THE USE OF DIGITAL LEARNING PLATFORM AS COMMUNICATION MEDIA FOR GENERATION Z AT PB. SOEDIRMAN ISLAMIC HIGH SCHOOL, JAKARTA

Iswadi
Universitas Esa Unggul Jakarta, Indonesia
Email: iswadi@esaunggul.ac.id

Herinto Sidik Iriansyah
STKIP Kusuma Negara Jakarta, Indonesia
Email: herinto_sidik@stikipkusumanegara.ac.id

Erman Anom
Universitas Esa Unggul Jakarta, Indonesia
Email: erman.anom@esaunggul.ac.id

Abstract: The objective of this study is to assess the efficacy of utilising digital learning platforms as a medium for communication in Islamic education, with a particular emphasis on Generation Z teachers at PB. Soedirman Islamic High School, Jakarta. This generation is known as digital natives, who are highly adept at navigating information technology. The research method employed is a case study with a qualitative approach, comprising interviews, participatory observation, and surveys. The findings indicate that Generation Z teachers at PB. The respondents at Soedirman Islamic High School, Jakarta, indicated that they felt at ease and benefited from the utilisation of digital learning platforms for communication and learning purposes. The aforementioned platforms facilitate more expedient and effective communication. Nevertheless, certain challenges were also identified, including the potential for unclear communication and the risk of information overload. The factors affecting the effectiveness of communication through digital platforms were identified, including the teachers' technological competence, the design of the digital platforms, the organisational culture, and the provision of adequate training and support. This research is consistent with the Technology Acceptance

Model, which posits that perceived ease of use and usefulness have a significant effect on technology acceptance. The results of this study provide practical implications for optimising the use of digital learning platforms through continuous training, intuitive platform design, and digital culture support within the organisation. Consequently, digital platforms can enhance the performance and job satisfaction of Generation Z teachers.

Keywords: Digital Learning Platform, Effective Communication, Islamic Education.

Introduction

The advent of the digital era has brought about considerable shifts in numerous facets of life, including the domain of education, particularly Islamic education. The evolution of information and communication technology has led to the emergence of a multitude of digital learning platforms that serve as efficacious communication media in Islamic education. These platforms are not merely utilized for the dissemination of learning materials; they also facilitate interactions between educators and administrators, as well as between educators and their colleagues.[1]

In the context of Islamic education, effective communication plays an important role in facilitating management functions such as planning, organising, directing and controlling. Vardarlier (2008) emphasises that good communication is the foundation that supports various processes in organisations, from the delivery of strategic information to the management of internal conflicts. Without effective communication, efforts to achieve organisational goals can be hampered by misunderstandings, incomplete information, or even misinformation.[2] Therefore, organizations should pay attention to how they manage internal and external communication flows.

---

[1] Archana Singh, Sarika Sharma, and Manisha Paliwal, "Adoption Intention and Effectiveness of Digital Collaboration Platforms for Online Learning: The Indian Students' Perspective," *Interactive Technology and Smart Education* 18, no. 4 (January 1, 2020): 493–514, https://doi.org/10.1108/ITSE-05-2020-0070.

[2] Pelin Vardarlier, "Digital Transformation of Human Resource Management: Digital Applications and Strategic Tools in HRM," in *Digital Business Strategies in Blockchain Ecosystems: Transformational Design and Future of Global Business*, ed. Umit Hacioglu (Cham: Springer International Publishing, 2020), 239–64, https://doi.org/10.1007/978-3-030-29739-8_11.

Internal and external communication can be done with visual media, which is a medium that can be captured with human senses, such as boards, flipcharts, projectors and slides. As Allah says in the Qur'an Surah al-'Alaq verses 4 and 5, where the word al-Qalam is mentioned as a teaching medium. The word *al-qalam* is taken from the verb *qalam* which means cutting the end of something. The word *qalam* means the result of using these tools, namely writing. This interpretation is supported by the words of Allah as set forth in the Quran, verse 1, which state: This is evidenced by the written word, as exemplified by the verse in the Quran. With regard to the chronology of revelation, the two terms 'qalam' are closely associated and even intertwined, despite the Mushaf's written sequence being otherwise distinct. In the aforementioned verse, the term 'ihtibak' signifies that no description is provided, which should be articulated in two sentences that are logically connected. This is because the description in question has already been mentioned in another sentence. In verse 4, the word 'man' is not mentioned because it has already been mentioned in verse 5. Similarly, in verse 5, the sentence without a pen is not mentioned because in verse 4, the meaning has already been hinted at by the mention of a pen. Therefore, the two verses above can be interpreted as 'He (Allah) teaches with a pen (writing) (things that man has known before) and He teaches man (without a pen) what was not known before'.

In the contemporary digital era, digital learning platforms have become a highly efficacious instrument for enhancing the efficacy of communication in Islamic education. The utilisation of this technology enables organisations to more effectively support a range of management functions, particularly in relation to employee training and development. Digital learning platforms facilitate the expeditious and impartial dissemination of information to all members of the organisation, irrespective of geographical or temporal constraints. To illustrate, training that was previously conducted in person can now be conducted remotely, enabling a greater number of employees to participate without leaving their place of work.

