BUKTI KORESPONDENSI ARTIKEL

Scopus Preview

Source details

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Source type: Journal

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SJR 2023
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CiteScore   2023 ⌄

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Social Sciences		
└ Education	#758/1543	50th

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INSTITUT AGAMA ISLAM NEGERI
SYEKH NURJATI CIREBON
Inspiring for Excellences

Nurlela Nurlela <nurlela@syekhnurjati.ac.id>

[IJLTER] Editor Decision

14 pesan

IJLTER .ORG <ijlter.org@gmail.com>   29 Desember 2024 pukul 15.39
Kepada: Nurlela Nurlela <nurlela@syekhnurjati.ac.id>
Cc: Abdul Gafur Arifin <agfarin@iium.edu.my>, Abas Hidayat <abasstikescirebon@gmail.com>

Nurlela Nurlela:

We have reached a decision regarding your submission to International
Journal of Learning, Teaching and Educational Research, "The Power of
Islamic Psychoeducation in Facing the Challenges of Digital Education
Practices: Student and Lecturer Perceptions".

Our decision is to: accept the paper if the requested changes are made
Language editing is required for this paper.

IJLTER .ORG
ijlter.org@gmail.com

Reviewer A:

Paper length::
     Ok

Originality::
     Acceptable

Scope of paper::
     Relevant to IJLTER

Related work::
     Poor

Language::
     invite a native speaker

References::
     Reference writing is written consistently using APA Style rules

Additional comments along the following lines: originality, literature
review, methodology, evaluation of results, research implications, quality
of communication, etc.:
     1. The maximum limit for the abstract is 250 words.
2. How is the validity and reliability of the questionnaire that you used
for data collection?
Your data becomes weak in the eyes of the reader.
see 37921

Reviewer C:

Paper length::
     Ok

Originality::
     Good

Scope of paper::
     Highly relevant

Related work::
     Excellent

Language::
     Excellent.

References::
  Relevant and provided properly.

Additional comments along the following lines: originality, literature
review, methodology, evaluation of results, research implications, quality
of communication, etc.:
  The investigation is deemed exceedingly pertinent and consequential to the
journal. It has been systematically arranged with a lucid and coherent
command of discourse. Concentrating on the effects of Islamic
Psychoeducation in addressing the Challenges of Digital Educational
Practices, the findings have indicated that both lecturers and learners
believe that the incorporation of Psychoeducation can enhance their ability
to confront the challenges posed by educational practices in the
technological age. Consequently, this outcome underscores the notion that
the merger of Psychoeducation into pedagogical methodologies can elevate the
calibre of education as both students and teachers would be equipped to
navigate the obstacles encountered in their educational pursuits.
Nevertheless, there are some minor deficiencies observed within the
manuscript. For instance, the tense employed in articulating the findings of
the study is inappropriate in the abstract, the contributions of the study
are inadequately delineated, the theoretical framework is not adequately
examined, the specific research design is not explicitly articulated, the
methodologies for data collection and analysis are not sufficiently
clarified, and the limitations along with recommendations for pertinent
entities and prospective researchers are absent. Ultimately, in light of the
significance of the insights presented in relation to the existing body of
knowledge, the manuscript could be considered for publication following
revisions detailed comments are below.
Abstract:
? The explicit research design, such as descriptive case study, mixed
methods, or other methodologies, must be distinctly articulated.
? In this context, quantitative research serves as a methodological
approach, with regression analysis recognized as a data analysis technique.
? The main results and methodologies of the study should be articulated in
the simple past tense.
? In lines 19-21, if the sentence is deemed a conclusion, it should be
coherently formulated as such; otherwise, it ought to be incorporated as
background information at the outset.
Introduction:
? In paragraph 6, line 8, the significance of conducting this study
necessitates thorough and comprehensive elucidation as the solutions to
address challenges are already established.
? The theoretical and practical implications of the study's findings should
be integrated. For instance, it would be beneficial to outline how the
results are pertinent to the mitigation of educational issues, pedagogical
methodologies, strategies to be utilized in the digital age, and the
formulation of policies.
? Section 2 should encompass the theoretical framework that underpinned this
study.
Method:
? The rationale for the application of the quantitative methodology must be
substantiated.
? A detailed explanation of the specific research design employed in this
study is imperative. Given that this study adopts a quantitative approach,
the design could be characterized as either a survey or an experimental
research design; thus, one of these or other suitable designs should be
justified within the context of quantitative methodology.
? The criteria employed to determine the sampling technique through
purposive sampling must be delineated.
? The variables should be categorized into dependent and independent
variables.
? Moreover, the biographical information of the participants, including
variables such as age, gender, socioeconomic status, teachers' experience,
and students' grade levels, should be presented, as these factors may
influence their capacity to confront challenges.
? Why was the null hypothesis not formulated? It is generally anticipated
that scholarly authors commence with the null hypothesis (H0) and
subsequently progress to the alternative hypothesis to substantiate the
variables.
? The methodology for data collection must be elucidated comprehensively.
? The instruments utilized in this study need to be described in detail.

