

ICT Integration in Exploring the Historical Narratives of Islamic Culture: Perspective Islamic University

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ABSTRACT

Information and Communication Technology (ICT) combines tools from information and communication technologies to process and share information effectively. This study explores the integration of ICT in teaching Islamic cultural history at Islamic University, Bangladesh, using a mixed-methods approach. Findings from student and educator surveys indicate that ICT enhances engagement, encourages creativity, and supports interactive learning. It helps bridge the gap between traditional historical narratives and modern educational practices, making Islamic cultural history more accessible and engaging. The study also highlights ICT's role in preserving cultural heritage by offering dynamic tools that bring historical content to life. However, challenges such as misuse and insufficient supervision are noted, which educators can address through structured guidance. While focused on Islamic cultural history, the research opens avenues for ICT use in other disciplines. Overall, the study emphasizes the transformative potential of ICT in enriching learning experiences and fostering deeper cultural understanding through innovative educational practices.

INTRODUCTION

The integration of Information and Communication Technology (ICT) in education has transformed teaching and learning practices, particularly in cultural and historical studies (Reyna et al., 2018). ICT encompasses a wide range of tools and technologies for processing and disseminating information, merging traditional teaching methods with digital advancements. This study investigates the potential of ICT in enhancing the learning experience of Islamic cultural history, a subject often perceived as less engaging due to its reliance on conventional lecture-based methods (Fathi et al., 2020; Ortiz et al., 2019; Schröder et al., 2019). Islamic cultural history, characterized by its normative historical content, requires innovative instructional strategies to make it more relatable and engaging for students. Traditional methods, such as lectures, often fail to stimulate creativity, critical thinking, and active participation among learners (Castillo-Vergara et al., 2018; Haase et al., 2018; Rosengren et al., 2020). These shortcomings are exacerbated in the digital era, where students are accustomed to interactive and technology-based learning environments (Montag & Elhai, 2019; Starkey, 2020; van Leent & Mills, 2018). ICT integration addresses these challenges by providing tools that enhance visualization, interaction, and accessibility in learning (Bovea et al., 2018; Martin et al., 2019; Sulistiyarini & Sabirin, 2018). This study highlights how ICT facilitates the teaching and learning of Islamic cultural history by making the subject more engaging and relatable. The benefits include improved student engagement, deeper comprehension of historical narratives, and the preservation of cultural heritage through digital tools (Elahi et al., 2018; Pukfukdee et al., 2020). However, challenges such as the potential misuse of technology and the need for educator adaptability remain significant (Briñol et al., 2018; Ismail et al., 2018; Oliveira et al., 2018). This research explores the role of ICT in transforming Islamic cultural history education, focusing on its application in Islamic universities. It examines the benefits of ICT, such as fostering a conducive learning environment and encouraging innovation, while addressing its limitations and suggesting strategies for effective implementation (Dwi Harmilia et al., 2020; Nono, 2019). Future research directions are proposed to expand ICT integration across various academic disciplines, enhancing the educational experience for diverse learners. It explores how ICT fosters an engaging and innovative educational environment by providing access to interactive tools, multimedia content, and digital archives that enrich students' learning experiences. While recognizing challenges such as accessibility and the need for educator training, the study highlights strategies for effective implementation and sustainable integration. The research underscores the broader significance of ICT in education by demonstrating its potential to preserve Islamic cultural heritage and promote cross-cultural understanding. It also contributes to pedagogical innovation by introducing novel ICT-based teaching methods and advocating for interdisciplinary collaboration. The study is guided by key objectives: to evaluate the impact of ICT on student engagement, assess the effectiveness of specific tools and platforms, and develop targeted training programs for educators. It poses the central research question: "How does the integration of ICT impact student

learning and engagement in the study of Islamic cultural history at Islamic University?" and hypothesizes that ICT integration significantly enhances comprehension, retention, and student participation. Through its findings, the study provides a foundation for future research on ICT's application across academic disciplines, thereby advancing educational practices and cultural preservation efforts in the digital era.

LITERATURE REVIEW

In contemporary education, information and communication technology (ICT) has become indispensable, particularly in the study of subjects like Islamic cultural history. Scholars such as Bovea et al. (2018), Martin et al. (2019), and Sulistiyarini & Sabirin (2018) have underscored the vital role of ICT in facilitating the learning process within this domain. ICT encompasses a wide range of tools and resources, including multimedia presentations, online platforms, and digital repositories, which can significantly enhance the teaching and learning experience.

The integration of ICT in learning Islamic cultural history offers numerous advantages. Firstly, it makes the learning process more attractive and engaging for students. By incorporating interactive multimedia presentations and virtual reality simulations, educators can capture students' interest and foster deeper comprehension and retention of historical narratives (Briñol et al., 2018). Moreover, ICT provides access to a wealth of primary sources and historical documents related to Islamic culture, thereby enriching students' learning experiences and facilitating cultural heritage preservation (Ismail et al., 2018). Additionally, ICT-based approaches enable educators to tailor teaching methods to suit diverse learning styles, promoting inclusivity and accessibility in the classroom (Oliveira et al., 2018).