Moreover, organisational communication theory posits that digital media can enhance the efficiency and effectiveness of communication within organisations. One of the principal advantages of digital media is its capacity to diminish the physical and temporal barriers that frequently impede traditional communication. The

utilisation of digital platforms facilitates the real-time delivery of information to all members of an organisation, irrespective of geographical or temporal constraints. This not only expedites the dissemination of messages but also enhances the precision and uniformity of the information conveyed. Moreover, the integration of interactive features, such as discussion forums, chat and video conferencing, fosters a more dynamic and two-way communication, which in turn facilitates more effective decision-making processes.[3]

Furthermore, the utilisation of digital learning platforms enables the adaptation of training content to align with the specific requirements of individual employees, which can subsequently enhance their motivation and engagement in the learning process. The capacity for employees to learn at their own pace and access training materials pertinent to their duties ultimately enhances both individual and overall organisational performance. Consequently, the utilisation of digital platforms in organisational communication serves not only as a conduit for the dissemination of information, but also as a conduit for the construction of employees' knowledge and skills.

Nevertheless, while digital learning platforms present a range of benefits, they also present a number of challenges that must be addressed. One such challenge is the digital divide, whereby not all employees have access to or the capacity to utilise this technology to its fullest potential. It is incumbent upon organisations to guarantee that all employees have sufficient access to these platforms and receive the requisite training to utilise them effectively. Furthermore, organisations must consider data security and privacy issues, given that digital platforms often involve the storage and management of sensitive information.

It is crucial to assess the efficacy of digital learning platforms in Islamic education to guarantee that these technologies genuinely enhance organisational performance. Despite its extensive deployment, the utilisation of digital learning platforms is not without challenges. A number of issues frequently emerge in the context of digital learning, including restricted direct interaction, difficulties in conveying messages with clarity, and low levels of teacher or

---

[3] Wejdan Farhan et al., "E-Learning Systems versus Instructional Communication Tools: Developing and Testing a New e-Learning User Interface from the Perspectives of Teachers and Students," *Technology in Society* 59 (November 1, 2019): 101192, https://doi.org/10.1016/j.techsoc.2019.101192.

facilitator engagement in the learning process. These challenges can diminish the efficacy of digital platforms as communication media in Islamic education.[4]

In order to assess the efficacy of digital learning platforms in Islamic education, it is essential to conduct a comprehensive investigation to ascertain the factors that influence their efficacy. In order to evaluate the effectiveness of digital learning platforms in Islamic education, it is necessary to consider a number of factors, including the design of the platform, accessibility, content quality, the provision of technical support, and the training and support provided to facilitators and participants. An effective digital learning platform should be designed with the objective of facilitating ease of use and accessibility for all users. An intuitive interface and easily accessible features will facilitate navigation of the platform and access to training materials for participants. Moreover, the platform should be compatible with a range of devices, including desktop computers, laptops, tablets, and smartphones, thereby facilitating flexible learning for participants.

The content delivered via digital platforms must be pertinent, current and presented in an engaging manner. The quality of the content is of the utmost importance in ensuring that participants are able to gain the knowledge and skills that are most relevant to their needs. The incorporation of multimedia elements, such as videos, infographics, and interactive simulations, can enhance the comprehension and retention of the material by participants. The provision of reliable technical support is an essential component in guaranteeing the seamless operation of digital learning platforms. It is essential that participants and facilitators are able to readily access technical assistance in the event of any issues, whether through an online helpdesk, user guides, or specialised training sessions on the utilisation of the platform.

Training and support for facilitators is essential. It is essential that facilitators receive comprehensive training on how to effectively manage digital learning. It is essential that they are able to utilise the platform's features in order to facilitate more effective interaction, manage discussions and deliver materials in a clear and engaging

---

[4] Dimah Al-Fraihat et al., "Evaluating E-Learning Systems Success: An Empirical Study," *Computers in Human Behavior* 102 (January 1, 2020): 67–86, https://doi.org/10.1016/j.chb.2019.08.004.

manner. Furthermore, facilitators must be furnished with the capacity to motivate participants and maintain their engagement throughout learning sessions.

Continuous Feedback and Evaluation: Organisations should implement a feedback system that enables participants and facilitators to provide feedback on their experience utilising the digital learning platform. This feedback can be employed to facilitate continuous improvements to the platform, encompassing both technical and content aspects, thus enhancing its overall effectiveness.

The results of previous research conducted by Davis et al., shows that perceived ease of use and usefulness have a significant effect on user acceptance of technology.[5] Venkatesh develops a technology acceptance model that combines various theories to understand the factors that influence user acceptance.[6] While the research findings of Arbaugh shows that interactions between students and instructors and between students affect learning satisfaction in an online learning environment.[7] Followed by the research of Piccoli found that virtual learning environments can be effective for basic information technology skills training.[8] Swan highlighting the importance of interaction design in online courses to improve satisfaction and perceptions of learning.[9] Study by Garrison developed a community of inquiry model that emphasizes the importance of social interaction in online learning.[10]

---

[5] Fred D. Davis, Richard P. Bagozzi, and Paul R. Warshaw, "User Acceptance of Computer Technology: A Comparison of Two Theoretical Models," *Management Science* 35, no. 8 (August 1989): 982–1003, https://doi.org/10.1287/mnsc.35.8.982.

