachers often find it hard to gauge students' participation, especially when using video-conferencing tools like Zoom. Many students, for example, turn off their cameras during lessons or leave the meeting altogether, citing technical issues like poor signal or internet disconnection. In some cases, students may claim their internet is down, or they may simply not participate actively, thinking that their attendance alone is enough. This passive attitude towards learning is detrimental to their education, as they miss out on the full benefits of interactive online classes.

In addition to signal and connectivity issues, students often face difficulties when trying to log into e-learning platforms. These issues are compounded by slow internet speeds, which result in delays in submitting assignments or receiving learning materials. Despite efforts by teachers and IT staff to resolve technical issues, many students become frustrated by long waiting times or repeated problems, and some abandon the e-learning process altogether. For instance, when assignments are submitted late due to poor connectivity, students are unable to meet the deadlines set by the teacher, further compounding their frustration.

Moreover, the reliance on multiple platforms for online learning, such as Google Classroom, WhatsApp, and Zoom, creates confusion and additional challenges. Many students find it cumbersome to manage assignments across different platforms, especially when they encounter difficulties with uploading or submitting their work. When assignments are delayed or incorrectly submitted, it leads to confusion about deadlines and adds to the students' stress, detracting from the learning experience.

Another significant issue is the boredom that students often feel during online lessons. Without the traditional face-to-face interaction, many students lose interest in the material, especially when teachers do not make the lessons engaging or interactive. Some students report feeling disengaged because they are only given assignments without adequate explanations or motivation. This lack of teacher-student interaction leads to a sense

of isolation and diminished learning outcomes. Students who previously thrived in a classroom environment may struggle to stay focused or motivated when learning is delivered solely through digital platforms.

The absence of direct, in-person interaction with teachers further exacerbates the problem. Students may not form a personal connection with their teachers, and the sense of detachment can make it difficult for them to stay engaged with the material. This lack of connection can lead to apathy toward the subject matter, as students feel that the learning experience is less meaningful or relevant to their lives. In many cases, this detachment contributes to an increased preference for distractions, such as online games or social media, instead of focusing on their studies.

Moreover, the reliance on smartphones and computers for learning has created additional difficulties for students in certain socio-economic conditions. Many students, especially those from low-income families, struggle with inadequate or unreliable devices. With smartphones breaking down frequently or needing multiple repairs, students find themselves unable to access learning materials or submit assignments on time. This situation leads to further frustration, as assignments and learning materials are often lost or inaccessible, and students are forced to rely on patchy internet connections.

Furthermore, the lack of free internet access from the government exacerbates the divide between students from different economic backgrounds. While some students have access to affordable or free data plans, many others do not. This digital divide makes it difficult for all students to engage in the learning process equally, with those from disadvantaged backgrounds falling behind.

Teachers, too, face difficulties in adapting to the e-learning environment. Without the ability to provide immediate feedback or explanation in real-time, many teachers resort to giving assignments instead of providing detailed lessons. This lack of explanation makes it harder for students to understand complex material, especially in subjects like the History of Islamic Culture, where a nuanced understanding is required. The absence of in-person motivation or guidance makes it easier for students to lose focus and fall behind.

In conclusion, while e-learning provides a necessary alternative during the pandemic, it also presents numerous challenges that hinder the effectiveness of the learning process. From technical difficulties related to signal and device issues to the lack of engagement and motivation, students face multiple barriers to successful online learning. Additionally, the divide between those with reliable internet access and those without exacerbates existing inequalities, further complicating the educational experience. To address these obstacles, there is a need for better infrastructure, more creative and interactive teaching methods, and greater support for students who struggle with access to technology.

The impact of this research can make a significant contribution to the preservation and understanding of Islamic history and culture among the younger generation, especially through more accessible online learning media. Online learning can facilitate the dissemination of knowledge about Islamic cultural heritage more widely and inclusively, opening up opportunities for students from various backgrounds to obtain in-depth information. However, this research also faces several limitations, including challenges in creating accurate and authentic content and how to ensure equal access for all learners, especially for those living in areas with limited internet connectivity. In addition, the diversity of interpretations of Islamic history can also be an obstacle in presenting material objectively and balanced, which requires caution in the online learning approach so as not to cause differences in understanding that are potentially controversial.