Despite its numerous benefits, the integration of ICT in learning Islamic cultural history is not without its drawbacks. One notable challenge is the potential for technology to be misused or become a distraction in the learning process. For instance, students may misuse information technology for non-academic purposes or become disengaged if ICT tools are not effectively utilized by educators (Ismail et al., 2018). Furthermore, the rapid pace of technological advancements may pose challenges for educators in keeping pace with new tools and platforms, leading to disparities in ICT proficiency among faculty members (Briñol et al., 2018).

To overcome the challenges associated with ICT integration in learning Islamic cultural history, it is essential for educators to receive adequate training and support in utilizing technology effectively. Supervision and guidance from educational institutions can help ensure that ICT tools are used in a productive and meaningful manner, enhancing rather than detracting from the learning experience (Oliveira et al., 2018). Additionally, ongoing research and professional development initiatives can help educators stay abreast of emerging technologies

and best practices in ICT integration, enabling them to leverage these tools to their fullest potential in the classroom.

The above critical articles have partially represented “ICT Integration in Exploring the Historical Narratives of Islamic Culture: Perspective Islamic University”. No critics, either in their critical books or in their research articles, have felt interested to explore the historical narrative of Islamic Culture through integrating ICT in Islamic University, Bangladesh. So, this is an unexplored field on which a good research work might be done. This project would be an addition to the exploration of a new theme of History and Cultural studies through integrating ICT and it is expected to provide a new approach to the study of the mentioned title from a new angle.

METHODOLOGY

This study employed a mixed-methods approach to investigate the impact of Information and Communication Technology (ICT) integration on the exploration of historical narratives within Islamic culture at Islamic University, Bangladesh. Combining both quantitative and qualitative research techniques, the methodology ensured a comprehensive analysis. The research design was descriptive and exploratory, aimed at evaluating how ICT influences the teaching and learning of Islamic history. A total of 50 participants—40 students from the 3rd-year undergraduate and master’s levels, and 10 teachers, including professors and assistant professors—were selected from the Department of Islamic History and Culture. Data were collected through structured questionnaires designed to gather both numerical data and in-depth responses. The student questionnaire included closed-ended questions to assess the frequency and type of ICT tools used and open-ended questions to explore personal experiences. Similarly, the teacher questionnaire addressed ICT usage in pedagogy, as well as benefits and challenges. Data were collected over two weeks through both paper and digital formats, ensuring flexibility and participation. Ethical considerations, including informed consent, confidentiality, and institutional guidelines, were strictly maintained. Quantitative data were analyzed using descriptive statistics—frequencies, percentages, and averages—while qualitative responses were examined thematically to identify recurring patterns and insights. Although the study offers valuable findings, limitations include a relatively small sample size and the use of self-reported data, which may introduce bias. Despite these constraints, the mixed-methods approach enabled a well-rounded understanding of ICT's role in facilitating the teaching and exploration of Islamic historical narratives. The research adheres to APA 7th edition formatting and includes secondary sources for documentation. Ultimately, the study contributes to the discourse on digital integration in higher education, highlighting the potential of ICT in preserving cultural heritage and enhancing academic engagement with Islamic historical content.

RESEARCH RESULT AND DISCUSSION

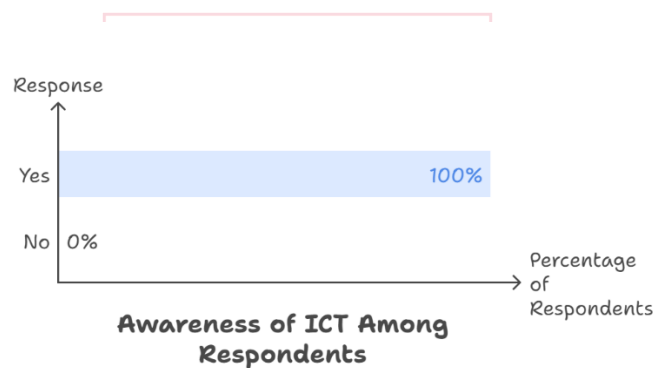
This chapter presents the findings derived from the analysis of data collected through two sets of questionnaires administered to students and teachers of the Department of Islamic History and Culture at Islamic University. The study examines the integration of Information and Communication Technology (ICT) in studying the historical narratives of Islamic culture and explores the opportunities and challenges associated with its implementation. The findings highlight the role of ICT in enhancing engagement, accessibility, and interactive learning while also addressing concerns such as technological limitations, misuse, and the need for structured guidance in academic settings.

Section 1: Student Responses

Awareness of ICT among Respondents

Question: Do you know what Information and Communication Technology (ICT) is?

