

# The Perceptions of the Teachers of Islamic Education in Jordan Concerning the Use and the Challenges of Darsak Platform

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## Abstract

This study aimed at identifying the perceptions of Islamic education teachers in Jordan concerning the use and the challenges of Darsak platform. The study sample consisted of (112) teachers of Islamic education at Marka Directorate of Education, Amman, during the academic year 2020/2021. The study sample, comprised of (30%) of the study population, was chosen using the stratified random sampling method. Questionnaire was used as a tool to gather data from the targeted group; after verifying the validity and reliability of the collected data. Appropriate statistical methods were used to analyze collected data. The study found that the perceptions of the teachers of Islamic education concerning Darsak platform lessons were generally average, whereas their perceptions concerning the platform challenges were of a high degree. The results of the study indicated that there were no statistically significant differences at the level of ( $\alpha = 0.05$ ) in the perceptions of the teachers of Islamic education concerning Darsak platform lessons and challenges attributed to the variables of gender, qualifications, and years of experience. Among the most prominent recommendations of the study were that the Ministry of Education should conduct a comprehensive review of the Islamic education lessons on Darsak platform to rectify the errors that were mentioned in some lessons. It should also reupload the modified versions of the lessons of Islamic education on the platform. Further, the Ministry of Education should employ variety of methods and strategies in presenting Islamic education lessons.

**Keywords:** Islamic education, teachers' perceptions, educational platforms, Darsak platform, challenges, Jordan

## 1. Introduction

Currently, the world undergoes a vast technological revolution which affects all aspects of life, particularly the educational one. Therefore, e-learning emerged which not only plays an important and fundamental role in the success of the educational process but also allows many students to receive knowledge with less time and efforts. Hence, several educational institutions resorted to implement e-learning.

After COVID19 pandemic invaded most of the countries of the world, it imposed on all educational institutions to switch from in person education—where the teacher and students are inside the classroom—which provides the opportunity to be infected with the virus, to distance education, which has become mandatory for all educational institutions (Affouneh, Salha, & Khlaif, 2020). The Jordanian Ministry of Education has created a free-of-charge platform for distance learning that provides students at public schools with educational lessons through video clips, organized and scheduled according to the Jordanian education curriculum, presented by a distinguished group of teachers to make it easier for students to pursue their and follow up their studies (Ministry of Education, 2020).

### 1.1 The Problem of the Study

There has been a great leap in technological innovations related to education including the use of computers, the Internet, and e-learning which developed into the so-called educational platforms. E-learning plays an important role in the success of the educational process and has a significant impact on students' achievement, as stated in the studies of Miqdadi (2020) and Salih (2019). With the great technological development and the spread of modern means of communication—such as computer, the Internet, and multimedia (audio, image, and video)—many students are capable of receiving knowledge easily. In light of the current conditions that most countries of the world suffer from due to the spread of the Corona virus, the Ministry of Education was forced to

suspend schools and switch to distance education to ensure the continuity of the educational process (Yulia, 2020).

On Sunday 3/22/2020, as part of the Jordanian government's attempts to ensure the continuity of the educational process and to ensure the rights of students to learn in light of the exceptional circumstances because of the spread of the Corona virus, the Ministry of Education launched the educational platform Darsak to broadcast educational electronic content. This free platform focuses on the curriculum approved by the Ministry of Education and is for all different subjects for all grades, the first to the twelfth grade (Abu Ziyadat, 2020).

However, there appeared some major problems and challenges—that were discussed by the studies of Abu Shkheidem (2020), Al-Sharif (2019), and Al-Dhufairi (2017)—that faced students, parents and teachers, including: the disparity in the quality of content; the difference in the teacher's style especially in the primary classes; the use of the spoon-feeding method; the non-use of other technological tools during explanation, particularly in the subjects that contain both the theoretical and the practical aspects; in addition to the inability of students to access the educational content at any time.

Therefore, this study attempted to identify the perceptions of the teachers of Islamic education concerning the lessons on Darsak platform, and to monitor the difficulties and challenges they face in dealing with Darsak platform.

The problem of the study can be clearly demonstrated through the following questions:

- 1) What are the perceptions of the teachers of Islamic education concerning the lessons on Darsak platform?
- 2) What are the challenges that face the teachers of Islamic education when using Darsak platform from their point of view?
- 3) Are there statistically significant differences at the level of significance of ( $\alpha = 0.05$ ) related to the perceptions of the teachers of Islamic education concerning the lessons on Darsak platform and its challenges attributed to the variables of gender, qualifications, and years of experience?

### *1.2 The Purpose of the Study*

The study aims to identify perceptions of the teachers of Islamic education concerning the lessons on Darsak platform. It also aims to identify the challenges of using the platform.

### *1.3 The Importance of the Study*

The importance of this study could be summarized as follows:

- Identifying the importance of the Darsak platform and its role in providing an educational environment in light of the pandemic.
- Directing the interest of the teachers of Islamic education to use and interact with Darsak platform.
- Proposing some suggestions that may contribute to the development of the platform.
- Attempting to come up with an ideal design for Darsak platform stemming from the perceptions of the teachers of Islamic education to utilize the best educational achievement.

### *1.4 Procedural Definitions*

**Perceptions:** The attitude of acceptance, neutrality, or rejection that the teacher of Islamic education shows towards using Darsak platform and which is measured by the response of the study sample members to the study tool.

