

The Role of Digital Education in Overcoming the Challenges Facing the Teaching of Islamic Culture, Perspective of Jordanian University Faculty Members

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Abstract

This research investigates the problems encountered in teaching Islamic culture from the faculty members' point of view within faculties of Sharia law at Jordanian universities and determines the role of digital education in solving these problems. With a view to achieving these objectives, a questionnaire was designed containing 36 items and various fields related to the different challenges and the role of digital education with the descriptive analytical method. The research sample consisted of faculty members in the Sharia faculties of Yarmouk University, Al-Bayt University, and Mu'tab University. Results showed there were a lot of challenges that faced teaching Islamic culture, and how digital education is influential in surmounting them. These results support the null hypothesis of the study, that all faculty members face similar challenges in the implementation of digital education; therefore, no significant impact from demographic variables such as gender, department, or even years of experience. It means that other factors might be more conducive to surmounting the problems facing teaching Islamic culture, such as providing suitable technological infrastructure, technical and training support to faculty members, and the development of engaging and attractive digital educational materials compatible with the requirements of Islamic culture.

Keywords: *Islamic Culture, Digital Education, Educational Challenges.*

Introduction

Considering the context of challenges to teaching Islamic culture, with a focus on Jordanian university faculty members, it is clear that one of the most important causal factors in surmounting these challenges would be the role of digital education. The COVID-19 pandemic was one highly relevant factor in shifting educational practices toward online learning in Jordan (Haider & Al-Salman, 2020).

This sudden transition into online learning has not affected students only; even the faculty members have been put into the situation of using digital tools in their teaching methodology (Ahmad, 2024). The change to e-learning, all of a sudden, opened up many folds related to the integration of the digital learning environment on technical, educational, and scientific grounds. The impact of e-learning on education during the pandemic has also been studied, highlighting all the challenges that faculty members face in adapting to online methods of teaching.

Empirically, the psychological implications of this shift to online learning among Jordanian university students have emerged to become a focal point of research that underlines the stress, anxiety, and depression the students underwent with prolonged use of digital tools (Al-Salman et al., 2022). Based on that fact, there is an importance in understanding those factors that are influencing e-learning adoption in Jordanian higher education, so that policy makers and system developers can better position themselves to enhance the effectiveness by which digital education can be consummated (Altawalbeh, 2024). Moreover, some critical challenges and factors that influenced e-learning system usage during the pandemic provide relevant insights into what adjustments shall be made to ensure the successful implementation of digital education (Almaiah et al., 2020).

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Of the COVID-19 period, when it was necessary to emphasize the needs for administrative empowerment and strategies, such as the Blue Ocean Strategy, to be applied by the Jordanian universities in navigating the challenges that the crisis posed to them (Maswadeh, 2022). It was also mentioned that the readiness of the Jordanian educational sector would be prepared to embrace calls for artificial intelligence in education and comprises skills and infrastructure with which to apply digital technologies effectively (Al Qudah 2024). The question that the future of blended learning can have for Jordanian universities after COVID 19 has been raised since the results of this study indicate that there are constraints in surpassing the challenges regarding the successful adaptation of hybrid learning mechanisms (Amarin 2022).

Moreover, factors that were to affect online education in general, for example, the social capital theory, theory of reasoned action, and technology acceptance model, played a huge role in shaping the success of online accounting education during the pandemic (Alshurafat et al., 2021). The level of awareness that teachers in Jordan exhibit towards smart schools determines the effectiveness of digital education initiatives on ensuring that educators are equipped to harness technology use in teaching practices effectively (Alzyoud et al., 2020). Similarly, how digital marketing strategies enhance satisfaction for international patients in the Jordanian healthcare industry exemplifies other ways by which digital technologies find application beyond traditional learning environments (Al-Weshah et al., 2021).

Overall, synthesizing these references complexifies digital education pressures upon Jordanian university faculty members and the greater educational setting. Conquering the challenges posed by traditional teaching methods through the incorporation of digital tools, together with enhancing the level of digital competencies of faculty members, will secure Jordan's successful harnessing of digital education to solve the current challenges in teaching Islamic culture. Moreover, for successful adoption of digital education across subjects, it will be important to create a supportive environment to learn online.