Answer: Yes- 100 %, No- 0 %



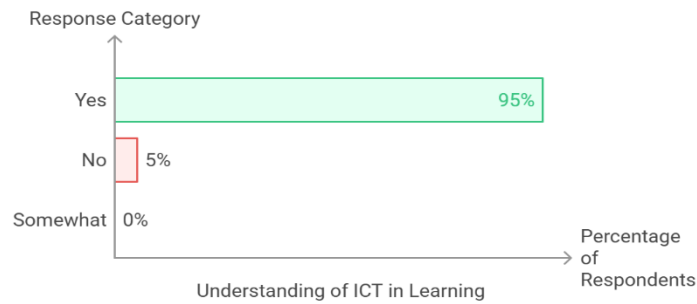
Finding: 100% of the respondents are aware of what Information and Communication Technology (ICT) is.

Explanation: This suggests a high level of awareness regarding ICT among the students, indicating that they are familiar with the concept and its relevance in modern education. This could be attributed to the increasing integration of technology in academic settings.

Understanding of ICT in Learning

Question: Do you understand how ICT is used in the learning process?

Answer: Yes- 95 %, No- 5 %, Somewhat- 0%



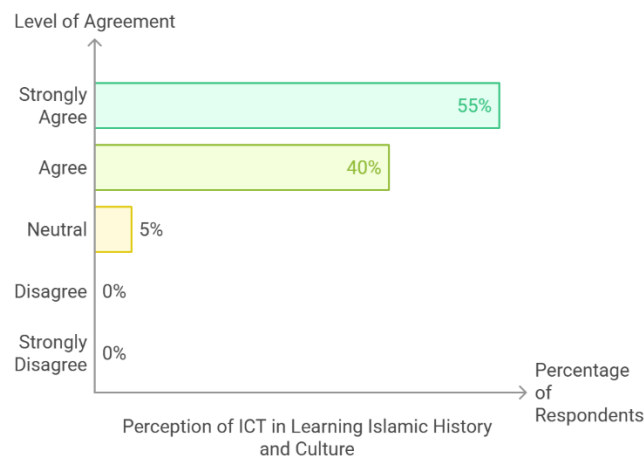
Finding: 95% of the respondents understand how ICT is used in the learning process, while 5% do not understand it.

Explanation: The majority of respondents have a clear understanding of how ICT enhances learning. This reflects the growing role of technology in education and the students' ability to integrate it into their learning practices. The 5% who do not understand may require further exposure or training to fully grasp its applications.

Perception of ICT in Learning Islamic Cultural History

Question: Is ICT helpful in learning Islamic history and culture?

Answer: Strongly Agree- 55% , Agree- 40%, Neutral- 5%, Disagree- 0%, Strongly Disagree- 0%



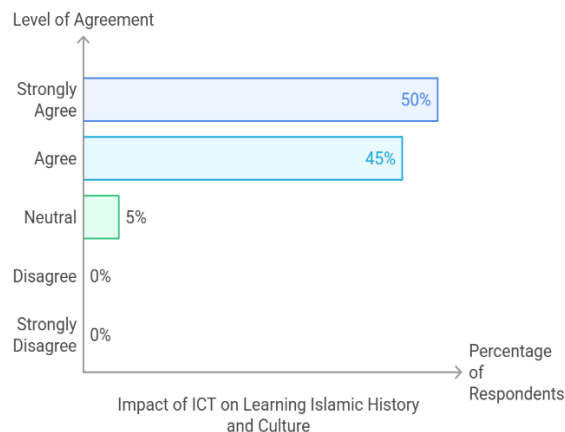
Finding: 55% of respondents strongly agree that ICT is helpful in learning Islamic history and culture, and 40% agree. Only 5% remain neutral.

Explanation: A significant majority of students recognize the value of ICT in learning Islamic history and culture, suggesting that technology aids in making the subject matter more accessible and engaging. The lack of disagreement indicates a positive reception toward the use of ICT in this field of study.

Impact of ICT on Learning Islamic History and Culture

Question: Do you think ICT makes learning Islamic history and culture more interesting?

Answer: Strongly Agree- 50% , Agree- 45%, Neutral- 5%, Disagree- 0%, Strongly Disagree-0%



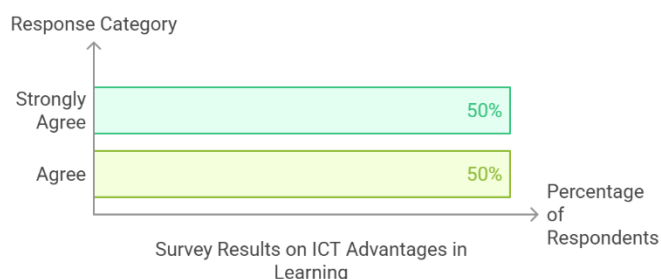
Finding: 50% strongly agree and 45% agree that ICT makes learning Islamic history and culture more interesting. 5% are neutral.

Explanation: This finding suggests that ICT tools, such as multimedia and interactive platforms, play a crucial role in enhancing student engagement and making the subject more captivating. The high agreement rates indicate that ICT is seen as an effective tool for enriching the learning experience.

Survey Results on ICT Advantages in Learning

Question: Do you agree that ICT has advantages in learning?

Answer: Strongly Agree- 50%, Agree- 50%, Neutral- 0%, Disagree- 0%, Strongly Disagree- 0%



Finding: 50% strongly agree and 50% agree that ICT has advantages in learning.