?   The data analysis techniques have not been adequately articulated.
Conclusion:
?   In paragraph 1, lines 6-9 and paragraph 2, lines 1-3 exhibit redundancy.
?   Recommendations directed towards the responsible entities should be
incorporated. A call for decisive action is warranted.
?   Potential areas for future research should be proposed.
?   Limitations concerning the representativeness of the findings, as well as
the weaknesses inherent in the sampling techniques, research design,
instruments, and data analysis methods, should be acknowledged, as this will
be beneficial for future researchers in identifying existing gaps.
see 38052

Reviewer D:

Paper length::
    Ok

Originality::
    Good

Scope of paper::
    Relevant to IJLTER

Related work::
    Acceptable

Language::
    language is ok but some parts of the manuscript particularly the results
and discussion need enhancement

References::
    ok

Additional comments along the following lines: originality, literature
review, methodology, evaluation of results, research implications, quality
of communication, etc.:
    accept after incorporaitng all the comments and suggestions
see 38033

Reviewer E:

Paper length::
    Too long

Originality::
    Good

Scope of paper::
    Relevant to IJLTER

Related work::
    Acceptable

Language::
    ?The language is okay, as the Grammarly score is 97, which is higher than
the minimum standard of 90 set by IJLTER publication.

References::
    ?The available 72 updated references are all correctly presented using APA
7th consistently, except one reference available both in the text and
References section (See the colour mark).

Additional comments along the following lines: originality, literature
review, methodology, evaluation of results, research implications, quality
of communication, etc.:
    ?The language use is okay, as the Grammarly score is 97, which is higher
than the minimum standard of 90 set by IJLTER publication.
?Originality is acceptable, but it has been identified that the paper

benefits from AI by 23%.
?The literature review requires improvement. The author does not include the
current research focus and objectives.
?The "Methodology" section is okay, clearly illustrated.
?The 'Discussion' section should be ended with the following terms: (1)
Limitations (What can't the results tell the readers?) and (2)
Contributions and Recommendations for the future studies (Avenues for
further studies or analyses).
?The "Conclusion" section is okay. However it should be presented in a
big passage only, not in separate paragraphs.
?The quality of communication is okay, understandable.
see 37993

_____

International Journal of Learning, Teaching and Educational Research
http://ijlter.org/index.php/ijlter

Dear Authors,

The decision for your paper is: **accept the paper if the requested changes are made.**

You need to do the following and submit the revised paper **by email by 20th January 2025** for possible publication in the **January 2025** issue if the requested changes are made. The paper will undergo another review process to make sure all requested changes have been incorporated as far as appropriate before the final acceptance decision is taken. References need some improvements to conform to APA 7th edition. Language **editing** is required for this paper. If the revised paper is not submitted on time, it may be moved to the February 2025 issue.

Editor's Note
1. Format the paper **strictly** according to the template (attached). Ensure that the main sections are numbers (1., 2., 3., etc), including the references section.
Add the orcid of all authors. If you do not have one, please create it on orcid.org
2. Follow APA style strictly for the references. **References must strictly follow APA format 7th edition, otherwise publication will be delayed.**
Publication Manual of the American Psychological Association, Seventh Edition (2020) (apa.org)
Getting Started in APA 7th - APA 7th Referencing - Library Guides at Victoria University (vu.edu.au)
The document for the 6th edition is also attached as it is still relevant and useful in the majority of cases.
3. Cross-check if all references mentioned in the text are also present in the references list and vice-versa. The paper must have at least 25 references.
Failure to correct the references will delay the review process.
Also include recent papers (2023-2024) in the references.
Any non-English words must have their equivalent inside square brackets [ ].
References must be ordered in alphabetical order.
Foreign sources (sources not in English) must be referenced as appropriate. The original names of the source must be included followed by its English translation in square brackets.
https://libguides.msvu.ca/apa/foreign
When writing the references in APA 7the edition style, please pay attention to all details. Everything matters to us (a space, a comma, a full-stop, a bracket, a hyphen, lowercase vs uppercase, etc, etc).
4. Address all the concerns of the reviewers, as far as appropriate. Additional comments are provided in the attachments. See note 6 below.
5. Mention the doi of each reference.
a. Go to http://search.crossref.org/
b. Copy and paste the title of the paper in the search box
c. Press the Enter key.
d. Copy and paste the doi back to the paper (into the reference section) if one is available. DOI may not be available for some of the references. This is fine.
e. Write the doi as a web link e.g.: http://doi.org/10.1037/a0028240
Failure to provide a doi link (where it is available) will delay the publication of the paper.
6. Prepare a separate word document to indicate the changes that were made as a result of each reviewer's comments. This is compulsory. The revised paper will not be considered without this. You must explain how you responded to EACH comment from EACH reviewer. A template is attached. It does not suffice to write done or fulfilled next to a review comment. You need to explain in detail how the comment was responded to and provide page numbers as well. Also highlight the changes made in the paper.
7. Paper must be at least 5500 words (inclusive of references) and must not usually exceed 10,000 words.
8. The abstract must be between 175-250 words. The abstract must preferably be in one paragraph only.
9. The conclusion must be between 175-300 words. One or two paragraphs is preferred but not compulsory.
10. All tables and figures must be included at the required locations within the paper. Captions for figures must be placed below the figure while captions for tables must be placed above the table. All table and figure numbers must be included/referenced in the text as well. Ensure that table and figure numbers are not missing.