[6] Viswanath Venkatesh et al., "User Acceptance of Information Technology: Toward a Unified View," *MIS Quarterly* 27, no. 3 (2003): 425–78, https://doi.org/10.2307/30036540.

[7] J. B. Arbaugh, "Virtual Classroom Characteristics and Student Satisfaction with Internet-Based MBA Courses," *Journal of Management Education* 24, no. 1 (February 1, 2000): 32–54, https://doi.org/10.1177/105256290002400104.

[8] Gabriele Piccoli, Rami Ahmad, and Blake Ives, "Web-Based Virtual Learning Environments: A Research Framework and a Preliminary Assessment of Effectiveness in Basic IT Skills Training," *MIS Quarterly* 25, no. 4 (2001): 401–26, https://doi.org/10.2307/3250989.

[9] Karen Swan, "Virtual Interaction: Design Factors Affecting Student Satisfaction and Perceived Learning in Asynchronous Online Courses," *Distance Education* 22, no. 2 (January 1, 2001): 306–31, https://doi.org/10.1080/0158791010220208.

[10] D. Randy Garrison, Terry Anderson, and Walter Archer, "Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education," *The*

Hrastinski explains the difference between asynchronous and synchronous learning and its impact on student interaction and engagement.[11] Furthermore, Allen and Seaman provide data on the growth and trends of online education in the United States.[12] Research by Zhao concluded that course design, teaching methods, and technology used affect the effectiveness of distance education.[13] Means et al. concluded that online learning can be as effective as face-to-face learning if designed well.[14]

A substantial body of prior research has concentrated on the technical and pedagogical dimensions of digital learning platforms within the context of formal education. This study, however, is more specifically concerned with the evaluation of the use of digital learning platforms as a medium of communication in the context of Islamic education. This research focuses on the interaction and communication that occur through the platform in an organisational context, and how this affects teacher performance and satisfaction. The novelty of this research lies in its holistic approach to evaluating the effectiveness of digital learning platforms as communication media in Islamic education. This research considers not only the technological aspect, but also the human and organisational factors that affect communication effectiveness. Furthermore, this study employs a qualitative approach to gain a more comprehensive understanding.

The necessity for prompt completion of this research at PB. The Soedirman Islamic High School in Jakarta is in need of organisations to enhance communication and collaboration in the digital age. As an increasing number of organisations adopt digital

---

Internet and Higher Education 2, no. 2 (March 1, 1999): 87–105, https://doi.org/10.1016/S1096-7516(00)00016-6.

[11] Stefan Hrastinski, "Asynchronous and Synchronous E-Learning," *Educause Quarterly* 4 (2008): 51–55.

[12] I. Elaine Allen and Jeff Seaman, "Learning on Demand: Online Education in the United States, 2009," *Sloan Consortium (NJ1)* (Sloan Consortium, January 2010), https://eric.ed.gov/?id=ED529931.

[13] Yong Zhao et al., "What Makes the Difference? A Practical Analysis of Research on the Effectiveness of Distance Education," *Teachers College Record* 107, no. 8 (August 1, 2005): 1836–84, https://doi.org/10.1111/j.1467-9620.2005.00544.x.

[14] Barbara Means et al., "Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies" (US Department of Education, May 2009), https://eric.ed.gov/?id=ED505824.

learning platforms, it is crucial to assess their efficacy and identify areas for enhancement. It is anticipated that the findings of this study will provide organisations with guidance on how to optimise the use of digital learning platforms, with a view to improving communication and HR performance in the context of Islamic education. The objective of this study is to evaluate the utilisation of digital learning platforms as a communication medium within the context of Islamic education at PB. The objective of this study is to identify the factors that influence the effectiveness of digital learning platforms as a medium of communication in Islamic education and to provide recommendations to enhance their utilisation. In particular, this study seeks to evaluate the efficacy of digital learning platforms as a communication tool in Islamic education, ascertain the factors that contribute to their effectiveness, and offer practical suggestions to optimise their use in Islamic education.

This research employs a case study methodology with a particular focus on Generation Z research subjects related to the utilisation of digital learning platforms as communication media in Islamic education. The case study methodology was selected due to its capacity to facilitate in-depth and holistic exploration of phenomena within a real-world context.[15] This research will be conducted at PB. Soedirman Islamic High School, Jakarta, which has adopted a digital learning platform and boasts a sizeable population of Generation Z teachers.

The research comprises several stages, namely data collection, data analysis and the interpretation of results. A comprehensive picture will be obtained through the collection of data, including in-depth interviews with Generation Z teachers at PB. The study will also engage with the education personnel and other stakeholders at Soedirman Islamic High School in Jakarta, with the aim of gaining insight into their experiences and perceptions regarding the use of digital learning platforms at PB. Soedirman Islamic High School, Jakarta. The interviews will be conducted in a semi-structured manner, allowing for flexibility in the exploration of topics that arise during the course of the interviews.

Furthermore, data will be collected through participatory observation and document analysis at PB. Soedirman Islamic High

---

[15] Iswadi Iswadi, Neti Karnati, and Ahmad Andry B, *Studi Kasus Desain dan Metode Robert K.Yin* (Penerbit Adab, 2023).