4. CONCLUSION

Based on the research conducted on the implementation of online learning in the subject of Islamic Cultural History at State Islamic Senior High School 2 Cilacap, it can be concluded that online learning in this subject uses the internet media to facilitate access to learning materials. Various applications such as e-learning sites, Google Classroom, WhatsApp, and Google Forms are used to facilitate the learning process. The CBT (Computer-Based Test) feature in e-learning is used to assess students' cognitive abilities. Teachers play an active role in preparing learning materials that will be uploaded to the e-learning platform before learning begins. The advantages of this online learning are that teachers can plan learning, prepare learning media, facilitate communication in learning, and create a more relaxed learning atmosphere. However, there are several obstacles faced, especially related to internet quota and signal problems that often interfere with the smoothness of the teaching and learning process. In addition, the lack of student involvement is also a problem, because many students do not listen to the teacher's explanation and some even sleep during online learning. Even so, the results of the implementation of this online learning generally went well, where most students were able to follow the learning smoothly. However, teachers realize that learning achievements are not perfect and still need improvement to improve the quality of online learning in the future. In the future, it is hoped that online learning can be further optimized so that learning objectives can be achieved more optimally. As a recommendation for further research, further exploration is needed regarding the development of an online learning platform that is adaptive to the needs of students with various levels of technology access, as well as how to enrich Islamic history

material with an interactive approach involving various media such as video, gamification, and virtual discussions to increase engagement and deeper understanding.

ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to all parties who have provided support, both directly and indirectly, in this research process.