11. You are **required** to have the paper professionally **edited** before submitting the final revised version.
Evidence in the form of track changes must be provided if editing is done. Editing certificates only is not acceptable.
One such good service is: https://www.proofers.co.uk/editing-process/
Note that we are not affiliated in any way with them but we know they do a good job in good price and fast. We got this information from our authors.
Note that proof-reading and editing are not the same thing. Proof-reading is a very minor check on the language of the paper. The proof-reader will only correct minor mistakes in the paper while an editor (who performs editing) will also rephrase certain sentences or replace certain words where appropriate. It is a more in-depth correction of the language.

12. Similarity score is ok.

13. If you have any supplementary files (such as a survey questionnaire), please send them to us via email or **include them in your main paper (recommended)**.
14. The final paper & other documents must be submitted by REPLYING to this email.
15. After finalising the paper, kindly update all the metadata of the paper in the portal, The full names and affiliation of all authors must be updated. Failure to update the metadata will delay the publication of the paper.
16. The names of all documents submitted must start with the Paper ID (**12319_**).
17. The additional documents from the reviewers are attached. Please take them into consideration.
18. Create an Account on Scopus if you do not have one. All authors who do not have an account on Scopus must do so. This must be done in order to facilitate the indexing of your paper on Scopus.
https://www.scopus.com/home.uri
19. When your paper is published, you can upload it on the following portals (and others as well):
https://www.researchgate.net/
https://www.academia.edu/

The paper will undergo a second round of review to ensure that all requested changes were made to the full satisfaction of the reviewers and IJLTER.

Failure to make the requested changes will delay the publication of the paper and it will be moved to the February 2025 issue.

If you have any queries, please let us know.

regards
Prof. Sprock
CE

PDF	APA_Guide_6th_edition.pdf

PDF	APA 7th Edition.pdf

W	Response-to-Reviewers-Template-IJLTER-2020.docx

W	Template_IJLTER_2022.docx

[Kutipan teks disembunyikan]
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4 lampiran

12319-38052-1-RV.docx
18K

12319-37993-1-RV.docx
548K

12319-37921-1-RV.docx
537K

12319-38033-1-RV.docx
544K

IJLTER ORG <ijlter.org@gmail.com>   18 Januari 2025 pukul 17.35
Kepada: Nurlela Nurlela <nurlela@syekhnurjati.ac.id>
Cc: Abdul Gafur Arifin <agfarin@iium.edu.my>, Abas Hidayat <abasstikescirebon@gmail.com>

Dear Authors,

When are you planning to submit the revised paper?
You can submit it latest by 22th January 2025 for the January 2025 issue.
Looking forward to hearing from you.

regards
Prof. Sprock
CE
[Kutipan teks disembunyikan]

Nurlela Nurlela <nurlela@syekhnurjati.ac.id>   23 Januari 2025 pukul 00.06
Kepada: IJLTER ORG <ijlter.org@gmail.com>

Dear Prof. Sprock

Editor-in-Chief

International Journal of Learning, Teaching and Educational Research

Thank you for reminding us to submit the revised paper.

We kindly request an extension until January 24, 2025, for the January 2025 issue.

We will do our best to complete it before January 24, 2025.