**Teachers of Islamic education:** The teachers appointed by the Ministry of Education in its public schools to teach Islamic education subject based on their academic qualifications.

**Darsak platform:** A free platform created by the Ministry of Education that provides Islamic education to students of different grades with the aim of receiving the course content approved by the ministry and achieving interaction between students and teachers.

### *1.5 The Delimitations and Limitations of the Study*

**Subject delimitations (What):** The subject of the study is limited to the perceptions of the teachers of Islamic education concerning the use and challenges of Darsak platform.

**Place delimitations (Where):** The application of this study was limited to the teachers of Islamic education at Marka Education Directorate, Amman, Jordan.

**Time delimitations (Where):** This study was applied in the first semester of the 2020/2021 academic year.

The limitations of the present study which determine the generalization of the results, including the validity and reliability of the study tool.

### *1.6 Theoretical Framework*

The traditional educational methods implemented by educational institutions are no longer suitable to keep pace with the available communication technologies and information. Digital technologies via the Internet have made the interest in self-learning necessary to create an interactive environment. This demands that educational institutions should develop their educational systems and train teachers to use technological innovations, which will provide students with basic digital skills and competencies (Tsankov & Damyanov, 2017).

E-learning is considered a method of education using modern means of communication—computer, Internet, and multimedia (audio, image and video, graphics, electronic libraries, and search mechanisms)—to deliver information to students in the shortest time, less efforts, and greatest benefit. The 1980s witnessed the adoption of compact discs (CDs) in the educational process, but it lacked the existence of interaction between the subject, the teacher, and the student. After the spread of the Internet, distance education spread widely by communicating and exchanging information between the teacher and the student to simulate the effectiveness of realistic teaching methods (Faraj, 2005).

Similarly, Al-Toudari (2009) defined e-learning as that educational process in which multimedia, including: The Internet, satellite, radio, video films, television, CDs, videoconferencing, or e-mails, or a conversation between two parties over the Internet, is used (192). Likewise, Karrar (2012) defined e-learning as an educational system that uses information technologies and computer networks to support and expand the educational process through a range of means, including: Computers, the Internet, and electronic programs prepared by specialists in the Ministry of Education (123). Further, Musa and Al-Asadi (2016) defined it as an interactive system of education provided to the learner using communication and information technology based on an integrated digital electronic environment that displays the courses via electronic networks and provides means of guidance and direction and organizing and evaluating tests (178).

### *1.7 Strategies to Improve Distance Learning*

Yulia (2020) indicated five strategies for improving distance learning; these are:

- 1) Interacting with students via the Internet: There teacher must create a virtual role to follow up the students' attendance and interaction.
- 2) Creating a supportive learning environment: Encouraging interaction between the teacher and students on one hand, and the students among themselves, on the other.
- 3) Using blended learning methods: The teacher gives students more interesting and exciting activities that stimulate them to learn.
- 4) Providing continuous feedback: Providing students with the opportunity to comment and ask questions and get feedback from the teachers.
- 5) Making the educational content available for review anywhere and at any time and ensuring that it is easily displayed on smartphones, computers, and iPads.

## **2. Educational Platforms**

Technological developments have imposed themselves on all walks of life including the educational reality by utilizing modern designs not only in facilitating the educational process but also in using them in teaching represented through using of computer, electronic learning, blended learning, virtual classes, and various interactive environments that have proven their effectiveness in education (Al-Masry & Al-Ashqar, 2018). Many researchers in the field of education and communication technologies emphasized that the use of these software applications in the development of educational programs and activities may positively affect the knowledge of students when they practice the use of digital education platforms and modern programs (Moreno, Cavazotte, & Alves, 2017).

E-learning platforms are considered the second generation of web technologies that teachers demand most. This demand is due to the fact that e-learning platforms enrich the educational process with vital and exciting features and motivate students to interact with the courses' content, their peers, and their teachers. In addition, students could participate in several tasks which would develop their skills (Al-Juhani, 2016). There is no doubt that educational platforms contribute to building high-quality digital content using distance learning and that they have a positive impact on the learning methods among students, which is important for improving the quality of the educational process (Liu, 2018).

### 2.1 The Concept of the Educational Platform

Al-Bawi and Ghazi (2019) defined the educational platform as an e-learning system based on the principle of the blended interactive learning among students and the teacher over the Internet. The teacher can use e-learning to better facilitate the teaching process that s/he does in the classroom using the teaching techniques provided by the platform (142). Similarly, Al-Anizi (2017) defined the educational platform as an interactive learning environment that employs web technology, combines the advantages of electronic content management systems with social networks such as Facebook, and enables students to publish lessons and goals, set assignments, implement educational activities, communicate with teachers through multiple techniques, and conduct electronic tests, as these platforms allow parents to communicate with teachers and see the results of their children, thus achieving high-quality educational outcomes (200).

Khader (2019) mentioned some of the advantages that one gets from using the platform, namely:

- Offering appropriate and parallel individual education opportunities for all students by discovering their educational methods through various applications and means thus encouraging students to embrace education.
- Enabling students to get rid of time and cost challenges, such as being able to study at any time convenient for them and reducing the transportation costs.
- Developing the use of language through social media and the available electronic programs.
- Developing the relationship between the teacher and students using electronic educational tools over the Internet and achieving effective interaction.
- Encouraging students to express their opinions, to express themselves, and to initiate a discussion with their peers and with the teacher.
- Helping in developing students' life, and social and technological skills.