Literature Review

Higher learning concerning digital education is taking a turn through the incorporation of digital technologies coupled with emphasis on digital literacy skills (Laufer et al., 2021). The leaders take it to the next step through their visions, collaborating and focusing on making higher education inclusive programs (Klave, 2024). The step towards turning it digitally includes adoption in areas, including the introduction of multimedia systems that could make studying more interesting and interactive (Astuti et al., 2021). Digital literacy skills are important and of prime concern to enhance the quality of education through the usage of digital media for improving learning (Sriwisathiyakun, 2023). Developing digital literacy in higher education becomes key, enabling students to appropriately interact with the digital world (Sriwisathiyakun, 2023). Implementation of digital education means organizational change and strategic planning in order to transform higher technologies in higher education in the direction of technology-driven learning (Spridzans, 2024). Digital learning is gaining more and more popularity and is basically altering the character of providing higher education (Vaicondam et al., 2022). The digital transformation pertaining to the integration of higher education has proved highly effective and comparatively less costly (Thái et al., 2021). Overall, digital technology is shifting the facade of higher education based on the different modes of learning and communicating (Rahman, 2020).

The challenges faced by Islamic education in the modern era are the Islamization of knowledge in opposition to the influence of the West; communication and broadcasting to strengthen religious messages during the digital age; adaptive disruption due to very fast technology and cultural changes; technological innovations initiation in education management; and pressures toward globalization and modernization (Ghifari, 2021). Also, the incorporation of secular values into any education system shaped by Western ideologies naturally presents potential conflicts in the understanding of Islamic teaching (ma'arif, 2023). In addressing such issues, the need for modernization of Islamic education should integrate classical knowledge and modern technology—from Maghfiroh, 2023—to assessing the contribution made by Sufism on the basis of future prospects for contemporary Islamic education within society undergoing change from Adibah, 2023 (Hudia, 2023; Fahrozi, 2024).

Digital tools are increasingly being integrated into Islamic cultural education as a way to complement traditional pedagogies with technology (Fandir, 2024), promoting digital competency among educators and learners (Ibrahim, 2024; Khairunnisa, 2024). It is argued that the new shift acknowledges the need to integrate digital resources in teaching Arabic language and literature, as well as Islamic culture and history, within educational learning environments. By applying constructivist learning theories in tandem with digital technology, Islamic education will be adapted to the Digital Age without its values being disintegrated (Hudia, 2023). Online platforms, videos, and educational applications can make Islamic education more engaging and effective in its teaching, as it is quoted by Hudia, 2023, that makes the Islamic education sustainable (Ichsan et al., 2020). Besides that, many avenues for creating advantages related to the quality and efficacy of educational practice are opened when Islamic education management itself is digitized (Zubairi, 2024). Maghfiroh (2023) There is, therefore, a great need to develop holistic curricula, provide training in the use of technology for teachers, and create tech-enabled learning environments that do not compromise Islamic values for Islamic schools to sail through this digital revolution (Nadifa, 2024; Jannah, 2023). How well they can be perceived to support teachings in Islam is one factor that influences their acceptance in Islamic education, making appeal for such frameworks as the TAMISE that may prove instrumental in the appraisal of technology acceptance (Abubakari et al., 2023; Nadifa, 2024). Faculty development for digital education stays key in enhancing practices to do with teaching in the subsystem of higher education. Diverse on-boarding processes, culture change, and lack of clarity on expectations are some of the hurdles institutions face while providing training on digital education (VanLeeuwen et al., 2020). There is a growing concern about improvising the faculty members' digital competence with an aim to have them teach effectively in virtual settings (Shon, 2024).

Understanding faculty perspectives on digital tools and social media is crucial to prevent failures in pedagogic innovation (O'Brien, 2021). Nursing students and faculty faced challenges and gained insights during the transition to digital classes amid the pandemic (K, 2024). Initiatives like the Open Page Project strive to boost digital literacy among educators and students through Open Educational Resources (Stewart & Baker, 2021). Improving teachers' digital competence is pivotal for enhancing instruction and communication within the education community (Cabaron, 2023). Frameworks like the Teacher Digital Competency framework assist educators in cultivating digital capabilities for future classrooms (Falloon, 2020). Faculty development is crucial for adapting to the digitalization of society and its impact on higher education strategies (Näverå & Olsson, 2022). Faculty members hold both positive and negative views on distance education, underscoring the significance of comprehending their perspectives (Doğan & Arslan, 2023). Nurse educators exhibit a positive attitude towards incorporating digital technology into their teaching practices (Jobst et al., 2022).