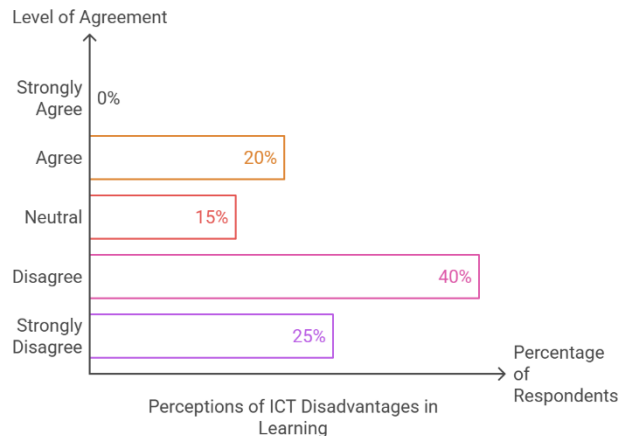
Explanation: The unanimous agreement on the advantages of ICT reflects the students' strong belief in its positive impact on learning. This could include

benefits such as improved access to resources, better engagement with content, and more efficient communication with instructors.

Perception of ICT Disadvantage in Learning

Question: Do you agree that ICT has disadvantages in learning?

Answer: Strongly Agree- 0% , Agree- 20%, Neutral- 15%, Disagree- 40%, Strongly Disagree- 25%



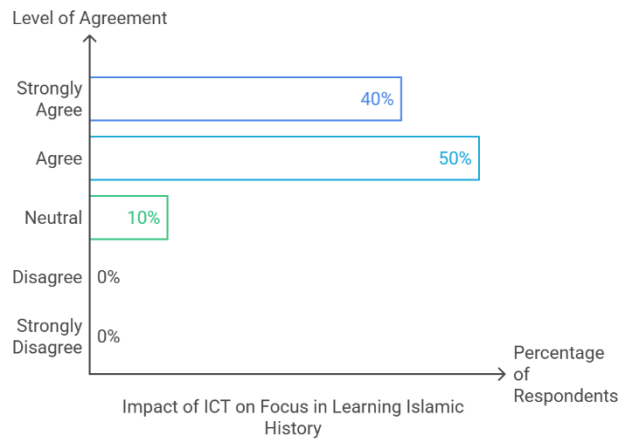
Finding: 20% agree, 15% are neutral, and 65% disagree or strongly disagree that ICT has disadvantages in learning.

Explanation: A majority of respondents do not perceive significant disadvantages to using ICT in learning, indicating that the benefits are widely recognized. The 20% who agree with the disadvantages may be concerned about issues such as distractions or over-reliance on technology.

Impact of ICT on Focus in Learning Islamic History

Question: Does using ICT improve your focus while learning Islamic history and culture?

Answer: Strongly Agree- 40%, Agree- 50%, Neutral- 10%, Disagree- 0%, Strongly Disagree-0%



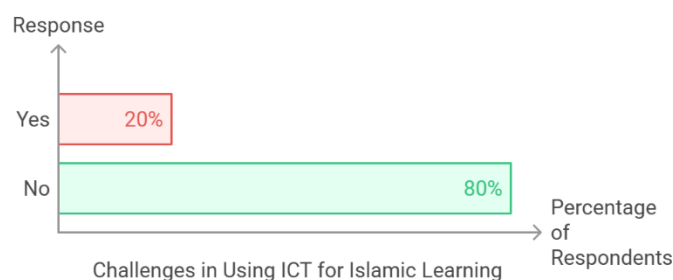
Finding: 40% strongly agree and 50% agree that ICT improves focus while learning Islamic history and culture. 10% remain neutral.

Explanation: This finding highlights that ICT tools, such as educational apps or online resources, help students maintain concentration and stay engaged with their studies. The high percentage of agreement suggests that ICT is seen as a tool that enhances the learning environment.

Challenges in Using ICT for Islamic Learning

Question: Have you faced any challenges while using ICT for learning Islamic history and culture?

Answer: Yes- 20%, No- 80%



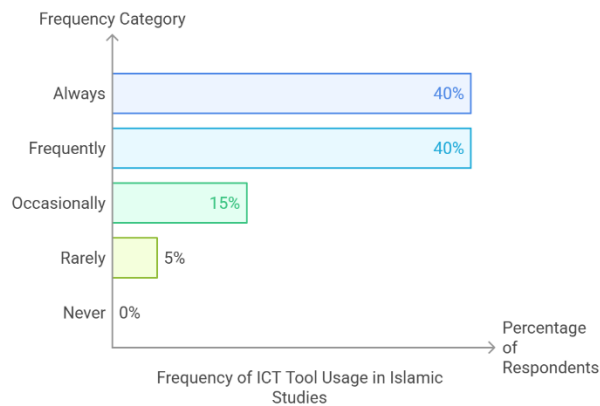
Finding: 20% of respondents have faced challenges, while 80% have not encountered any issues.

Explanation: While the majority of students have not faced difficulties using ICT, the 20% who have may have encountered technical issues, lack of access to resources, or difficulty in using certain platforms. This indicates that while ICT is generally effective, there may still be barriers for some students.