Best regards,

Corresponding author,

Nurlela
[Kutipan teks disembunyikan]

IJLTER ORG <ijlter.org@gmail.com>   23 Januari 2025 pukul 16.20
Kepada: Nurlela Nurlela <nurlela@syekhnurjati.ac.id>

Dear Nurlela,

Ok you can submit.
[Kutipan teks disembunyikan]

Nurlela Nurlela <nurlela@syekhnurjati.ac.id>   21 Februari 2025 pukul 02.24
Kepada: IJLTER ORG <ijlter.org@gmail.com>

Dear Prof. Sprock
Editor-in-Chief
International Journal of Learning, Teaching, and Educational Research

I would like to sincerely apologize for the delay in submitting the revised version of our manuscript. Due to unforeseen
circumstances, we were unable to submit the revision by the original deadline. We truly appreciate your patience and

understanding in this matter.

The revised manuscript and the response to reviewers' comments have now been submitted. We have carefully addressed all the feedback and made the necessary improvements per the reviewers' suggestions.

Once again, we apologize for any inconvenience this may have caused and greatly appreciate your time and consideration. Please let us know if any further modifications are required.

Thank you for your understanding and for the opportunity to improve our manuscript.

Best regards,
Corresponding author,
Nurlela

[Kutipan teks disembunyikan]

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3 lampiran

12319_Revision.docx
554K

12319_Response-to-Reviewers.docx
3331K

12319_Clear-version.docx
553K

IJLTER ORG <ijlter.org@gmail.com>   21 Februari 2025 pukul 15.51
Kepada: Nurlela Nurlela <nurlela@syekhnurjati.ac.id>

Dear Nurlela,

Thank you for making the requested changes and for submitting the revised paper (12319).

Payment of 1500 USD for the publication fees can be made via bank/wire transfer or western union. The invoice containing the full bank account details are attached.

Note that payment can also be done via visa/mastercard. If you wish to do so, kindly let us know. We will send you another payment link.

Your paper will be published in the February 2025 issue if the payment is made by 28th February 2025. Please send us the proof of payment after making the payment
[Kutipan teks disembunyikan]

2025021-Nurlela-Nurlela.pdf
49K

Nurlela Nurlela <nurlela@syekhnurjati.ac.id>   25 Februari 2025 pukul 03.46
Kepada: IJLTER ORG <ijlter.org@gmail.com>

Dear Prof. Sprock

Editor-in-Chief

International Journal of Learning, Teaching, and Educational Research

Thank you for your decision to accept our article.

Please find the proof of payment (1500 USD) in the attachment.

Here are the details of the transfer via BNI M-Banking:

Reference Number : **S10CRBM000004725**

Transaction Date : February 24, 2025

Transaction Time : 13:44:00 WIB

Type of Service : Corporate Remittance Foreign Exchange Transfer

Name of sender : **ABAS HIDAYAT**

Bank Account of sender : **0788421319**

Name of Bank : BNI (BANK NEGARA INDONESIA)

Recipient's name : Society for Research and Knowledge Management Ltd

Destination Bank : MAURITIUS COMMERCIAL BANK

BIC : MCBLMUMUXXX

Destination Account No./IBAN : MU30MCBL0944000444830529000MUR

Exchange rate : 16,378.00

Send Amount : USD 1,500.00

Correspondent Bank Charges : Sender Account Charge (OUR)

Shipping cost   : USD 2.70

Correspondent Bank Fees : USD 5.00

Total Nominal: IDR 24,693,110.00

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ABAS HIDAYAT for Nurlela Payment.jpeg
74K

IJLTER ORG <ijlter.org@gmail.com>   25 Februari 2025 pukul 13.12
Kepada: Nurlela Nurlela <nurlela@syekhnurjati.ac.id>

Dear Nurlela,

Thank you for making the payment. Once we receive the payment, we shall inform you.
Meanwhile the paper is being processed for the February issue.
[Kutipan teks disembunyikan]

IJLTER ORG <ijlter.org@gmail.com>   26 Februari 2025 pukul 12.14
Kepada: Nurlela Nurlela <nurlela@syekhnurjati.ac.id>

Dear Nurlela,

We have received the payment.
[Kutipan teks disembunyikan]

Nurlela Nurlela <nurlela@syekhnurjati.ac.id>   26 Februari 2025 pukul 15.29
Kepada: IJLTER ORG <ijlter.org@gmail.com>

Dear Prof. Sprock

Editor-in-Chief

International Journal of Learning, Teaching, and Educational Research

Thank you for your confirmation.

We would like to kindly request the Letter of Acceptance (LoA) certificate.

Thank you for your time and assistance.