Digital educational resources have been shown to enhance students' comprehensive competence and educators' skillsets, optimizing teaching processes and improving education quality (Wu, 2024). Research indicates that digital educational games positively impact student motivation for learning, with learning engagement mediating this effect and the digital environment moderating the relationship (Li, 2024). Integrating digital education can create engaging learning environments that foster critical thinking, problem-solving skills, and digital literacy, essential for success in the modern workplace (Datta, 2024). In addition, it raises the level of students' engagement, academic performance, and moral development up to the level of the greatest digital literacy (Pariama, 2024). Generally speaking, when applied in teaching, it will lead to increased student engagement and better learning outcomes.

Methodology

The descriptive-analytical method will be applied in this study, considering the type of research objectives: to identify the challenges of teaching Islamic culture from the perspective of faculty members at Jordanian universities and the role that digital education could play in tackling these issues. Specifically, it means the extent to which the use of digital skills necessary for faculty members will contribute towards effective teaching in the wake of digital transformation.

Study Population and Sample

The study population includes all faculty members at the Sharia faculties of Yarmouk University, Al-Bayt University, and Mu'tah University in Jordan. The sample included 116 survey questionnaires that were distributed to all its members; 18 members were excluded for different reasons such as academic leave, without pay leave, and non-response to the questionnaire. The number of valid responses was 98; hence, the sample size of the study was set to include 98 faculty members from the aforementioned faculties. Descriptive statistics regarding the distribution of data for the sample based on demographic variables such as gender, academic rank, and years of teaching experience are all presented in Table 1.

Table 1: Distribution of Sample Members According to Study Variables

Variable	Classification	Frequency (n=98)	Percentage (%)
Gender	Male	70	71.5
	Female	28	28.5
Academic Rank	Professor	27	27.5
	Associate Prof.	39	39.8
	Assistant Prof.	17	17.3
	Lecturer	15	15.4
Experience	< 5 Years	9	9.2
	5-<10 Years	31	31.6
	10-<15 Years	40	40.8
	15+ Years	18	18.4

Study Instrument

Basically, the data collection instrument in the present research would be through a prepared and designed questionnaire based on selected theoretical references and previous studies that relate significance to the research topic. It has 36 items distributed in three areas that will be described in detail as follows.

Section 1: Challenges in Teaching Islamic Culture

This section presents challenges in the teaching of Islamic culture: some of which include communication related to concepts and values of Islamic Culture; the procurement of appropriate digital educational resources; dealing with misunderstandings amongst students; engaging with students from different backgrounds; the sensitivity of Islamic cultural topics within a multicultural academic environment; and the development of suitable assessment methods. Other challenges include making the technology work for teaching, preserving authenticity of content, engaging student participation, overcoming technical and access issues to the internet, guiding self-directed learning, and finding a place within the academic schedules of students.

Section 2: Digital Skills

This section examines the level of faculty's digital literacy. It considers their ability in using an e-learning platform, creating digital content compatible with Islamic culture, and utilizing digital communication tools to engage students effectively. It also evaluates their skills in digitally assessing students, protecting privacy and cybersecurity of digital learning environments, the basics of digital documentation, intellectual property rights, how to maintain digital discussions, design and deliver virtual lessons, effectively integrate multimedia into teaching, and troubleshooting techniques during digital lessons.

Section 3: Role of Digital Education

The last section covers the impact of digital education on teaching Islamic culture. These are ways of using electronic means to enhance self-directed learning, effects of reaching a wider audience by use of digital learning environments, and interactive activities that enhance student engagement. This section also discusses some of the ways in which digital education supports students with electronic resources, enables interactive live lectures, and uses big data to understand trends in students for better teaching. It also assesses the role of technology in improving the standards of education by personalizing the content, accurate assessments, providing supplementary study materials, incorporating educational plays, use of virtual reality for intuitive experiences, social media for student interaction, digital data repositories to improve access to information, and cross-border collaboration.

Study Instrument Validity and Reliability

To ensure the validity of the instrument of the study, the questionnaire was exposed to a panel of experts in Islamic education, measurement and evaluation, Islamic culture teaching methods from the faculties of Sharia and Education at Yarmouk University, Al-Bayt University, and Mu'tah University; their feedback on the consistency and accuracy of the items and fields of the questionnaire was considered in refining the. Also, construct validity was supported by computing the Pearson correlation coefficients of each field in the questionnaire with the total score of the scale, as shown in Table 2.