Frequency of ICT Tool Usage in Islamic Studies

Question: How often do you use ICT tools in learning Islamic history and culture?

Answer: Always- 40%, Frequently- 40%, Occationally- 15%, Rarely- 5%, Never- 0%



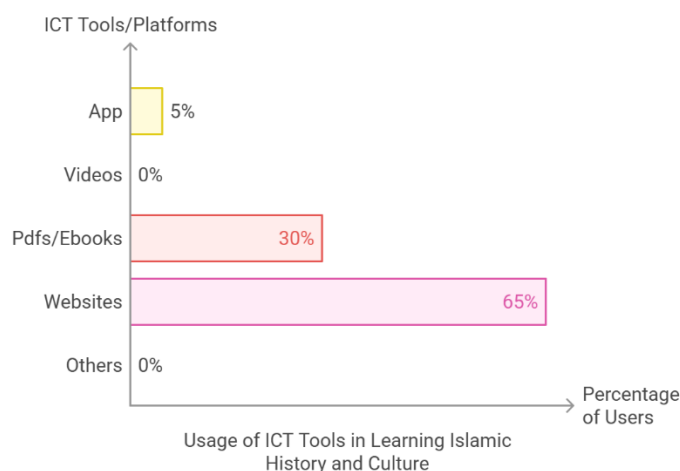
Finding: 40% use ICT tools always, 40% frequently, 15% occasionally, and 5% rarely.

Explanation: A large portion of students regularly uses ICT tools, with 80% using them either always or frequently. This suggests that ICT is an integral part of their learning process. The lower percentages of occasional or rare usage could indicate that some students might not have consistent access to ICT resources.

Usage of ICT Tools in Learning Islamic History and Culture

Question: What ICT tools or platforms do you most commonly use for learning Islamic history and culture?

Answer: App- 5%, Videos- 0%, Pdfs/Ebooks- 30%, Websites- 65%, Others- 0%



Finding: 65% use websites, 30% use PDFs/ebooks, and 5% use apps. No one uses videos or other platforms.

Explanation: Websites are the most commonly used ICT tool, likely because they provide a wide range of resources, including articles, research papers, and other academic materials. PDFs and ebooks are also popular, indicating that students prefer reading digital texts. The lower usage of apps and videos could reflect limited familiarity or preference for these platforms in the context of Islamic history and culture

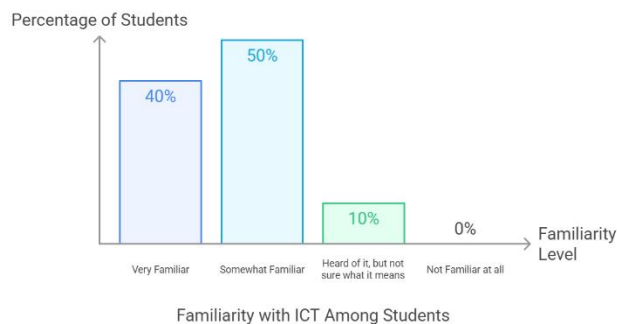
Section 2: Teacher Responses

Teacher responses reveal complementary insights into the integration of ICT in teaching Islamic history and culture.

Students' Familiarity with ICT

Question: Do students know what information and communication technology (ICT) is?

Answer: Very Familiar-40%, Somewhat Familiar- 50%, Heard of it, but not sure what it means- 10%, Not Familiar at all- 0%



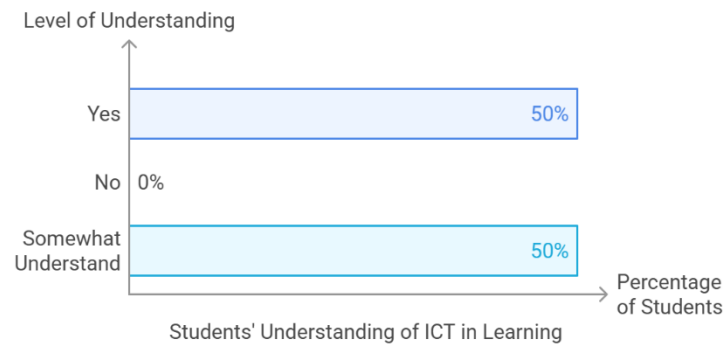
Finding: 40% of teachers believe students are very familiar with ICT, 50% think they are somewhat familiar, and 10% think students have heard of ICT but are unsure what it means. None believe students are not familiar at all.

Explanation: The majority of teachers perceive students as having at least some familiarity with ICT, indicating that students are aware of its presence and relevance. However, the 10% who are unsure about ICT suggest a need for more explicit instruction or exposure to its applications.

Students' Understanding of ICT in Learning

Question: Do students understand the use of ICT in the learning process?