School, Jakarta. The researcher will engage in participatory observation, which will entail immersing themselves in the school's daily activities to observe the interactions and communications that occur through the digital learning platform. Document analysis will entail an examination of reports, policies and usage guidelines pertaining to the digital learning platform, with a view to gaining insight into the organisational context and the manner of the platform's integration into the Islamic education process. The data will be analysed using a triangulation approach, combining the findings from the interviews, observations and surveys in order to ensure the validity and reliability of the research results. The qualitative data will be analysed using the thematic analysis method.

In addition, a questionnaire was used. This questionnaire aimed to collect data on the preferences and experiences of users in relation to digital platforms, as well as how these platforms support their lifestyles. By analysing the results of this questionnaire, the researcher was able to gain a deeper insight into the reasons behind the growing popularity of digital platforms.

Table 1. Research Questionnaire

No	Subject	Questionnaire Question
1.	Use of Digital Platforms	Frequent use of digital platforms to communicate (e.g., email, messaging apps, social media). Frequent use of digital platforms for learning (e.g., online courses, webinars, e-learning).
2.	Flexibility and Suitability	The urgency of time flexibility in communication and learning. The relevance of digital platforms to suit Gen Z's always-online lifestyle.
3.	Advantages and Challenges	Major challenges when using digital platforms for learning.
4.	Experience and Preferences	Favorite digital platform for communication. Favorite digital platform for learning. Specific features or functions expected on digital platforms to enhance the experience.
5.	Feedback and Suggestions	Anything else to share about experiences with using digital platforms for communication and learning.

Generation Z's Use of Digital Learning Platforms

The term "digital natives" is used to describe members of Generation Z, who have grown up in an era characterised by the pervasiveness of the internet and information technology. The research findings indicate that Generation Z at PB. The students at

Soedirman Islamic High School in Jakarta are intimately acquainted with the utilisation of digital platforms in their everyday lives, including in professional settings. Digital learning platforms are utilised in educational settings, encompassing a range of applications and software, including Microsoft Teams, Slack, and Zoom for communication and collaboration, and specialised learning platforms such as Coursera and Udemy for training and development.

The majority of Generation Z teachers at PB. Soedirman Islamic High School, Jakarta, indicated that 52% of them feel at ease using these platforms. In an interview, a Generation Z teacher stated, "I prefer to use digital platforms for communication and learning because they are more flexible and align with my lifestyle, which is characterised by constant connectivity online." This aligns with the assertion that Generation Z is more adept at navigating technology than preceding generations.[16]

The findings of this study are in line with the Technology Acceptance Model (TAM) developed by Davis, which emphasizes that users' perceptions of the perceived ease of use and perceived usefulness of a technology have a significant influence on the acceptance of the technology by users.[17] In the context of education, especially with Generation Z, which is known to have high technological competence, these factors become very relevant. Generation Z tends to be more open and adaptive to the use of digital learning platforms, as evidenced by Allen-Seaman[18] and Gameil - Al-Abdullatif.[19] This generation, who grew up in the digital era, not

[16] Mohamad Yusuf Golam, Mitra Akhtari, and K. M. T. Lasmiatun, "Analysis Of Public Sector Involvement In Local Economic Empowerment As Implementation Of Micro And Small Enterprise Development Policies," *Multifinance* 1, no. 3 Maret (April 1, 2024): 259–71, https://doi.org/10.61397/mfc.v1i3.113; Reyes Gonzalez, Jose Gasco, and Juan Llopis, "Information and Communication Technologies and Human Resources in Hospitality and Tourism," *International Journal of Contemporary Hospitality Management* 32, no. 11 (January 1, 2020): 3545–79, https://doi.org/10.1108/IJCHM-04-2020-0272.

[17] Davis, Bagozzi, and Warshaw, "User Acceptance of Computer Technology."

[18] I. Elaine Allen and Jeff Seaman, "Learning on Demand: Online Education in the United States, 2009," *Sloan Consortium (NJ1)* (Sloan Consortium, January 2010), https://eric.ed.gov/?id=ED529931; Prokopia Vlachogianni and Nikolaos Tselios, "Investigating the Impact of Personality Traits on Perceived Usability Evaluation of E-Learning Platforms," *Interactive Technology and Smart Education* 19, no. 2 (January 1, 2021): 202–21, https://doi.org/10.1108/ITSE-02-2021-0024.

[19] Azza Ali Gameil and Ahlam Mohammed Al-Abdullatif, "Using Digital Learning Platforms to Enhance the Instructional Design Competencies and Learning

only sees technology as a tool, but as an integral part of their daily lives, including in the context of learning.

The positive acceptance of digital learning platforms by Generation Z can be attributed to their extensive experience in using various digital technologies from an early age. This experience has equipped them with the confidence and ability to operate digital devices and learning applications with ease, which in turn increases their perception of the platform's ease of use. Furthermore, Generation Z also recognises the practical benefits of digital learning, such as time flexibility and accessibility of subject matter, which supports their perception of the usefulness of these technologies in supporting the teaching-learning process.

Effectiveness of Digital Learning Platform as Communication Media

The efficacy of digital learning platforms as a conduit for communication can be gauged by a number of metrics, including the clarity of transmitted messages, the velocity of communication, the degree of interaction between educators, and the level of participation among learners. The results of the survey indicate that the majority of Generation Z teachers at PB. The faculty at Soedirman Islamic High School in Jakarta perceive digital platforms to facilitate more expedient and effective communication. A total of 78% of respondents indicated that they are able to receive and respond to messages more rapidly through digital platforms than through traditional communication methods, such as email or face-to-face communication.