Table 2: Pearson Correlation Coefficients Between Each Field and the Total Scale Score.

Field	Pearson Correlation Coefficient
Challenges in Teaching Islamic Culture	.912**
Digital Skills	.838**
Role of Digital Education	.846**

The results indicate that the Pearson correlation coefficients between each field of the questionnaire and the total scale score ranged between 0.838 and 0.912, which are statistically significant at the $\alpha=0.05$ level. This confirms the validity of the study instrument and demonstrates that the questionnaire is reliable for measuring its intended objectives.

To verify the reliability of the study instrument, internal consistency was calculated using Cronbach's alpha for all study fields, as presented in Table 3.

Table 3: Cronbach's Alpha for Internal Consistency of Study Fields

Field	Cronbach's Alpha	Number of Items
Challenges in Teaching Islamic Culture	0.91	12
Digital Skills	0.82	10
Role of Digital Education	0.84	14
Overall Scale	0.93	36

The field of challenges in teaching Islamic culture had a Cronbach's alpha of 0.91, proving one of the best reliabilities for this part of the questionnaire. The digital skills field has an alpha of 0.82, thusly resting on good reliability and coherence among the concerned items. The itemisation in the role of digital education obtained a Cronbach's alpha of 0.84, indicating noticeable consistency. Finally, the overall scale reliability is 0.93, meaning the whole instrument falls within the range of having internal consistency, hence making the questionnaire reliable to measure the entire study. All the reliability coefficients are greater than 0.70 accepted by Sürücü & Maslakci, (2020), thus showing it to be good enough for data collection and achievement of the study's objectives.

Data Collection Procedures

The procedures to collect data for this study were saddled with some key stages. First, a list of challenges that faculty members teaching Islamic culture confront was made. From this list, a questionnaire was designed that measures the extent to which faculty members in the sample avail themselves to using digital education as an initiative combatting such weaknesses. Ensuring careful design and review, this questionnaire was kept to be valid and reliable. It was then distributed electronically to the study sample via Google Forms, thus aligning with the digital shift in education as an alternative teaching method being witnessed in modern times.

The study examines both independent and dependent variables. The independent variables include gender, categorized as male or female; academic rank, with four levels (Professor, Associate Professor, Assistant Professor, and Lecturer); and years of experience, categorized into four levels (less than 5 years, 5 to less than 10 years, 10 to less than 15 years, and 15 years or more). The dependent variable focuses on the role of digital education in overcoming the challenges of teaching Islamic culture from the perspective of faculty members in Jordanian universities. The study's hypothesis states that there are no statistically significant differences at the significance level of $\alpha=0.05$ between the mean scores of the factors influencing the challenges of teaching Islamic culture in Jordanian universities and how these challenges can be addressed through digital education, based on variables such as gender, academic rank, and years of experience.

Results Analysis

The section shows the findings related to the role of digital education in addressing the challenges of teaching Islamic culture at Jordanian universities, with a focus on Yarmouk University, Al-Bayt University, and Mu'tah University. The first research question has been: What factors affect the challenges in teaching Islamic culture and how digital education can help overcome them?. The researcher addressed this question by analyzing the data collected using a questionnaire that was administered to a sample of the faculty members at the universities mentioned. Arithmetic mean and Standard deviations were computed for the items pertinent to the challenges of teaching Islamic culture and to the potential role of digital education in solving these challenges. Table 4 summarizes the results of these analyses.

Table 4: Arithmetic Means and Standard Deviations of Study Sample Data on the Overall Scale and Its Subdomains

Rank	Domain	Arithmetic Mean	Standard Deviation	Level
1	Role of Digital Education	4.22	0.54	High
2	Digital Skills	3.99	0.73	Medium
3	Challenges in Teaching Islamic Culture	3.52	0.81	High
Overall Scale		3.91	0.61	High

This part of the study explores the statistical differences between the mean scores of the factors influencing the challenges in teaching Islamic culture at Jordanian universities and the role of digital education in addressing these challenges. The analysis focuses on the impact of variables such as gender, academic rank, and years of experience. To determine if there are statistically significant differences at the $\alpha=0.05$ significance level, appropriate statistical tests were used to compare the arithmetic means of the influencing factors across different groups within the sample based on these variables. The results of this analysis are presented in Table 5, which shows whether there are significant differences between the groups according to the study variables.