The disadvantages of educational platforms:

Below are some of the disadvantages of the educational platforms:

- Losing the social aspect of learning.
- The weak direct interaction with the teacher and the absence of his/her real role.
- The lack of internet access in some areas, and for some social strata.
- The certificates obtained are mere certificates that are not recognized (Al-Mirsal, 2019).

### 2.2 Models of Educational Platforms

Al-Juhani (2016) and Al-Anizi (2017) mentioned other educational platforms, including:

- **Moodle:** It is one of the most widely used educational platforms in the educational sector. It has been used by many educational institutions around the world by exchanging information between users of different locations. This platform has some features that allow conducting students' assessments through online tests and surveys. It also provides a wide range of complementary tools to support the teaching and learning processes as these tools are of low costs, more secure, and more flexible.

- **Acadox:** A free educational social platform, established in (2012), with the aim of: facilitating the management of academic life; making it interesting and enjoyable; supporting participation; interacting between the teacher and the student; exchanging of knowledge among students; documenting educational activities; and managing the educational process effectively. This platform provides services to the general and higher education stages.

- **Easyclass:** A free educational platform that allows teachers to create digital classes, upload educational materials related to the curriculum, create discussion forums, submit assignments, schedule submission deadlines, prepare semester and periodical exams, monitor grades, and send notes to students easily and safely.

- **Edmodo:** This platform was created by Jeff O'Hara and Nick Borg (2008). In its exterior design and colors, it is like Facebook, but it is more private as it allows only teachers to create and manage accounts and none can access any group and register unless s/he obtains a code. This platform aims to stimulate and enhance interaction between students and teachers, facilitate the learning process, and connect all learners with the community and learning resources they need.

- **Darsak:** A Jordanian distance learning platform that provides public schools' students with free educational lessons through video clips—organized and scheduled according to the Jordanian education curriculum—provided by a distinguished group of male and female teachers to make it easier for students to

pursue their learning and follow up on their study materials (Ministry of Education, 2020).

Students can access the platform using their national number for Jordanians and the identification number for non-Jordanian students. To view the lessons, students need to click on “the daily lessons” tab, then choose the class and the title of the subject. However, if the student wants to watch previous lessons, s/he chooses the previous lessons and then the material s/he wants. Moreover, if the student wants to do the assignments, s/he chooses “my daily assignments” tab and then uploads the answer. Further, if the student wants to take a test, s/he chooses “my examinations” tab which displays the scheduled exam and topic, but if the student wants to ask questions, s/he chooses “ask a teacher” tab.

### 3. Literature Review

Al-Shediefat’s study (2020) dealt with the point of view of Al-Mafraq district public schools’ principals concerning the reality of using distance education due to COVID-19 pandemic. The study sample consisted of (154) male and female school principals who responded to the questionnaire of (20) items distributed on three domains (knowledge, skills, and evaluation). The study concluded that the reality of distance education was of an average degree, and that there were differences in favor of the female variable, and that there were no differences attributed to the educational stage variable.

The study of Al-Omari (2020) aimed to evaluate the experience of the faculty members at Mu’tah University in using the electronic education management system (Moodle). The study sample consisted of (523) faculty members who responded to a questionnaire of (53) items distributed on three domains (the use, trends, and challenges). The study concluded that the degree of both the use of the system and its challenges were average and that the trends towards using it were of positive degree.

The study of Abu Shkheidem (2020) aimed to reveal the effectiveness of e-learning in light of the spread of the COVID-19 from the viewpoint of Al-Khadouri University faculty members in Palestine. The study sample consisted of (50) faculty members who responded to a questionnaire of (40) items distributed on four domains (the continuity of e-learning, the challenges of e-learning, the faculty members’ interaction with e-learning, and students’ interaction with e-learning). The study found that the effectiveness of e-learning and the domains of continuity, challenges, interaction of faculty members, and interaction of students were all of an average degree.

Miqdadi’s study (2020) dealt with identifying the perceptions of students, at Jordan public high schools, concerning distance learning in light of the COVID-19 pandemic and its aftermaths. The study sample consisted of (167) students at Irbid District who responded to a questionnaire of (19) items. The study found that using distance learning had, to a large extent, a positive impact, and there were no differences according to the variable of gender.

Salih’s study (2019) aimed to identify the impact of using cognitive learning and educational platforms on developing the mathematical power and the reflective thinking skills among eighth grade students in Jordan. The study sample consisted of (90) students. The study sample was divided into three groups: the first group was the first pilot group which studied the course content using cognitive learning, the second group was the second pilot group which studied the course content using the educational platforms, while the third group represented the control group which implemented the traditional study method. All groups were subjected to mathematical strength and reflective thinking skills tests. The study found that there were significant differences between the mean scores of the three study groups in both tests. It also found there were differences between the mean scores of the second pilot group students and the control group students in favor of the second pilot group. Further, there was a statistically significant difference between the mean scores of the first pilot group students and the control group students in favor of the first pilot group. Moreover, the study found that there was a statistically significant difference between the mean scores of the second pilot group students and the first pilot group students in favor of the second pilot group.