However, the findings also indicate the presence of certain challenges. For instance, 35% of respondents perceived communication via digital platforms to occasionally lack clarity, resulting in miscommunication. An HR manager observed, "Although communication through digital platforms is rapid, at times the messages are unclear and necessitate further elucidation." This aligns with communication theory which posits that digital media can diminish the non-verbal context that is crucial for comprehensive message comprehension.[20]

Engagement of Preservice Teachers," *Education Sciences* 13, no. 4 (April 2023): 334, https://doi.org/10.3390/educsci13040334.

[20] Allen and Seaman, "Learning on Demand," January 2010.

The effectiveness of communication through digital learning platforms at PB is contingent upon a number of factors. The aforementioned Soedirman Islamic High School in Jakarta has been identified. Firstly, technological competence is a key factor. The level of technological competence demonstrated by teachers has a significant impact on the efficacy of their use of digital platforms. Teachers who demonstrate greater competence in the utilisation of technology tend to exhibit enhanced effectiveness in communication through digital platforms. In an interview, a teacher stated, "I find it easier to communicate through digital platforms because I have been accustomed to utilising technology for an extended period."

Secondly, the design of the digital platform is a crucial factor. Furthermore, the design and user interface of digital platforms are of considerable importance. It can be observed that teachers tend to favour intuitive and user-friendly digital platforms, which facilitate more effective communication. In response to the question of why they prefer Slack, one survey respondent stated, "I find the interface to be highly intuitive and all the necessary features are readily accessible." Thirdly, organisational culture is a further factor to be considered. Furthermore, an organisational culture that is conducive to the utilisation of digital technology is of considerable consequence. Schools that facilitate the utilisation of digital platforms in their day-to-day communication processes tend to demonstrate enhanced levels of communication effectiveness. One manager stated, "We consistently encourage teachers to utilise digital platforms for communication and collaboration, which enhances our communication effectiveness." Additionally, training and support are crucial elements. Teachers who receive comprehensive training tend to exhibit greater confidence and proficiency in the utilisation of digital technologies. In an interview, one teacher stated, "The training I received was instrumental in my ability to effectively utilise digital platforms."

Moreover, the results of this study align with the tenets of organisational communication theory, which posit that digital media can enhance communication efficiency and effectiveness by mitigating physical and temporal barriers, as postulated by Kutieshat and Farmanesh.[21] In an educational setting, the use of digital learning

---

[21] Ruba Kutieshat and Panteha Farmanesh, "The Impact of New Human Resource Management Practices on Innovation Performance during the COVID 19 Crisis: A

platforms enables faster and more targeted communication between teachers and students, as well as between school staff.[22] For example, important information such as lesson schedules, announcements, or course materials can be delivered instantly and accessed at any time by all parties involved, unhindered by time and location constraints.

Although digital media offers numerous advantages in terms of improving communication efficiency, this research also emphasises the necessity of considering the potential loss of non-verbal context in digital communication. In face-to-face communication, non-verbal elements such as facial expressions, voice intonation and body language play a significant role in conveying overall meaning and emotion. The absence of these elements in digital communication can result in misinterpretation, whereby the intended message is not always accurately conveyed.

Such miscommunication may occur due to the loss of emotional nuances or context-dependent interpretations in messages conveyed through text or other digital media. For instance, instructions delivered via text message may be perceived as harsher or less empathetic than if delivered in person with the appropriate intonation. This can result in confusion or even tension among message recipients, particularly in situations where subtle interpersonal communication is crucial.

The Impact of Digital Platform Use on Job Performance and Satisfaction

The utilisation of digital learning platforms has been observed to exert an influence on the performance and job satisfaction of teachers at Soedirman Islamic High School in Jakarta. The findings of the survey indicate that 65% of respondents perceive that the deployment of digital platforms has a positive impact on their performance, citing the expedited access to information and enhanced collaboration afforded by these platforms. One teacher, for instance, has attested to the enhanced efficiency in task completion that digital

---

New Perception on Enhancing the Educational Sector," *Sustainability* 14, no. 5 (January 2022): 2872, https://doi.org/10.3390/su14052872.

[22] Khoirul Anam and Beni Asyhar, "Development of Hybrid Learning Management System to Improve the Quality of Lectures at Sayyid Ali Rahmatullah State Islamic University Tulungagung," *Didaktika Religia* 11, no. 1 (August 22, 2023): 85–108, https://doi.org/10.30762/didaktika.v11i1.3368.

platforms facilitate, noting that the comprehensive information repository available on these platforms enables them to complete tasks in a more expedient manner.

A majority (70%) of respondents indicated that the utilisation of digital platforms enhanced their job satisfaction. The flexibility and convenience afforded by digital platforms are highly valued. A survey respondent indicated that they felt more satisfied with their job due to the increased flexibility afforded by digital platforms, which enabled them to maintain connectivity with their team.