Best regards,

Corresponding author,

Nurlela
[Kutipan teks disembunyikan]

IJLTER ORG <ijlter.org@gmail.com>   3 Maret 2025 pukul 16.10
Kepada: Nurlela Nurlela <nurlela@syekhnurjati.ac.id>

Dear Nurlela,
Please find attached the requested acceptance letter.
[Kutipan teks disembunyikan]

📄 **Letter of Acceptance -Nurlela Nurlela- IJLTER - March 2025 - Paper 12319.pdf**
190K

Nurlela Nurlela <nurlela@syekhnurjati.ac.id>   25 Maret 2025 pukul 13.49
Kepada: IJLTER ORG <ijlter.org@gmail.com>

Dear Prof. Sprock

Editor-in-Chief

International Journal of Learning, Teaching, and Educational Research

Thank you for publishing our article in the International Journal of Learning, Teaching and Educational Research. We truly appreciate the opportunity to contribute to your publication.

I am writing to inquire about the indexing status of our recently published article. Our article, titled "Impact of Islamic Psychoeducation in Facing the Challenges of Digital Education Practices: Student and Lecturer Perceptions", was published in Vol 24, No 2 (2025).

We have noticed that other articles from the same issue have already been indexed in Scopus. However, upon searching, we were **unable to find our article** in the Scopus database. Please find attached the proof from Scopus.

We greatly appreciate your time and assistance in resolving this issue. Looking forward to your response.
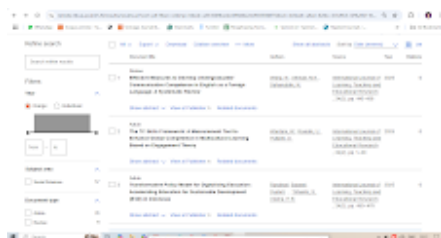
Best regards,

Corresponding author,

Nurlela
[Kutipan teks disembunyikan]

2 lampiran

Screenshot (1815).png
122K

Screenshot (1816).png
102K

IJLTER ORG <ijlter.org@gmail.com>   5 April 2025 pukul 16.48
Kepada: Nurlela Nurlela <nurlela@syekhnurjati.ac.id>

Please check again and let us know.
[Kutipan teks disembunyikan]

SAMPLE - UPDATE AS NECESSARY

International Journal of Learning, Teaching and Educational Research (IJLTER)

Response to Reviewers' Form

Title of Paper: *Undergraduate Students' Experiences with Electronic Learning Platforms during the COVID-19 Pandemic at a Rural-Based Tertiary Institution in South Africa.*

Paper ID: 7851

Number of Reviewers: six (6)

#	Reviewer's comments	Response	Page No.
	Reviewer A (7851-26920-1-3-RV)		
1	Separate sections for literature review, research methodology, data collection instrument, data analysis procedure, study significance, study sample, study variables, study questions, and study objectives should be included in the manuscript.	Separate sections and labels for the Methodology, data collection procedure, population of the study and sampling procedure, sample demographics, and data analysis have been added. The Abstract, Discussion and Recommendations bring forth the significance, objectives and underlying questions of the study more overtly.	Pg. 1; 5-10; 18-22
	The University of Venda in South Africa should be mentioned instead of merely saying 'University'.	'University' have been changed to "University of Venda" when this is the institution being referred to. Lower case 'university' is used where the University of Venda is referred to in the same sentence or paragraph.	eg. Pg 1; 2; 5; 6; 11-13; 22
	Define acronyms	All acronyms are written out in full at first mention and again in the body of the text.	eg. Pg 1; 3; 5; 10;13
	The author should mention the merits of the semi-structured interview in comparison to the other data collection tools.	The merits of the semi-structured interviews against another method were written into the manuscript.	pg. 6-7
	Findings of the study should be interpreted, justified and compared with findings of previous studies.	Findings of the study were documented extensively under the new heading "findings", with the extensive interpretation, justifications and comparison with other studies in the Discussion section.	Pg 11-21

	The findings of the study should also be discussed in light of the study variables such as gender, age, seniority of study and specialization.	The Findings section as well Discussion speak to the different ways in which the experiences varied across gender, age and seniority of study. Population of the study and Sampling procedure section outlines with greater detail the variables comparatively.	Pg. 11-21 ;6-10
	There is only one table in the manuscript proving that there is a problem with data collection and the statistical analysis of the data.	The study relies greatly on narrative data, with the table serving to outline the demographics of participants. As the study did not use a quantitative approach to the data collection, its analysis nor require building the argument around statistical data, the authors could not find sufficient reason to produce more statistical data than already provided. Data collected was in narrative form and presented as such in the Findings, subsequently analysed thematically.	Pg. 11-22
	Though the paper is fairly-written, it does not meet standard research academic practices. It should be proofread and edited before resubmission. The author is advised to ask a colleague to do the proofreading and editing. The manuscript should be proofread to clear grammatical slippages, clear language inaccuracies, and rephrase long run on sentences and awkward structures.	The paper has been read and re-read by colleagues with a professional editor sourced.	Whole document.
	Remove out-of-date references. Update the references.	Out of date references have been removed, where possible without compromising the argument. Reference list has been cross-checked against in text references, and updated accordingly.	Pg. 19 ; 23-27