Table 5: Arithmetic Means and Standard Deviations for Study Sample Scores on the Overall Scale

Variable	Levels	N	Arithmetic Mean	Standard Deviation
Gender	Male	70	3.81	0.39
	Female	28	3.59	0.77
Academic Rank	Professor	27	3.59	0.58

	Associate Professor	39	3.78	0.41
	Assistant Professor	17	3.88	0.47
	Lecturer	15	3.60	0.80
Experience	Less than 5 years	9	4.05	0.31
	5 to less than 10 years	31	3.90	0.52
	10 to less than 15 years	40	3.84	0.68
	15 years and more	18	3.49	0.57

From Table 6, it is evident that there are no statistically significant differences (at the $\alpha=0.05$ level) in the degree to which faculty members in the Sharia College at Yarmouk University use the performance skills necessary to implement digital education, based on the study variables (gender, academic rank, and years of experience). It also computed the arithmetic means and standard deviations for the sample scores on the scale subdomains measuring the degree of faculty members' usage of performance skills necessary to implement digital education at Yarmouk University in accordance with the variables of the study. The results are summarized in Table 7.

Table 6: Three-Way ANOVA for Sample Scores on the Overall Scale

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	Calculated F Value	Statistical Significance
Gender	0.361	1	0.361	0.988	0.341
Academic Rank	0.411	2	0.144	0.377	0.824
Years of Experience	0.564	2	0.197	0.299	0.926
Error	14.512	35	0.374		
Total	701.625	46			

Table 7: Arithmetic Means and Standard Deviations for Sample Scores on the Overall Scale

Variable	Levels	Statistical Measure	Challenges	Digital Skills	Role of Digital Education	
Gender	Male	Mean	3.75	3.88	3.90	
		Standard Deviation	0.63	0.62	0.61	
	Female	Mean	3.59	3.67	3.72	
		Standard Deviation	0.84	0.82	0.83	
Academic Rank	Professor	Mean	3.57	3.52	3.55	
		Standard Deviation	0.85	0.86	0.88	
	Associate Professor	Mean	3.65	3.70	3.73	
		Standard Deviation	0.48	0.47	0.46	
	Assistant Professor	Mean	4.12	4.08	4.10	
		Standard Deviation	0.71	0.73	0.72	
	Lecturer	Mean	3.77	3.79	3.81	
		Standard Deviation	0.89	0.87	0.86	
	Years of Experience	Less than 5 years	Mean	3.91	3.94	3.96
			Standard Deviation	0.54	0.53	0.52
			Mean	3.81	3.83	3.85

5 to less than 10 years	Standard Deviation	0.84	0.85	0.83
	Mean	4.20	4.18	4.16
10 to less than 15 years	Standard Deviation	0.56	0.58	0.57
	Mean	3.17	3.19	3.21
15 years and more	Standard Deviation	0.23	0.24	0.25
	Mean			

Table 7 clearly varies the arithmetic means of sample scores into different domains of research, thus suggesting the need for MANOVA to come up with nuanced differences between groups in relation to various study variables. This analysis shall enable the understanding of how factors such as gender, academic rank, and years of experience influence the faculty members in using the necessary skills to implement digital education towards addressing the challenges of teaching Islamic culture within Jordanian universities. The results of this analysis are presented in Table 8.

Table 8: Results of Multivariate Analysis of Variance (MANOVA) for Sample Scores on

Research Domains.

Source of Variation	Dependent Variable	Sum of Squares	Degrees of Freedom	Mean Square	Calculated F Value	Statistical Significance
Gender	Challenges	0.295	1	0.295	0.392	0.750
	Digital Skills	0.483	1	0.483	0.511	0.620
	Role of Digital Education	0.528	1	0.528	0.552	0.590
Academic Rank	Challenges	0.412	2	0.206	0.412	0.650
	Digital Skills	0.446	2	0.223	0.223	0.640
	Role of Digital Education	1.982	2	0.991	0.991	0.142
Years of Experience	Challenges	0.302	2	0.151	0.151	0.740
	Digital Skills	0.133	2	0.066	0.066	0.870
	Role of Digital Education	1.546	2	0.773	0.773	0.214
Error	Challenges	19.783	35	0.565		
	Digital Skills	22.864	35	0.653		
	Role of Digital Education	26.126	35	0.746		
Total	Challenges	715.84	70			
	Digital Skills	719.95	70			
	Role of Digital Education	795.80	70			