While numerous advantages were identified, the study also revealed certain challenges and obstacles associated with the utilisation of digital learning platforms. Some teachers reported experiencing information overload and difficulties in organising and prioritising the messages they received. One teacher indicated that the sheer volume of messages received through various platforms can be overwhelming, making it challenging to identify the most pertinent ones. Furthermore, some teachers indicated that they were lacking the social interaction that typically occurs in face-to-face communication. A manager stated, "While digital communication is efficient, the social interaction that occurs in face-to-face communication is crucial for fostering positive relationships within a team."

Despite the availability of digital platforms offering a range of communication tools, including emoticons and video calls, it is evident that these cannot fully replace the richness of face-to-face communication. In an educational context, direct interaction between teachers and students is often necessary to facilitate the development of stronger relationships, provide emotional support and ensure a deeper understanding of the subject matter. It is therefore important to consider ways of complementing digital communication with elements of face-to-face communication, or at the very least, to identify ways of minimising the negative impact of the loss of non-verbal context. While digital learning platforms can be highly effective tools, it is crucial to ensure that they are not used in isolation, but rather as a complement to more traditional forms of communication.

One of the primary limitations of digital learning platforms is the restricted opportunity for direct interaction between trainees and facilitators, or between trainees and their peers. In a context of face-to-face learning, direct interaction allows for more profound discussions and a more comprehensive understanding of the material

presented. Nevertheless, in digital platforms, this interaction is frequently constrained to discussion forums or chats, which are often unable to fully replicate the dynamics and nuances of face-to-face communication. This can act as a significant impediment, particularly for those who are more accustomed to conventional learning methodologies or who feel less at ease with digital technologies.

Another common challenge is the difficulty of conveying messages in a clear and effective manner through digital platforms. The virtual delivery of information may be susceptible to distortion, particularly if the medium employed does not support the conveyance of complex communication formats or if technical issues such as unstable internet connections arise. This may result in confusion or misunderstanding among trainees, which could potentially impact the quality of learning and the achievement of organisational goals. For instance, in training programmes that encompass intricate concepts or necessitate live demonstrations, the digital delivery of materials may prove to be less efficacious than a face-to-face approach.

Furthermore, the low level of engagement among both facilitators and participants in digital learning platforms represents a significant challenge that requires urgent attention. The underlying causes of low participation are manifold and include a lack of motivation, technical difficulties, and an inability to adapt to the digital learning format. Facilitators who are less active in managing and facilitating online discussions have the potential to impede the learning dynamics, while passive participants are less likely to derive the maximum benefit from the training. It is therefore important for organisations to identify methods of enhancing the engagement of all parties involved in digital learning.

In order to address this challenge, schools and educational institutions may wish to consider integrating a greater number of visual and interactive components into their digital communications. For instance, the use of video conferencing or the incorporation of short videos can assist in restoring some of the non-verbal elements that are lost in text-based communication. Furthermore, training teachers in effective digital communication skills can also assist them in conveying messages in a more clear and reduce the risk of miscommunication.

The findings of this research have several practical implications for school management, which can assist in optimising the effective

utilisation of digital learning platforms in educational settings. It is crucial for educational institutions to guarantee that their teaching staff possess the requisite technological proficiency. In the contemporary digital age, technological expertise is no longer an optional extra; it is a fundamental necessity.[23] Consequently, schools must implement comprehensive and ongoing training programmes to ensure that their teaching staff are not only able to utilise digital platforms from a technical perspective, but also to employ them pedagogically in order to enhance learning outcomes. Furthermore, schools must provide consistent technical assistance to help their teaching staff overcome any technical challenges they may encounter during the learning process.[24]

The design of a digital learning platform should be user-friendly and intuitive.[25] Users, in this case teachers and students, should be able to easily navigate the platform without facing excessive complexity. An intuitive design can help reduce the learning curve, so teachers can focus more on teaching and managing the class, while students can focus more on the learning materials. A well-designed platform should also allow for personalization, so that teachers can tailor learning materials to the individual needs of students, which will ultimately improve learning effectiveness.[26]

The organizational culture in schools should support the use of digital technology in daily communication. A positive organizational culture towards technology will encourage teachers and other staff to be more open in adopting and utilizing digital learning platforms.[27]

---

[23] Yun-Jo An and Charles Reigeluth, "Creating Technology-Enhanced, Learner-Centered Classrooms: K–12 Teachers' Beliefs, Perceptions, Barriers, and Support Needs," *Journal of Digital Learning in Teacher Education* 28, no. 2 (December 1, 2011): 54–62, https://doi.org/10.1080/21532974.2011.10784681.

[24] Dolores Brzycki and Kurt Dudt, "Overcoming Barriers to Technology Use in Teacher Preparation Programs," *Journal of Technology and Teacher Education* 13, no. 4 (October 2005): 619–41.

[25] Setareh Maghsudi et al., "Personalized Education in the Artificial Intelligence Era: What to Expect Next," *IEEE Signal Processing Magazine* 38, no. 3 (May 2021): 37–50, https://doi.org/10.1109/MSP.2021.3055032.

[26] Atikah Shemshack and Jonathan Michael Spector, "A Systematic Literature Review of Personalized Learning Terms," *Smart Learning Environments* 7, no. 1 (October 23, 2020): 33, https://doi.org/10.1186/s40561-020-00140-9.

[27] Ina Blau and Tamar Shamir-Inbal, "Digital Competences and Long-Term ICT Integration in School Culture: The Perspective of Elementary School Leaders," *Education and Information Technologies* 22, no. 3 (May 1, 2017): 769–87, https://doi.org/10.1007/s10639-015-9456-7.