	Be consistent in using lower case letters or block letters in titles of books, book chapters and journal articles.	Citation style has been updated and corrected where necessary.	Pg. 23-27
	Results of the study should be discussed in light of variables: gender, age , etc.	The Findings section as well Discussion speak to the different ways in which the experiences varied across gender, age and seniority of study. Population of the study and Sampling procedure section outlines with greater detail the variables comparatively.	Pg. 11-21 ;6-10
	Indent all paragraphs and remove extra spaces between paragraphs. Use the same spacing throughout the manuscript.	Paragraphs, spacing and headings in the document have been amended as per suggestions and journal guidelines.	Whole document
	Paragraphs should be developed and be fully fledged. Avoid writing short paragraphs.	Paragraphs, spacing and headings in the document have been amended as per suggestions and journal guidelines.	Whole document
	Unsupported claims should either be removed or supported by proper citations.	Unsupported claims have been more fully substantiated with references added where applicable.	Whole document
2	Some works in the text are not cited in the references and vice versa.	Reference list has been cross-checked against in text references, and updated accordingly.	Whole document
3	Chunked citations should be arranged chronologically.	In text references have been updated as per APA conventions and reviewers' recommendations.	eg. Pg. 3; whole document
4	All tables in the manuscript should follow the APA citation format. There is only one table in the manuscript.	Table has been amended as per APA convention.	Pg. 7-10
	Demographic data of participants listed in the table should be discussed thoroughly in the discussion of findings.	The Findings section as well Discussion speak to the different ways in which the experiences varied across gender, age and seniority of study.	Pg. 11-21 ;6-10

		Population of the study and Sampling procedure section outlines with greater detail the variables comparatively.	
5	The author is advised to cite some papers published in the *International Journal of Learning, Teaching and Educational Research.*	Paper includes references from the IJLTER.	Pg. 24 & 26
	I attach herewith the track changes on the manuscript.	All track changes have been considered by the authors.	Whole document.

Reviewer B (7851-26882-1-2-RV)			
#	Reviewer's comments	Response	Page No.
1	The abstract must be between 175-250 words.	The Abstract is well within the recommended word count (245 words)	Pg. 1
	English grammar should be revised throughout the entire paper.	The paper has been read and re-read by colleagues with a professional editor sourced.	n/a
2	References should be revised - some citations mentioned in the text do not appear in the list of references.	Reference list has been cross-checked against intext references, and updated accordingly.	Whole document
3	Please consider including the Limitations of the study other than Recommendations.	Limitations section has been added.	Pg. 23
	The authors need to include the Limitations & Recommendations of their study as a separate section.	Limitations section has been separated from Recommendations.	Pg. 23-24
4	The conclusion must be between 175-300 words.	The Conclusion is well within the recommended word count (121 words)	Pg. 23
5	Show more presentation of results in figures in the conclusion	The conclusion succinctly states the major points made in the paper, drawing on information from the results, discussion and findings.	Pg. 23
6	The abstract needs to highlight how different and what's new in this study compared to previous studies.	The Abstract has been revised to highlight the significance, objectives	Pg. 1

		and underlying questions of the study more overtly.	
7	Keywords should not be more than 5 keywords.	Keywords have been revised and capped at the recommended 5.	Pg.1
8	The research objective/purpose is not clearly stated in the Introduction or Literature section.	The Abstract, Discussion and Recommendations bring forth the significance, objectives and underlying questions of the study more overtly.	Pg. 1; 5-10; 18-22
9	Change Diagram 1 to Table 1.	"Diagram 1" has been changed to " Table 1".	Pg. 7-10

Reviewer C (7851-26630-1-RV)			
#	Reviewer's comments	Response	Page No.
1	Track changes recommendation: Minor intext edit in the Abstract with subtraction of lettering listing (a-c)	Lettering listing (a-c) has been removed - the use of commas has been opted for instead.	Pg. 1
	You may use the following as your guide; Start with a brief, 2 or 3 sentence, introduction to the research area Clearly state your objective/s or the research question you're trying to answer Explain clearly the methods you used	Abstract has been revised to include an introduction, knowledge gap identified, method used, major findings and the implications of the study to cater to the significance of the study more broadly.	Pg. 1