REFERENCES

- [1] S. M. H. Sheikh Khairudin and M. A. Mohammad, "The Role of Information Technology on the Muslim Community in the Era of Globalization and Digitalization," *J. Inf. Technol. Manag.*, vol. 13, no. 3, pp. 178–186, 2021.
- [2] C. Zhang, I. Khan, V. Dagar, A. Saeed, and M. W. Zafar, "Environmental impact of information and communication technology: Unveiling the role of education in developing countries," *Technol. Forecast. Soc. Change*, vol. 178, p. 121570, 2022.
- [3] S. Sutrisno, A. D. Kuraesin, S. Siminto, I. Irawansyah, and A. M. A. Ausat, "The Role of Information Technology in Driving Innovation and Entrepreneurial Business Growth," *J. Minfo Polgan*, vol. 12, no. 1, pp. 586–597, 2023.
- [4] B. Madlela, "Exploring educational technologies used by mthwakazi university rural satellite campuses to implement distance teacher education programmes," *Interdiscip. J. Educ. Res.*, vol. 4, pp. 75–86, 2022.
- [5] O. A. Abass, O. A. Arowolo, and E. N. Igwe, "Towards Enhancing Service Delivery in Higher Education Institutions via Knowledge Management Technologies and Blended E-Learning," *Int. J. Stud. Educ.*, vol. 3, no. 1, 2021.
- [6] D. Novalindry, A. Huda, M. R. Cuhazanriyansyah, H. K. Sani, H. Hendra, and J. Karnando, "E-Learning Based Web Programming Course in the COVID 19 Pandemic Time," *Int. J. Interact. Mob. Technol.*, vol. 15, no. 20, p. 117, 2021.
- [7] D. G. H. Divayana, P. W. A. Suyasa, and N. K. Widiartini, "An innovative model as evaluation model for information technology-based learning at ICT vocational schools," *Heliyon*, vol. 7, no. 2, 2021.
- [8] M. S. Djazilan and M. Hariani, "Implementation of E-Learning-Based Islamic Religious Education," *Bull. Sci. Technol. Soc.*, vol. 1, no. 2, pp. 14–21, 2022.
- [9] R. Lestyanawati, "The strategies and problems faced by Indonesian teachers in conducting e-learning during COVID-19 outbreak," *CLLiENT (Culture, Lit. Linguist. English Teaching)*, vol. 2, no. 1, pp. 71–82, 2020.
- [10] A. Muslimat *et al.*, "Develop technology based multimedia for Indonesian teachers," *J. Contemp. issues Bus. Gov.*, vol. 27, no. 1, pp. 1871–1882, 2021.
- [11] S. Utaminingsih, S. Machfud, and G. K. Kassymova, "Development of Learning Management with Animated Video to Increase Motivation and Learning Outcomes," *J. Adv. Res. Appl. Sci. Eng. Technol.*, vol. 41, no. 2, pp. 31–42, 2024.
- [12] I. Yuhanna, A. Alexander, and A. Kachik, "Advantages and disadvantages of Online Learning," *J. Educ. Verken.*, vol. 1, no. 2, pp. 13–19, 2020.
- [13] C. B. Mpungose, "Emergent transition from face-to-face to online learning in a South African University in the context of the Coronavirus pandemic," *Humanit. Soc. Sci. Commun.*, vol. 7, no. 1, pp. 1–9, 2020.
- [14] A. Prabawati, A. M. St Asriati, and A. M. St Asmayanti, "The Students' perception of The Online Media Used By Teacher in Learning English," *English Lang. Teach. Methodol.*, vol. 1, no. 3, pp. 169–181, 2021.
- [15] K. Anwar, "The perception of using technology canva application as a media for English teacher creating media virtual teaching and English learning in loei Thailand," *J. English Teaching, Lit. Appl. Linguist.*, vol. 5, no. 1, pp. 62–69, 2021.
- [16] A. H. Pulungan, "The use of interactive learning media for teachers in rural areas," *Budapest Int. Res. Critics Linguist. Educ. J.*, vol. 4, no. 1, pp. 524–532, 2021.
- [17] E. Rahmi, A. Patoni, and S. Sulistyorini, "The Management of Human Resources Development in Increasing the Quality of Islamic Education Institutions," *Al-Ta Lim J.*, vol. 27, no. 2, pp. 166–178, 2020.
- [18] S. Sutarto, D. P. Sari, and I. Fathurrochman, "Teacher strategies in online learning to increase students' interest in learning during COVID-19 pandemic," *J. Konseling Dan Pendidik.*, vol. 8, no. 3, pp. 129–137, 2020.
- [19] H. T. Yudha and B. Mandasari, "The analysis of game usage for senior high school students to improve their vocabulary mastery," *J. English Lang. Teach. Learn.*, vol. 2, no. 2, pp. 74–79, 2021.
- [20] S. Ramadhan, V. Indriyani, Y. Asri, and E. Sukma, "Design of learning modules writing narrative text based on Project Based Learning (PjBL) by using mobile devices," in *Journal of Physics: Conference Series*, IOP Publishing, 2020, p. 12029.
- [21] S. Mulyana, S. Munir, J. Jamilus, and F. M. Abrori, "Development of Islamic and ethnic educational videos using Android-based inspiring suite software," *JINoP (Jurnal Inov. Pembelajaran)*, vol. 9, no. 2, pp. 165–177, 2023.
- [22] H. T. S. Alrikabi, N. A. Jasim, B. H. Majeed, A. Z. Abass, and I. R. N. ALRubea, "Smart learning based on Moodle E-learning platform and digital skills for University students," *Int. J. Recent Contrib. from Eng. Sci. IT*, vol. 10, no. 01, pp. 109–120, 2022.
- [23] J. K. Matitaputty and J. Sopacua, "The Effectiveness of the Learning Cycle 5E Learning Model in an Effort to Improve Learning Outcomes of History," *JIM J. Ilm. Mhs. Pendidik. Sej.*, vol. 8, no. 2, pp. 740–747, 2023.
- [24] T. Yulianti and A. Sulistiyawati, "The blended learning for student's character building," in *International Conference on Progressive Education (ICOPE 2019)*, Atlantis Press, 2020, pp. 56–60.
- [25] P. Paudel, "Online education: Benefits, challenges and strategies during and after COVID-19 in higher education," *Int. J. Stud. Educ.*, vol. 3, no. 2, 2021.
- [26] Y. Sudargini and A. Purwanto, "The effect of teachers pedagogic competency on the learning outcomes of students," *J. Ind. Eng. Manag. Res.*, vol. 1, no. 4, pp. 1–8, 2020.
- [27] J. A. Miranda and A. Y. Wahyudin, "Pre-Service Teachers' strategies in Improving Students' speaking Skills," *J. English Lang. Teach. Learn.*, vol. 4, no. 1, pp. 40–47, 2023.