Answer: Yes- 50%, No- 0%, Somewhat Understand- 50%



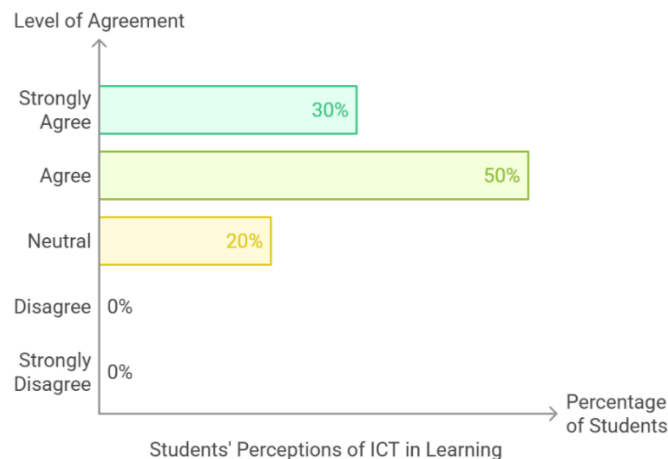
Finding: 50% of teachers think students fully understand how ICT is used in learning, while the other 50% believe students somewhat understand.

Explanation: This split suggests that while half the students have a solid grasp of ICT's role in learning, the other half might require further guidance or training to fully utilize ICT effectively in their studies.

ICT's Helpfulness in Learning Islamic Cultural History

Question: Is ICT helpful in the learning process of Islamic cultural history in the current context?

Answer: Strongly Agree- 30%, Agree- 50%, Neutral- 20%, Disagree- 0%, Strongly Disagree- 0%



Finding: 30% of teachers strongly agree and 50% agree that ICT is helpful, while 20% remain neutral.

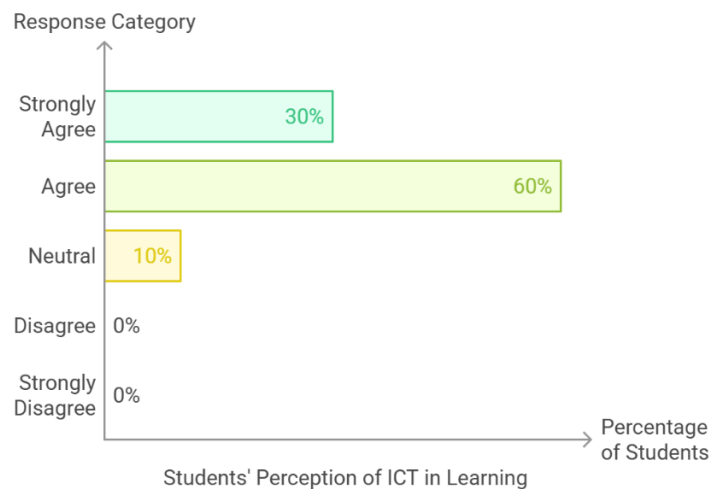
Explanation: A significant majority of teachers recognize the usefulness of ICT in learning Islamic cultural history, highlighting its potential to enhance understanding and engagement. However, the neutral responses indicate that

some teachers may not have observed direct benefits or feel the need for further evidence.

Advantages of ICT in Learning

Question: Do students agree that ICT has advantages when integrated into learning?

Answer: Strongly Agree- 30%, Agree- 60%, Neutral- 10%, Disagree- 0%, Strongly Disagree- 0%



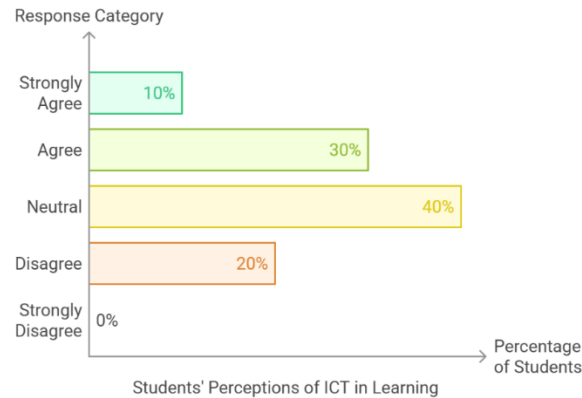
Finding: 30% strongly agree and 60% agree that ICT has advantages in learning, while 10% are neutral.

Explanation: Teachers overwhelmingly acknowledge the advantages of ICT, such as increased accessibility to resources and interactive learning opportunities. The neutral responses might reflect a lack of firsthand experience with ICT's benefits.

Disadvantages of ICT in Learning

Question: Do students agree that ICT has disadvantages when integrated into learning?

Answer: Strongly Agree-10%, Agree-30%, Neutral-40%, Disagree-20%, Strongly Disagree-0%



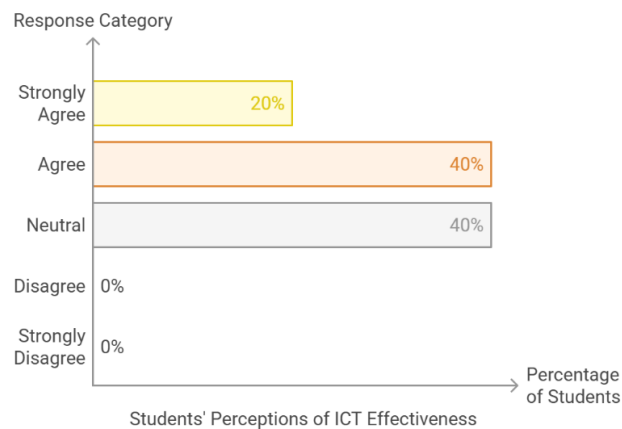
Finding: 10% strongly agree, 30% agree, 40% are neutral, and 20% disagree that ICT has disadvantages.