	Indicate your major findings Write your conclusion/implication - Tell the reader why your findings matter, and what this could mean for the 'bigger picture' of this area of research		
	Clarify if themes listed in the abstract are the objectives or a findings	The Abstract has been revised to clearly indicate the research gap the study is responding to, as well as the findings. The use of leading words like "findings" prior to the mentioning of key findings is used to clearly indicate what the list refers to.	Pg. 1-5
	Maybe you can use Rationale instead of these two Introduction and background, since rationale can take both introduction and background.	The authors have revised the sub-heading from "Introduction and background" to " Rationale". Track changes suggested by the reviewer were considered to refine the section, with the addition of some study background information.	Pg. 1-2
	The kindly rearrange the flow of the statements under this section (introduction and background) following the guides below: Present your topic and get the reader interested- Start by clearly identifying the issue or gap in knowledge that your research aims to address. Explain why this problem is important and why it needs to be addressed Provide background or summarize existing research Clearly state the research objective/s or questions or hypotheses that your study aims to answer Explain why your research is important and how it has the potential to contribute to the field	The "Introduction and Background", revised to "Rationale"as per the recommendations of the reviewer through - Outlining the motivation for the study - How the research fits into other research in this area - The main objectives of the study - The implications of the study	Pg. 1-5
	Change "Understanding the use of E-learning platforms in South Africa during COVID-19" to "Literature Review"	The recommended change was enacted.	Pg. 3
2	Track changes recommendation: Change "Material and data" to "method and design" separate sections	The recommended change was enacted through having a broad section " Methodology" with subsections outlining the " data collection procedure" and "data analysis" separately.	Pg. 7-11
	Indicate your research design used The research area/s; participants and the sampling method used Research instruments and data collection	The recommended change was enacted through having a broad section " Methodology" with subsections outlining the " data	Pg 6-11

	Data analysis	collection procedure" and "data analysis" separately.	
3	Track changes recommendation: Refine information on participants indicating how they were selected, how many there were, and what they studied	The changes were enacted through clearly stating the participants recruitment process, how many participants there were, as well as through outlining the gender, year of study and field of study of each participant.	Pg. 6-8
	Cite how many interviews there were, how long they each took, and how long the data collection period was under "data gathering"	The changes were enacted through clearly stating the participants recruitment process, how many participants there were, as well as through outlining the gender, year of study and field of study of each participant.	Pg. 6
4	Track changes recommendation: Change 'diagram' to 'table'	"Diagram 1" has been changed to " Table 1".	Pg. 7- 8
5	Track changes recommendation: Name section "Research Instrument and Data gathering procedure"	Change enacted, section named " research instrument and data gathering" to "methodology".	Pg. 6
6	Track changes recommendation: Add "Data analysis" as heading and amend word order	Change enacted.	Pg. 11
7	Track changes recommendation: Omit "findings" and use numbering rather than letter bulletin	Changes enacted.	Pg. 7-8
8	Track changes recommendation: Cite related studies to support the claims in the Discussion section	Relevant studies have been cited to support claims in the discussion section including studies on - gender roles in the household - experiences of students in historically black universities - the impact of online learning on peer-learning efficacy	Pg. 18-24-
9	Track changes recommendation: Rewording in the Discussion section	The track changes have been considered and accepted where applicable. The section has also been re-read again by authors for coherence, flow and grammar.	Pg. 18-24
	Please state your conclusion and recommendation brief and concise	The Conclusion and Recommendation sections have been revised to be succinct, outlining major takeaways in the paper.	Pg 23-24

10	Move citations from Conclusion and Recommendations to Discussion.	All citations from the sections have been removed.	Pg 23-24
	No citations in conclusion, rather • focus the implication of your study findings. • restate the problem statement addressed in the paper • summarize your overall arguments or findings • suggest the key takeaways from your paper	All citations from the section have been removed, with recommendations enacted.	Pg 23-24
11	Remove citations in the recommendation secton	All citations from the section have been removed.	Pg 23-24
12	Check proper formatting (APA) of your listed references and use single spacing	In text references have been updated as per APA conventions and reviewers' recommendations. Reference guide recommended by the journal editor has been referred to and used as a guide.	eg. Pg. 3; whole document