The study of Al-Sharif (2019) aimed to measure the reality of Taibah University students’ attitudes towards using electronic platforms in education. The study sample consisted of (120) students—the College of Education at Al-Madinah, Saudi Arabia—who responded to a questionnaire of (43) items. The domains of the questionnaire were: the use of technology, the services provided by the platform, the skills needed to use the platform, the challenges, and future directions for employing the platform. The study found that the reality and the challenges of using platforms were high. Further, there were differences attributed to the variable of gender, in favor of the males, and to the variable of the interaction between the gender and the location of the study.

Al-Dhufairi’s study (2017) attempted to identify the challenges facing the teaching staff at Kuwait University and their extent of readiness to employ educational platforms on the second-generation technologies of the Web

(Web2.0). The study sample consisted of (1413) teaching staff. A questionnaire was distributed, and the study samples were interviewed in person. The study concluded that there was an agreement among the teaching staff on the necessity of employing educational platforms on the second-generation technologies of the web in their curricula. It also found that the teaching staff faced some cultural and technical challenges.

The study of Abuhassan Al-Rahmi, Yahya, Zakaria, Kosnin and Darwish (2020) aimed to explore the potential factors that affect the achievement of students at the University of Technology, Malaysia, and their satisfaction on the use of online learning platforms. The study sample consisted of (243) students who used online educational platforms in higher education. A questionnaire of (21) items was distributed. The study found that using educational platforms improved students' results and their level of satisfaction concerning the use of online educational platforms.

The study of Kapasia, Paul, Roy, Saha, Zaveri, Mallick, Barman, Das and Chouhan (2020) tried to assess the impact of school closures during COVID-19 and the use of e-learning through educational platforms for undergraduate students in West Bengal state in India. The study sample consisted of (232) students. An electronic questionnaire was sent via the WhatsApp and email to the study sample. The study found that students faced problems while using educational platforms, such as: tension, poor internet connection (particularly in rural and remote areas), and unsuitable study environment due to the absence of private study rooms.

The study of Al-Zahrani (2015) aimed to identify the impact of flipped classroom, through social learning platforms, on enhancing creative thinking skills among students at the College of Education at King Abdulaziz University, Saudi Arabia. The study sample consisted of (55) students who were divided into a pilot group consisting of (27) students, and a control group of (28) students. The study sample were subjected to a test and a questionnaire of (32) measuring the students' opinions and the difficulties they face using the flipped classroom. The study found that there was, to a large degree, a positive impact on using the flipped classroom strategy, and that students perceived that the flipped classroom approach increased creative thinking. One of the difficulties that students faced was that students should be provided with appropriate technological tools and activities related to the course content.

In light of the previous related studies, it could be said that some studies focused on examining the impact of the COVID-19 on the reality of education and its effectiveness, the use of the descriptive analytical approach, such as the Al-Shediefat's study (2020) which was applied to the Irbid schools in Jordan, Abu Shkheidem's study (2020) that was applied to teachers of Al-Khadouri University in Palestine, and the study of Kapasia, Paul, Roy, Saha, Zaveri, Mallick, Barman, Das and Chouhan (2020) which was applied to undergraduate students in India, while the study of Al-Omari (2020) evaluated the experience of Mu'tah University for the use of the Moodle system. Further, the study by Miqdadi (2020), the study of Al-Sharif (2019), and the study of Al-Dhufairi (2017) which focused on students' and faculty perceptions concerning the use of educational platforms, while the study of Abuhassan Al-Rahmi, Yahya, Zakaria, Kosnin and Darwish (2020) explored the factors affecting the achievement of students at the University of Technology in Malaysia and their satisfaction with the use of educational platforms.

Further, there are also other studies that dealt with the experimental approach, such as Salih's (2019) study that focused on the impact of cognitive learning and educational platforms on developing the mathematical power and reflective thinking skills which applied the experimental approach. Another example is the study of Al-Zahrani (2015) which focused on identifying the impact of flipped classrooms through platforms on enhancing intellectual creativity. As for the number of the study samples, it varied in the previous studies, as it reached (1413) faculty members in Al-Dhufairi's study (2017) as the highest, and (50) faculty members in the study of Abu Shkheidem (2020), as the lowest. The current study concurs with previous studies in terms of dealing with the theme of education platforms and shedding light on Darsak platform, its components, features, and the difficulties that may face its implementation. This study differs from other previous studies in terms of applying this study to Islamic education teachers at Marka District.

The most prominent aspects of benefit from previous studies:

The followings were the benefits from previous studies:

- Accessing previous studies conducted in the field of study.
- Benefiting from the methodological procedures regarding the selection of the study sample.
- Contributing to enriching the theoretical framework of the study.
- Designing the study questionnaire.

- Choosing appropriate statistical methods.

#### 4. The Methodology and Procedures of the Study

This part provides a description of the study population, sample, the methodology, the study tool, and the procedures used to conduct this study.

##### 4.1 The Study Methodology

The descriptive survey approach was used as it was appropriate for the objectives of the current study.

##### 4.2 The Study Population

The study population consists of all Islamic education teachers at Marka schools, at Amman, during the academic year 2020/2021. The study population consisted of (380) male and female teachers: (165) male and (215) female teachers.