Explanation: While a small portion of teachers acknowledges potential disadvantages, such as distractions or technical issues, the neutral and disagreeing responses suggest that most do not view these as significant barriers. This indicates a generally positive attitude toward ICT.

ICT's Impact on Engagement and Interest

Question: Does ICT increase students' engagement and interest in learning Islamic cultural history?

Answer: Strongly Agree- 20%, Agree- 40%, Neutral- 40%, Disagree- 0%, Strongly Disagree- 0%



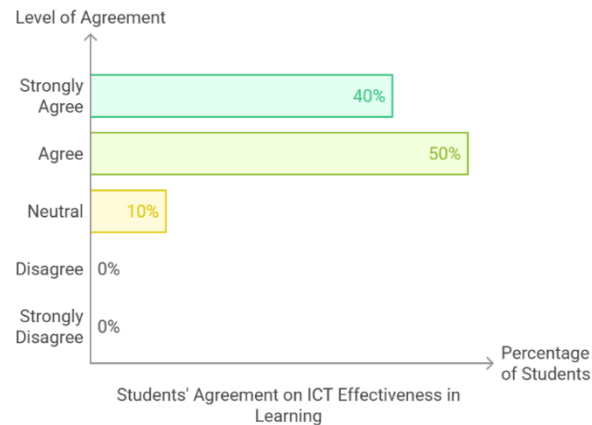
Finding: 20% strongly agree, 40% agree, and 40% are neutral that ICT increases students' engagement and interest.

Explanation: A majority of teachers believe ICT enhances engagement and interest, likely due to its ability to present information in diverse and dynamic formats. However, the neutral responses suggest that some teachers may not have observed a noticeable impact on student engagement.

Effectiveness of ICT in Learning Islamic Cultural History

Question: Does ICT help students effectively learn Islamic cultural history?

Answer: Strongly Agree- 40%, Agree- 50%, Neutral- 10%, Disagree- 0%, Strongly Disagree- 0%



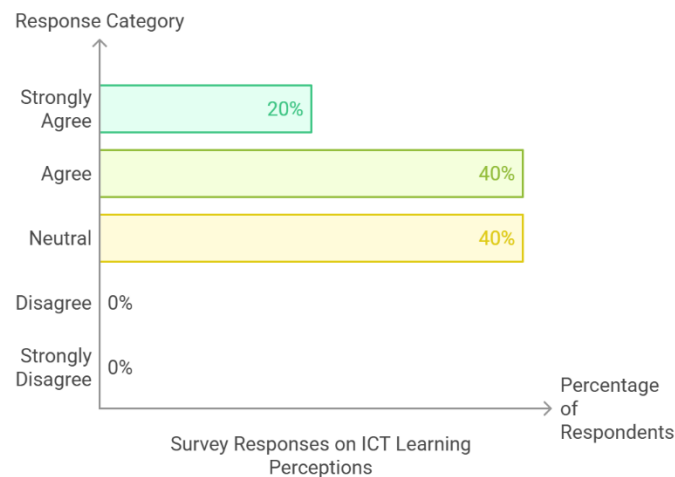
Finding: 40% strongly agree, 50% agree, and 10% are neutral that ICT helps students learn effectively.

Explanation: Most teachers view ICT as an effective tool for learning, indicating its capacity to simplify complex concepts and provide better access to educational resources. The neutral responses might stem from limited integration of ICT into their teaching practices.

ICT's Role in Enhancing Focus

Question: Does ICT enhance students' focus during lessons on Islamic cultural history?

Answer: Strongly Agree- 20%, Agree- 40%, Neutral- 40%, Disagree- 0%, Strongly Disagree- 0%



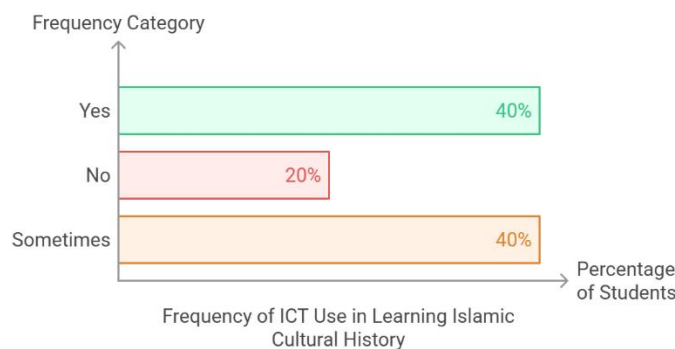
Finding: 20% strongly agree, 40% agree, and 40% are neutral that ICT enhances students' focus during lessons.