- [28] D. Nambiar, "The impact of online learning during COVID-19: students' and teachers' perspective," *Int. J. Indian Psychol.*, vol. 8, no. 2, pp. 783–793, 2020.
- [29] H. K. Mohajan, "Quantitative research: A successful investigation in natural and social sciences," *J. Econ. Dev. Environ. People*, vol. 9, no. 4, pp. 50–79, 2020.
- [30] I. Karunarathna, P. Gunasena, T. Hapuarachchi, and S. Gunathilake, "The crucial role of data collection in research: Techniques, challenges, and best practices," 2024, *ResearchGate*. <https://www.researchgate.net/publication/383155720>.
- [31] R. Ruslin, S. Mashuri, M. S. A. Rasak, F. Alhabsyi, and H. Syam, "Semi-structured Interview: A methodological reflection on the development of a qualitative research instrument in educational studies," *IOSR J. Res. Method Educ.*, vol. 12, no. 1, pp. 22–29, 2022.
- [32] A. Aithal and P. S. Aithal, "Development and validation of survey questionnaire & experimental data—a systematical review-based statistical approach," *Int. J. Manag. Technol. Soc. Sci.*, vol. 5, no. 2, pp. 233–251, 2020.
- [33] A. Sreeram, W. M. Cross, and L. Townsin, "Mental Health Nurses' attitudes towards mental illness and recovery-oriented practice in acute inpatient psychiatric units: A non-participant observation study," *Int. J. Ment. Health Nurs.*, vol. 32, no. 4, pp. 1112–1128, 2023.
- [34] J. M. Seiberth, K. Moritz, N. Kücükay, S. Schiek, and T. Bertsche, "What is the attitude towards and the current practice of information exchange during self-medication counselling in German community pharmacies? An assessment through self-report and non-participant observation," *PLoS One*, vol. 15, no. 10, p. e0240672, 2020.
- [35] M. Kostera, "Observation: on the importance of being there," in *Organizational ethnography*, Edward Elgar Publishing, 2021, pp. 31–44.
- [36] S. R. Widiyanto, S. Y. Sudiro, I. Suwandi, and L. Leiliawati, "Database Management System on Raw Material Transaction System Case Study: Sabana Fried Chicken," *J. Mantik*, vol. 4, no. 3, pp. 1722–1727, 2020.
- [37] E. A. Mezmir, "Qualitative Data Analysis: An Overview of Data Reduction, Data Display and Interpretation," *Res. Humanit. Soc. Sci.*, vol. 10, no. 21, pp. 15–27, 2020, doi: 10.7176/rhss/10-21-02.
- [38] M. A. Islam and F. M. F. Aldaihani, "Justification for adopting qualitative research method, research approaches, sampling strategy, sample size, interview method, saturation, and data analysis," *J. Int. Bus. Manag.*, vol. 5, no. 1, pp. 1–11, 2022.
- [39] C. Amelia, A. Aprilianto, D. Supriatna, I. Rusydi, and N. E. Zahari, "The principal's role as education supervisor in improving teacher professionalism," *Nidhomul Haq J. Manaj. Pendidik. Islam*, vol. 7, no. 1, pp. 144–155, 2022.
- [40] A. S. Munna and M. A. Kalam, "Teaching and learning process to enhance teaching effectiveness: a literature review," *Int. J. Humanit. Innov.*, vol. 4, no. 1, pp. 1–4, 2021.
- [41] R. Michel-Villarreal, E. Vilalta-Perdomo, D. E. Salinas-Navarro, R. Thierry-Aguilera, and F. S. Gerardou, "Challenges and opportunities of generative AI for higher education as explained by ChatGPT," *Educ. Sci.*, vol. 13, no. 9, p. 856, 2023.