##### 4.3 The Study Sample

(112) male and female teachers were selected using the stratified random sampling method; representing (30%) of the study population. Table 1 shows the distribution of the study sample according to the variables of gender, qualifications, and years of experience.

Table 1. The study sample distribution according to the variables of gender, qualifications, and years of experience

Variable	Category	Number
Gender	Males	29
	Females	83
Qualifications	Bachelor's degree & higher diploma	92
	MA	15
	PhD	5
Years of Experience	Less than 5 years	16
	5 years to less than 10 years	26
	10 years to less than 15 years	35
	15 years or more	35

##### 4.4 The Study Tool

A questionnaire was prepared to identify the perceptions of the teachers of Islamic education concerning Islamic education lessons on Darsak platform and challenges by reviewing the educational literature and some related references and studies, including: Miqdadi (2020), Abu Shkheidem (2020), Al-Shediefat (2020). The questionnaire, in its initial form, consisted of (31) items divided into two parts: (17) items for the perceptions and (14) for the challenges. The responses ranges were of five-point scale: strongly agree, agree, neutral, disagree, and strongly disagree, and the following points were given: 5, 4, 3, 2, 1, respectively.

##### 4.5 The Validity of the Tool

The validity of the study tool was verified by presenting it to (10) professors, at the Jordanian universities specialized in e-learning, supervisors, and teachers at the Ministry of Education. They were asked to ensure that the items measure the teachers' perceptions concerning Darsak platform and its challenges. The feedback received was considered and the items were modified as per the referees' comments. An agreement percentage of (80%) was approved so that the item deemed valid. The comments were limited to amending and deleting some of the items. The final study tool form consisted of (31) items.

##### 4.6 The Reliability of the Tool

Two methods were used to ensure the reliability of the tool, namely: the internal consistency method using the Cronbach Alpha equation on a pilot sample consisting of (20) teachers, and the test-retest using the Pearson equation on the pilot sample of the two applications after a period of two weeks. The reliability coefficients of the two methods were acceptable for the purposes of the current study, and Table 2 shows the reliability coefficients:

Table 2. Reliability coefficients of the questionnaire

Domain	Cronbach Alpha	Pearson Coefficient
Perceptions	0.77	0.81
Challenges	0.84	0.85
The total score of the questionnaire	0.86	0.88

#### 4.7 The Study Procedures

Several procedural steps were taken to implement the study, the most notably are selecting Marka District Education Directorate to implement the study; counting the numbers of Islamic education teachers; selecting a representative sample for the population; designing the study tool; verifying its validity and reliability; and applying it to the pilot and the other samples. The questionnaire was designed using Google forms and distributed to teachers using the WhatsApp application. The data were collected and analyzed using the (SPSS) program, and the results were generated.

#### 4.8 Statistical Analysis

In order to generate the results, the following statistical methods were used:

- To answer the first and second questions, means, standard deviations, rank, and the level of perceptions were used, and the level of perceptions was estimated as high, average, or low using the following equation: (the higher value of the answer - the lower value of the answer) / 3 = (5-1) / 3 = 1.33. Thus, the lower-level ranges from 1 - 2.33, the average-level ranges from 2.34 - 3.67, and the higher-level ranges from 3.68 - 5.
- T-test for independent samples and the (One-way ANOVA) were used to answer the third question.

### 5. The Study Results, Discussion, and Recommendations

This section reviews and discusses the results of the study and highlights the recommendations related to those results, as follows:

#### 5.1 Results of the First Question

What are the perceptions of the teachers of Islamic education concerning the lessons on Darsak platform?

To answer this question, the means and standard deviations were calculated for the perceptions of the teachers of Islamic education concerning the lessons on Darsak platform in general, and for each item of the domain of perceptions, in particular as shown in Table 3.

Table 3. Means, standard deviations and ranks of the perceptions of the teachers of Islamic education concerning the lessons on Darsak platform arranged in descending order

S. No.	Item	Mean	SD	Rank	Perceptions
1.	Poor internet connection leads the teacher to be reluctant to follow up lessons on Darsak platform.	3.86	1.00	14	High
2.	The Islamic education teacher gives sufficient time to send and receive students' homework using the Darsak platform.	3.80	1.06	5	High
3.	The student can access the course at any time	3.78	0.92	13	High
4.	Islamic education course, via Darsak platform, covers all branches of Islamic education.	3.23	1.02	15	Average
5.	Topics of Islamic education are presented on the platform in an appropriate and flawless manner.	3.21	1.11	10	Average
6.	Darsak platform was designed to make it easy for the student to interact with the platform.	3.16	1.10	3	Average
7.	The Ministry provides technical support to facilitate and maintain Darsak platform.	3.03	1.12	6	Average
8.	The Islamic education course is presented in an easy and interesting way.	3.02	1.15	4	Average
9.	In the process of following up lessons on Darsak platform, the teacher is required to pay a financial subscription.	2.93	1.39	12	Average
10.	The comments of Islamic education teachers about the lessons given on the platform are taken into account.	2.64	1.04	9	Average
11.	I believe that students possess the skills of dealing with Darsak platform so as to benefit from the lessons of Islamic education course.	2.55	1.06	2	Average
12.	Evaluating students' learning through Darsak platform is an easy and continuous process.	2.52	1.12	7	Average
13.	Islamic education teachers are satisfied with using Darsak platform as an alternative to the in-person (traditional) learning system.	2.46	1.22	1	Average
14.	The platform facilitates direct communication between the Islamic education teacher and students.	2.33	1.03	8	Low
15.	A variety of methods and techniques are used when introducing lessons on Darsak platform.	2.32	1.05	16	Low
16.	Time is more effectively invested in learning via the platform than in the traditional learning.	2.13	1.15	11	Low
17.	Lessons on Darsak platform take into account individual differences between students.	2.13	1.03	17	Low
<b>Total Perceptions' Score</b>		<b>2.89</b>	<b>0.65</b>		<b>Average</b>