Explanation: While many teachers believe ICT improves focus, a substantial number remain neutral, possibly due to inconsistent evidence or varying student responses to ICT-based learning.

Obstacles in Using ICT for Learning

Question: Are there any obstacles for the students while learning Islamic history and culture using ICT?

Answer: Yes- 40%, No- 20%, Sometimes- 40%



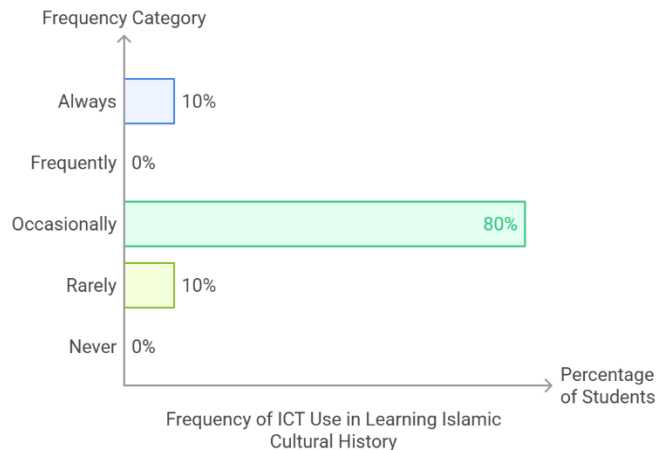
Finding: 40% of teachers report students face obstacles, 20% say there are no obstacles, and 40% believe challenges arise sometimes.

Explanation: The mixed responses suggest that while ICT is beneficial, challenges such as technical issues, lack of resources, or limited training can hinder its effective use. Addressing these obstacles could enhance ICT integration in learning.

Frequency of ICT Usage in Learning Islamic Cultural History

Question: How often is ICT used in the learning of Islamic cultural history?

Answer: Always- 10%, Frequently- 0%, Occationally- 80%, Rarely- 10%, Never- 0%



Finding: 10% of teachers report ICT is always used, 80% say it is used occasionally, and 10% say it is rarely used.

Explanation: The occasional use of ICT reflects its supplementary role in the curriculum rather than being a core component. This indicates a need for more consistent integration of ICT tools to maximize their potential in the learning process.

The study highlights a strong awareness and understanding of ICT among both students and teachers at Islamic University. All students are familiar with ICT, and most understand its role in enhancing learning. Teachers largely share this view, although some believe that students may not fully grasp its deeper implications. Both groups recognize the positive impact of ICT in learning Islamic history and culture, agreeing that it enhances student engagement and focus. Students frequently use tools like websites and PDFs, though other resources such as apps and videos are less commonly utilized, suggesting a need for broader adoption of digital tools.

The advantages of ICT in education are widely acknowledged, including improved accessibility, increased engagement, and a wealth of available resources. Students and teachers alike agree that ICT makes learning more interactive and interesting. However, challenges remain. While most students report no significant difficulties, a small number express concerns about technical issues, lack of resources, and difficulty navigating platforms. Teachers also highlight barriers such as inadequate training for both educators and students, as well as the potential for technology misuse.

Although most students and teachers do not see significant drawbacks to ICT, there are concerns about distractions, over-reliance on technology, and the

importance of balancing its use. Teachers stress the need for thoughtful integration of ICT to avoid these issues. Overall, the findings suggest that ICT plays a crucial role in enhancing the teaching and learning of Islamic cultural history, making it more engaging and accessible. By addressing challenges like technical problems, limited tool diversity, and the need for better training, the potential of ICT in education can be further maximized.

LIMITATIONS OF ADVANCED RESEARCH

The limitations of this research project may include constraints related to sample size, geographical scope, and technological infrastructure. Future research directions could include expanding the study to other educational institutions and cultural contexts, exploring the long-term impact of ICT integration on student learning outcomes, and investigating the effectiveness of emerging technologies in cultural history education. Additionally, further research could focus on developing comprehensive training programs for educators to enhance their proficiency in integrating ICT into the curriculum.

CONCLUSION

The integration of Information and Communication Technology (ICT) into the study of Islamic cultural history presents transformative opportunities for educators, students, and researchers alike. This research demonstrates that ICT enhances traditional pedagogical practices by making historical narratives more engaging, interactive, and accessible through multimedia tools, digital platforms, and creative learning resources. Educators are empowered to adopt innovative teaching strategies that foster deeper student engagement and understanding, while students benefit from enriched learning experiences that connect historical content with contemporary digital tools. Despite potential challenges such as distractions and misuse, proper supervision and purposeful implementation ensure ICT serves as a constructive educational aid. The findings of this study hold significant implications for both educational reform and cultural preservation, emphasizing the need to modernize curricula to meet the evolving needs of 21st-century learners. Moreover, by demonstrating how technology can be harnessed to disseminate and preserve cultural narratives, the research underscores ICT's role in safeguarding Islamic cultural heritage for future generations. The project ultimately lays the foundation for more dynamic, inclusive, and technologically responsive approaches to teaching Islamic history, while opening new avenues for further scholarly exploration in ICT-enhanced humanities education.

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