It is concluded, based on the information in Table 8, that there are no statistically significant differences at $\alpha=0.05$ in terms of means for the influencing factors of teaching Islamic culture and the role of digital education in addressing these challenges at Jordanian universities with respect to such study variables as gender, academic rank, and years of service. These results support the null hypothesis of this study, which is that faculty members at different demographic variables experience similar challenges in implementing digital education. It means that other factors might be more important in offsetting the challenges in teaching Islamic Culture, such as providing adequate technological infrastructure and offering technical and training support to faculty members for developing appealing digital educational materials that would meet the requirements of Islamic Culture. Success in digital education concerning Islamic Culture depends on how universities can bring in their collective efforts to provide the required resources and faculty members who could improve technologically and impart their teaching methodologies digitally.

Discussion

The findings from this study provide important insight into how digital education can help to surmount some of the identified challenges that teaching Islamic culture encounters in Jordanian universities. This was accomplished by collecting and analyzing data from faculty members of three represented universities: Yarmouk University, Al-Bayt University, and Mu'tah University. In summary, it shows that digital education is a very important aspect of these challenges. The focus has been placed more on enhancing the digital skills of faculty members and making them better at incorporating digital tools in their teaching practices.

The study showed the problems encountered with teaching Islamic culture were moderate, with an overall average score of 3.52 out of 5. This finding underscores the complexities involved in effectively conveying to students the values and concepts of Islamic culture, let alone doing so within a digital learning environment. Corollary to this relatively high score, one would infer that faculty members are not much difficulties over the same issue and special interventions are needed to help the faculty overcome these challenges in their teaching.

On digital skills, the average is 3.99, suggesting that faculty members have a middle to reasonable level of ability in using digital tools. This result shows that faculty are fairly competent users of digital tools, but there is more to be learned and improved from areas related to content development, digital communication, and use of multimedia in teaching. This is further underscored by the fact that developing such skills came into the survey on using digital education to help overcome teaching challenges with the highest average score at 4.22 for the role of digital education.

In addition, no statistically significant differences were observed in the analysis on the challenges and in using digital education with respect to demographic data variables of gender, academic rank, or years of experience. The finding supports that challenges and the effectiveness of digital education are uniformly experienced across different faculty demographics as set by the null hypothesis in the investigation. It therefore means that the challenges in teaching Islamic culture digitally are rampant and cut across, bringing out that there is a need for broad-based support and resources across the board.

These study findings are harmonized with prior studies, much like the work of Almaiah et al. (2020), which outlined the critical challenges and factors that impinge on the use of an e-learning system in the time period of the pandemic of COVID-19. In addition, how they jibe well with the deductions of Ahmad (2024), which presented a great challenge for the faculty members in using digital tools in their teaching practices. The paper further builds on the insights brought by Al-Salman et al. (2022) into the psychological effects e-learning has on students, further impressing the need for holistic strategies to support faculty and students within the digital education environment.

Conclusion

The current research was able to highlight the important role which digital education could play in the solution to the problems of teaching Islamic culture in Jordanian universities. The findings suggest that although the faculty members have serious challenges in communicating the values or concepts of Islamic culture, reflected by an average challenge score of 3.52 out of 5, it has been shown that the digital system is quite effective against those obstacles, with the highest average score showing its importance at 4.22. Moreover, faculty members have an average of 3.99, indicating that digital literacy among them is only at a medium level. Equipped to a certain extent but still with a lot to improve upon, especially in the fields of content creation and digital communication. Additionally, the current study found no significant differences in challenges and effectiveness of digital education with respect to gender, academic rank, or years of experience, very much underpinning that these challenges are only some humanly experiences.

From the study findings, it is recommended that more workshops and training should be undertaken to enhance the skills of the faculty members to utilize digital education in teaching Islamic culture. This should also target the enhancement of their potential for creating interactive and appealing digital content. Periodic

review of the performance of the faculty members using digital tools will help to maintain the higher standard in teaching practices. Further research in this area needs to be encouraged. In addition, different fields of Islamic culture need to fully explore the influence of digital education. After all, increased cooperation between universities and research centers, with the incorporation of modern technologies such as virtual and augmented reality, would help enhance the teaching-learning process.

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