Table 3 shows that the perceptions of Islamic education teachers concerning the lessons on Darsak platform are average, with mean of (2.89) and a standard deviation of (0.65). This average result could be attributed to the fact that teachers are not used to the use of the platform. Since the platform was developed as a response to the circumstances of the COVID-19 pandemic, the Ministry of Education worked to design it quickly in order to continue with the educational process and this made the launching of the platform marred by some errors in some lessons. For example, there is an error in defining the concept of "separating the infant," as the lesson defined it on the platform by "breastfeeding the infant" and this is a clear mistake as the right definition is to "wean the infant." Presenting some Islamic education lessons has been marred by some errors. When presenting a particular lesson, the teacher and the student find some sort of discrepancy between the title and content of the lesson, such as presenting the content of another lesson or even other subjects, such as the English language. Therefore, all led to the average perceptions of the Islamic education teachers concerning the lessons on Darsak platform. The items range between the high, average, and low degree as the means ranged between (2.13–3.86).

Item (14), which states: "The poor internet connection leads the teacher to be reluctant to follow the lessons on Darsak platform," ranks first with a mean of (3.86), a standard deviation of (1.00), and a high degree. The reason for this is due to the problems of the network, whether at schools or at homes, due to the large numbers of teachers and students working on that network in order to access Islamic education lessons, and this overload negatively affected the performance of the network. This consequently affected a group of teachers and reduced their motivation to use Darsak platform. Therefore, groups of teachers showed reluctance to follow up the lessons on Darsak platform. Item (5), which states: "The Islamic education teacher gives sufficient time to send and receive students' homework using Darsak platform," ranks second with a mean of (3.80), a standard deviation of (1.06), and a high degree. This is attributed to the fact that the teacher sends and follows up assignments sent by students whose percentages are between 10%–25% in most cases. Therefore, teachers feel that there is enough time to send

and receive students' homework through Darsak platform. Due to the increasing number of interacting students, which may cause pressure on the teacher in the process of sending and receiving students' homework through the platform, the Ministry of Education has directed teachers to reduce the number of assignments sent to students.

Item (16), "Various methods and techniques are used when introducing the lesson through the lesson platform," ranks among the last three items with a mean of (2.32), a standard deviation of (1.05), and a low degree. This result is attributed to the use of one type of Islamic education lessons—presenting some parts of the lesson with the explanation of the teacher—and the lack of the diversity of the methods and strategies in which the lessons are presented. Items (11) and (17) come in last place, respectively. Item (11) states: "Time is invested more effectively in learning via the platform than in the traditional learning." This result may be attributed to the feeling of the Islamic education teacher that the time allotted on the platform for each lesson is shorter than other lessons as the time allotted for each lesson ranges between (25–30) minutes. This sometimes led to a disruption in the presentation of some lessons, while traditional lesson time ranges between (35–45) minutes, and therefore the time invested in learning through the platform is not effective compared to that invested in traditional learning. Item (17), "Lessons on Darsak platform take into account individual differences between students," comes in the last place with a mean of (2.13), two standard deviations of (1.29) and (1.03), and a low degree. This result is due to the lack of the teaching methods and strategies that consider individual differences among students, and that the lessons were presented at one level for all students.

These results concord with the results of the study of Al-Shediefat (2020), Al-Omari (2020), and Abu Shkheidem (2020), whose results indicated that there was an average degree of the use of educational platforms from the point of view of the study samples. Whereas the results of the current study differ with the results of the study of Miqdadi (2020) which indicated a high degree of the use of educational platforms from the point of view of the study samples.

### *5.2 Results of the Second Question*

What are the challenges that face the teachers of Islamic education when using Darsak platform from their point of view?

To answer this question, the means and standard deviations of the challenges that face Islamic education teachers when using the lesson platform were calculated from their point of view in general, and for each item of the challenges' domain, in particular, as shown in Table 4.

Table 4. Means, standard deviations, and ranks of the challenges face Islamic education teachers using the Darsak platform arranged in descending order