This includes providing space for teachers to share their best practices and experiences in using technology, as well as encouraging collaboration among school staff. Support from school leaders is also crucial in shaping this culture, including in providing the necessary resources to effectively integrate technology into the teaching and learning process.

The effective management of information is of paramount importance in the context of digital learning platforms. It is imperative that educational institutions implement effective information management strategies to prevent information overload, which can be detrimental to teachers' ability to process and retain information.[28] It is crucial to categorise and prioritise the information provided via digital platforms in order to enable teachers to focus on the messages that are genuinely pertinent to their roles and responsibilities. This could entail limiting the number of notifications or messages received by teachers on a daily basis, or providing mechanisms to organise and categorise information based on its urgency and relevance.

It is crucial for educational institutions to contemplate the manner in which they might integrate the utilisation of digital learning platforms with their overarching communication strategies. One potential avenue for doing so is the deployment of the analytics capabilities that are available on a multitude of platforms, which can be employed to monitor usage and learning efficacy, and to modify communication and learning strategies in accordance with the data that is obtained. In this manner, educational establishments can direct their attention not only towards the adoption of technology, but also towards its strategic deployment in a manner that is conducive to the realisation of educational objectives and the advancement of teacher professional development.

Conclusion

Digital learning platforms have the potential to serve as an efficacious communication medium in the context of Islamic education at PB. Soedirman Islamic High School, Jakarta, is particularly suited to Generation Z employees who possess advanced

---

[28] Benjamin Gleason and Sam von Gillern, "Digital Citizenship with Social Media: Participatory Practices of Teaching and Learning in Secondary Education," *Journal of Educational Technology & Society* 21, no. 1 (2018): 200–212.

technological capabilities. Nevertheless, the efficacy of digital learning platforms is contingent upon a multitude of variables, including technological proficiency, platform architecture, organisational culture and information governance. Despite the existence of certain challenges, including information overload and a lack of social interaction, PB. The aforementioned barriers can be overcome by Soedirman Islamic High School, Jakarta through the provision of adequate training, the selection of an intuitive platform, the fostering of a digital culture, and the creation of opportunities for face-to-face interaction. The findings of this study offer valuable insights for the optimisation of digital learning platforms in Islamic education, with a view to enhancing communication and performance among teachers at PB. Soedirman Islamic High School, Jakarta. With an appropriate approach, digital platforms can assist schools in meeting the challenges of the digital era and improving teacher satisfaction and performance.

References

Al-Fraihat, Dimah, Mike Joy, Ra'ed Masa'deh, and Jane Sinclair. "Evaluating E-Learning Systems Success: An Empirical Study." *Computers in Human Behavior* 102 (January 1, 2020): 67–86. https://doi.org/10.1016/j.chb.2019.08.004.

Allen, I. Elaine, and Jeff Seaman. "Learning on Demand: Online Education in the United States, 2009." *Sloan Consortium (NJ1)*. Sloan Consortium, January 2010. https://eric.ed.gov/?id=ED529931.

———. "Learning on Demand: Online Education in the United States, 2009." *Sloan Consortium (NJ1)*. Sloan Consortium, January 2010. https://eric.ed.gov/?id=ED529931.

An, Yun-Jo, and Charles Reigeluth. "Creating Technology-Enhanced, Learner-Centered Classrooms: K–12 Teachers' Beliefs, Perceptions, Barriers, and Support Needs." *Journal of Digital Learning in Teacher Education* 28, no. 2 (December 1, 2011): 54–62. https://doi.org/10.1080/21532974.2011.10784681.

Anam, Khoirul, and Beni Asyhar. "Development of Hybrid Learning Management System to Improve the Quality of Lectures at Sayyid Ali Rahmatullah State Islamic University Tulungagung." *Didaktika Religia* 11, no. 1 (August 22, 2023): 85–108. https://doi.org/10.30762/didaktika.v11i1.3368.

Arbaugh, J. B. "Virtual Classroom Characteristics and Student Satisfaction with Internet-Based MBA Courses." *Journal of Management Education* 24, no. 1 (February 1, 2000): 32–54. https://doi.org/10.1177/105256290002400104.

Blau, Ina, and Tamar Shamir-Inbal. "Digital Competences and Long-Term ICT Integration in School Culture: The Perspective of Elementary School Leaders." *Education and Information Technologies* 22, no. 3 (May 1, 2017): 769–87. https://doi.org/10.1007/s10639-015-9456-7.

Brzycki, Dolores, and Kurt Dudt. "Overcoming Barriers to Technology Use in Teacher Preparation Programs." *Journal of Technology and Teacher Education* 13, no. 4 (October 2005): 619–41.

Davis, Fred D., Richard P. Bagozzi, and Paul R. Warshaw. "User Acceptance of Computer Technology: A Comparison of Two Theoretical Models." *Management Science* 35, no. 8 (August 1989): 982–1003. https://doi.org/10.1287/mnsc.35.8.982.

Farhan, Wejdan, Jamil Razmak, Serge Demers, and Simon Laflamme. "E-Learning Systems versus Instructional Communication Tools: Developing and Testing a New e-Learning User Interface from the Perspectives of Teachers and Students." *Technology in Society* 59 (November 1, 2019): 101192. https://doi.org/10.1016/j.techsoc.2019.101192.