S. No.	Item	Mean	SD	Rank	Challenges
1.	Some of the students are unable to interact on Darsak platform due to difficult or special living conditions.	4.48	0.83	26	High
2.	Parents cannot afford the costs of the Internet.	4.24	0.98	31	High
3.	The teacher does not exploit the techniques available in the interactive whiteboard while explaining the course material.	4.05	0.93	29	High
4.	The teacher encounters internet speed problems while teaching.	4.01	0.95	20	High
5.	Students face problems when studying Islamic education on Darsak platform such as a lack of understanding and their inability to present sufficient and varied examples.	3.95	1.06	25	High
6.	There is a difficulty for Islamic education teachers in following up large numbers of students.	3.94	1.03	21	High
7.	The process of sending and receiving assignments via the platform has technical problems.	3.87	1.00	28	High
8.	The inappropriateness of Darsak platform with the theoretical and practical aspects of Islamic education.	3.79	1.05	22	High
9.	It is difficult to have direct communication between teachers and students.	3.79	1.04	24	High
10.	Students face difficulty in uploading assignment as an image on Darsak platform.	3.77	1.12	30	High
11.	The cost of learning using Darsak platform is higher than the cost of traditional learning.	3.68	1.15	27	High
12.	Islamic education teachers are not provided with training sessions before using Darsak platform.	3.37	1.02	18	Average
13.	Islamic education teachers lack computers and internet experience and skills.	3.04	1.03	19	Average
14.	All Islamic education teachers have sufficient experience in dealing with the platform.	2.99	1.13	23	Average
<b>Total Challenges' Score</b>		<b>3.78</b>	<b>0.59</b>		High

It is noted from Table 4 that the challenges facing Islamic education teachers when using Darsak platform are of a high degree, with a mean of (3.78) and a standard deviation of (0.59) attributed to several reasons, most notably are: teacher's feel that many of the students and teachers do not know how to access the lessons of Islamic education on the platform, especially at the beginning; the weak internet network and its frequent disconnections from time to time reduces the desired benefits; the lack of sufficient devices with students to communicate with the Islamic education lessons on the platform; and the lack of direct interaction between the teacher and the student so that the teacher can answer students' questions and achieve the desired benefit.

The table also shows that the ranks of the items range between high and average with means that range between (2.99–4.48). Item (26), which states that "some of the students are unable to interact on Darsak platform due to difficult or special living conditions," ranks first with a mean of (4.48), a standard deviation of (0.83), and a high degree of challenges. This result clarifies the fact that several teachers and students are unable to obtain an appropriate device to access the lessons on the platform and this results in the little access to the platform. Item (31), which states that "parents cannot afford the costs of the Internet," comes second in rank, with a mean of (4.24), a standard deviation of (0.98), and a high degree of challenges because the many hours that a student will spend on the platform will be of high costs, especially if there are other students in the family. This would negatively affect the learning process for other courses including Islamic education. Item (19), which states that "Islamic education teachers lack computers and internet experience and skills," ranks second last with a mean of (3.04), a standard deviation of (1.03), and an average degree of challenges. Item (23), "all Islamic education teachers have sufficient experience in dealing with the platform," comes in the last rank with a mean of (2.99), a standard deviation of (1.13), and an average degree of challenges. This is attributed to the fact that the Ministry of Education did not train teachers on how to use the educational platforms and resorted to some instructions and brochures that explain how to deal with and access the platform. These results accord with the results of the study of Al-Sharif (2020) and the study of Kapasia et al. (2020) whose results indicated a high degree of challenges. Further, the results of the current study differ with those of the study of Al-Omari (2020) and Abu Shkheidem (2020) whose results indicated the existence of average degree of challenges.

### 5.3 Results of the Third Question

Are there statistically significant differences at the level of significance of ( $\alpha = 0.05$ ) related to the perceptions of the teachers of Islamic education concerning the lessons on Darsak platform and its challenges attributed to the variables of gender, qualification, and years of experience?

This question was answered as follows:

#### 1) The gender variable

The means and standard deviations were calculated according to the teacher's gender variable (males and females). The t-test was also applied for the independent samples as shown in Table 5.

Table 5. Means and standard deviations of the perceptions of the teachers of Islamic education teachers concerning the lessons on Darsak platform and its challenges attributed to the gender variable (male, female) and the t-test for the independent samples

Domain	Gender	Number	Mean	SD	T-Value	Significance level
Perceptions	Male	29	2.81	0.74	0.781-	0.436
	Female	83	2.92	0.61		
Challenges	Male	29	3.64	0.82	1.569-	0.120
	Female	83	3.83	0.48		

The results in Table 5 indicate that there are no statistically significant differences at the level of significance of ( $\alpha = 0.05$ ) for the perceptions of the teachers of Islamic education concerning the lessons on Darsak platform and its challenges attributed to the gender variable (males and females). The values of the (T-test) are (-0.781) with a significance level of (0.436) for the perceptions, and (-1.569) with a significance level of (0.120) for the challenges. Further, these values are not statistically significant which may be attributed to the fact that male and female Islamic education teachers are exposed to the same conditions in dealing with the Islamic education lesson on Darsak platform and that they have the same requirements and the same duties. Moreover, the errors on the platform and the difficulties and challenges teachers face are obvious whether for the male or the female teachers, and, therefore, they indicate no differences based on the gender variable. The results of the current study accord with the those of Miqdadi (2020) whose results indicated that there are no differences attributed to the gender variable, whereas the results of this study differ from those of Al-Shediefat (2020) and Al-Sharif (2020) whose results indicated that there are differences attributed to the gender variable.

#### 2) The qualifications variable

The means and standard deviations were calculated according to the qualifications variable as shown in Table 6 below.