Gameil, Azza Ali, and Ahlam Mohammed Al-Abdullatif. "Using Digital Learning Platforms to Enhance the Instructional Design Competencies and Learning Engagement of Preservice Teachers." *Education Sciences* 13, no. 4 (April 2023): 334. https://doi.org/10.3390/educsci13040334.

Garrison, D. Randy, Terry Anderson, and Walter Archer. "Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education." *The Internet and Higher Education* 2, no. 2 (March 1, 1999): 87–105. https://doi.org/10.1016/S1096-7516(00)00016-6.

Gleason, Benjamin, and Sam von Gillern. "Digital Citizenship with Social Media: Participatory Practices of Teaching and Learning in Secondary Education." *Journal of Educational Technology & Society* 21, no. 1 (2018): 200–212.

Golam, Mohamad Yusuf, Mitra Akhtari, and K. M. T. Lasmiatun. "Analysis Of Public Sector Involvement In Local Economic

Empowerment As Implementation Of Micro And Small Enterprise Development Policies." *Multifinance* 1, no. 3 Maret (April 1, 2024): 259–71. https://doi.org/10.61397/mfc.v1i3.113.

Gonzalez, Reyes, Jose Gasco, and Juan Llopis. "Information and Communication Technologies and Human Resources in Hospitality and Tourism." *International Journal of Contemporary Hospitality Management* 32, no. 11 (January 1, 2020): 3545–79. https://doi.org/10.1108/IJCHM-04-2020-0272.

Hrastinski, Stefan. "Asynchronous and Synchronous E-Learning." *Educause Quarterly* 4 (2008): 51–55.

Iswadi, Iswadi, Neti Karnati, and Ahmad Andry B,. *Studi Kasus Desain Dan Metode Robert K.Yin*. Penerbit Adab, 2023.

Kutieshat, Ruba, and Panteha Farmanesh. "The Impact of New Human Resource Management Practices on Innovation Performance during the COVID 19 Crisis: A New Perception on Enhancing the Educational Sector." *Sustainability* 14, no. 5 (January 2022): 2872. https://doi.org/10.3390/su14052872.

Maghsudi, Setareh, Andrew Lan, Jie Xu, and Mihaela van der Schaar. "Personalized Education in the Artificial Intelligence Era: What to Expect Next." *IEEE Signal Processing Magazine* 38, no. 3 (May 2021): 37–50. https://doi.org/10.1109/MSP.2021.3055032.

Means, Barbara, Yukie Toyama, Robert Murphy, Marianne Bakia, and Karla Jones. "Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies." US Department of Education, May 2009. https://eric.ed.gov/?id=ED505824.

Piccoli, Gabriele, Rami Ahmad, and Blake Ives. "Web-Based Virtual Learning Environments: A Research Framework and a Preliminary Assessment of Effectiveness in Basic IT Skills Training." *MIS Quarterly* 25, no. 4 (2001): 401–26. https://doi.org/10.2307/3250989.

Shemshack, Atikah, and Jonathan Michael Spector. "A Systematic Literature Review of Personalized Learning Terms." *Smart Learning Environments* 7, no. 1 (October 23, 2020): 33. https://doi.org/10.1186/s40561-020-00140-9.

Singh, Archana, Sarika Sharma, and Manisha Paliwal. "Adoption Intention and Effectiveness of Digital Collaboration Platforms for Online Learning: The Indian Students' Perspective."

Interactive Technology and Smart Education 18, no. 4 (January 1, 2020): 493–514. https://doi.org/10.1108/ITSE-05-2020-0070.

Swan, Karen. "Virtual Interaction: Design Factors Affecting Student Satisfaction and Perceived Learning in Asynchronous Online Courses." *Distance Education* 22, no. 2 (January 1, 2001): 306–31. https://doi.org/10.1080/0158791010220208.

Vardarlier, Pelin. "Digital Transformation of Human Resource Management: Digital Applications and Strategic Tools in HRM." In *Digital Business Strategies in Blockchain Ecosystems: Transformational Design and Future of Global Business*, edited by Umit Hacioglu, 239–64. Cham: Springer International Publishing, 2020. https://doi.org/10.1007/978-3-030-29739-8_11.

Venkatesh, Viswanath, Michael G. Morris, Gordon B. Davis, and Fred D. Davis. "User Acceptance of Information Technology: Toward a Unified View." *MIS Quarterly* 27, no. 3 (2003): 425–78. https://doi.org/10.2307/30036540.

Vlachogianni, Prokopia, and Nikolaos Tselios. "Investigating the Impact of Personality Traits on Perceived Usability Evaluation of E-Learning Platforms." *Interactive Technology and Smart Education* 19, no. 2 (January 1, 2021): 202–21. https://doi.org/10.1108/ITSE-02-2021-0024.

Zhao, Yong, Jing Lei, Bo Yan Chun Lai, and Hueyshan Sophia Tan. "What Makes the Difference? A Practical Analysis of Research on the Effectiveness of Distance Education." *Teachers College Record* 107, no. 8 (August 1, 2005): 1836–84. https://doi.org/10.1111/j.1467-9620.2005.00544.x.