Table 6. Means and standard deviations of the perceptions of the teachers of Islamic education concerning the use of Darsak platform and its challenges according to the qualifications variable

Domain	Qualifications	Number	Mean	SD
Perceptions	Bachelor's degree & higher diploma	92	2.91	0.65
	MA	15	2.85	0.69
	PhD	5	2.68	0.44
	Total	112	2.89	0.65
Challenges	Bachelor's degree & higher diploma	92	3.80	0.55
	MA	15	3.59	0.84
	PhD	5	3.97	0.50
	Total	112	3.78	0.59

It is noted from Table 6 that there are there are apparent differences between the means of the perceptions of the teachers of Islamic education concerning the use of Darsak platform and its challenges according to the variable of qualifications. To determine whether the differences between the means are statistically significant at a significance level of ( $\alpha = 0.05$ ), One-way ANOVA was applied, and the results are shown in Table 7.

Table 7. One-Way (ANOVA) to determine the significance of the differences between the means of the perceptions of the teachers of Islamic education concerning the use of Darsak platform and its challenges according to the variable of qualifications

Domain	The source of the variance	Sum of squares	Degrees of freedom	Squares' mean	p- value	level of significance
Perceptions	Between groups	0.260	2	0.130	0.307	0.736
	Within groups	46.086	109	0.423		
	Total	46.346	111			
Challenges	Between groups	0.803	2	0.402	1.156	0.319
	Within groups	37.874	109	0.347		
	Total	38.677	111			

The results shown in Table 7 indicate that there are no statistically significant differences at the level of significance of ( $\alpha = 0.05$ ), between the means of the perceptions of the teachers of Islamic education concerning the use of Darsak platform and its challenges according to the variable of qualifications, based on the calculated (p) value of (0.307) and the level of significance of (0.736) for the perceptions. The (p) value for the challenges is (1.156) and the level of significance is (0.319). These values are not statistically significant. This is attributed to the fact that teachers of all categories of qualifications cope with the same reality of Islamic education lessons on Darsak platform and face the same challenges, so their perceptions and judgments about the challenges are of the same degree and that there are no differences according to their qualifications.

### 3) The years of experience variable

The means and standard deviations were calculated between the means of the perceptions of the teachers of Islamic education concerning the use of Darsak platform and its challenges according to the variable of years of experience as shown in Table 8.

Table 8. Means and standard deviations of the perceptions of the teachers of Islamic education concerning the use of Darsak platform and its challenges according to the variable of years of experience

Domain	Years of experience	Number	Mean	SD
Perceptions	Less than 5 years	16	3.07	0.62
	5 to less than 10 years	26	2.85	0.62
	10 to less than 15 years	35	2.97	0.69
	15 years or more	35	2.75	0.62
	Total	112	2.89	0.65
Challenges	Less than 5 years	16	3.82	0.49
	5 to less than 10 years	26	3.77	0.52
	10 to less than 15 years	35	3.65	0.77
	15 years or more	35	3.91	0.45
	Total	112	3.78	0.59

Table 8 shows that there are apparent differences between the means of the perceptions of the teachers of Islamic education concerning the use of Darsak platform and its challenges according to the variable of years of experience. To determine whether the differences between the means are statistically significant at a significance level of ( $\alpha = 0.05$ ), One-way ANOVA was applied, and the results are shown Table 9.

Table 9. One-Way (ANOVA) to find the significance of the differences of the perceptions of the teachers of Islamic education concerning the use of Darsak platform and its challenges according to the variable of years of experience

Domain	The source of the variance	Sum of squares	Degrees of freedom	Squares' mean	p-value	Level of significance
Perceptions	Between groups	1.518	3	0.506	1.219	0.307
	Within groups	44.828	108	0.415		
	Total	46.346	111			
Challenges	Between groups	1.202	3	0.401	1.154	0.331
	Within groups	37.476	108	0.347		
	Total	38.677	111			

The results shown in Table 9 indicate that there are no statistically significant differences at the level of ( $\alpha \leq 0.05$ ), for the perceptions of the teachers of Islamic education concerning the use of Darsak platform and its challenges according to the variable of years of experience, based on the calculated (p) values of (1.219) and the level of

significance of (0.307) for the perceptions, and (1.154) and the level of significance of (0.331) for the challenges. These values are not statistically significant. This could be attributed to the fact that Islamic education teachers with their different categories of their years of experience could identify the challenges and errors in some concepts of Islamic education lessons because these challenges and errors do not require many years of experience to be identified. On the contrary, a teacher with one year of experience could identify them, and, therefore, there are no apparent significant differences among them attributed to the variable of the years of experience.

#### 5.4 Recommendations

Considering the results of the current study, the researcher recommends the followings:

- The Ministry of Education should conduct a comprehensive review of the Islamic education lessons on Darsak platform to modify the errors that were mentioned in some lessons.
- Those in-charge of the platform should repeat some of the lessons of Islamic education on Darsak platform, and there is a need to use various methods and strategies for presenting these lessons rather than limiting the presentation to the traditional presentation of the lesson.
- There is a need to activate the feature of direct interaction between teachers and students on Darsak platform to achieve the desired goals.
- There is a need to train Islamic education teachers and students, through appropriate technical means, on how to use Darsak platform effectively.
- There is a need to provide teachers and students with appropriate technical support, appropriate devices for communication, and free internet subscription or at a nominal price, particularly for students and teachers who are unable to afford the costs.
- There is a need to conduct a study, like the current one, that involves a wide range of Islamic education teachers all over the Kingdom to form a complete scenario of teachers' perceptions of the lessons on Darsak platform to benefit from their views concerning the use of the platform.

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