Reviewer D (7851-26663-1-RV)			
#	Reviewer's comments	Response	Page No.
1	This paper focuses on investigating the undergraduate students' experiences with E-learning at a rural-based university in the Limpopo Province of South Africa	Na	
2	In general, the text is coherent, clear, and well written.	Na	
3	The six sections (INTRODUCTION AND BACKGROUND, UNDERSTANDING THE USE OF E-LEARNING PLATFORMS IN SOUTH AFRICA DURING COVID-19, MATERIAL AND DATA, RESEARCH FINDINGS, Discussion, CONCLUSION AND RECOMMENDATIONS) sequence the presentation of the study very well, giving it a good structure and an adequate consistency.	Na	
4	"INTRODUCTION AND BACKGROUND" and "UNDERSTANDING THE USE OF	1. The introduction and the literature review section has been revised to include	Pg.1-6

	E-LEARNING PLATFORMS IN SOUTH AFRICA DURING COVID-19" Introduce and give a good overview to the reader of important aspects of the subject under study.	statements that incorporate the aims and objectives of the study.	
5	The current study needs to add a "Literature Review" section to display the studies that dealt with this topic, whether in the African context or elsewhere.	2. The heading UNDERSTANDING THE USE OF E-LEARNING PLATFORMS IN SOUTH AFRICA DURING COVID-19 has been changed to "literature review". It is revised in such a way that it briefly captures what is known in the field about the challenges of using E-learning platforms for teaching and learning.	Pg. 3-6
6	The methodological framework ("Method") is . appropriate to the nature of the qualitative study, using open-ended questions. This framework (that could be more well- reasoned) is presented in a quite complete way, allowing to understand the main procedures and options followed in the development of the study. However, authors should have mentioned How they verified credibility and dependability in their study	1. The methodology section has been completely revised. The revised version clearly specifies the following: Research design, Research Instruments and Data Collection, Population of the study and sampling procedure, Methods of Data analysis and Ethical considerations. 2. Credibility and dependability of research is ascertained through triangulation and through strict compliance to the scientific procedures used in the recruitment of participants for the research; in the generation of data for the research and in the analysis of the data.	P. 6-11
7	The presentation and the analysis of the data are appropriate and consider the most important aspects. The evidences presented are relevant and well supported (and "crossed") in the theoretical and methodological frameworks.	Na	

#	Reviewer's comments	Response	Page No.
8	The "Conclusion and Recommendations" needs to be developed, and to be limited to the results of the current study and its most important recommendations	The conclusion is revised. It concisely restates the problem addressed and summarises the overall arguments of the paper. The section "Recommendations" has been separated from the conclusion.	Pg. 23-24

Reviewer E (7851-26703)			
#	Reviewer's comments	Response	Page No.

1	Paper length::
	    Ok
	
	Originality::
	    Good
	
	Scope of paper::
	    Relevant to IJLTER
	
	Related work::
	    Acceptable
		As there were no track changes in the document **7851-26703** attached, discussion was limited to the comments from the email.	

2	Language:: The paper is good for qualitative research only I suggest that in every theme there should be a synthesis and as much as possible the discussion is after the synthesis for abstraction and relating to the previous studies	The entire document has been revised. The revised discussion section connects the findings to what is known in the literature from previous study.	Whole document
3	References:: ok		Pg. 25-20
4	Additional comments along the following lines: originality, literature review, methodology, evaluation of results, research implications, quality of communication, etc.: same suggestion in Language see 26703	Sections that deal with literature review, methodology, findings and conclusions have been revised. The entire document has been proofread by three of the authors.	Whole document

Reviewer F (7851-26920-2)			
#	Reviewer's comments	Response	Page No.
1	Abstract: 1. Mention the university 2. Remove numeration . Rephrase	University of Venda is included. Numeration is removed	eg. Pg 1;

	3. Define acronym	Acronym is defined as Electronic Learning platforms	3; 5; 10;13
2	Literature review: 1. Define acronym when first used 2. Why to cite other studies here? 3. Which university	The acronym is defined. All acronyms in the text are defined in the first mention. Removed new citations Replaced "university" with "University of Venda".	eg. Pg 1; 3; 5; 10;13
3	Literature Review 1. Literature review is missing 2. Chunked citations should be arranged chronologically	The heading UNDERSTANDING THE USE OF E-LEARNING PLATFORMS IN SOUTH AFRICA DURING COVID-19 has been changed to "literature review". The section is also revised. Chunked citations are arranged chronologically. Statements that appear awkward are revised.	Pg.2-3-5
4	Methodology	The heading is changed to "Research Methodology"	Pg. 6
5	Discussion	All cases of "unsupported claims: and outdated references have been addressed. Chunked citations have been chronologically arranged	P. 18 - 22 P. 21
6	Conclusion & Recommendations	Conclusion has been revised. A footnote about ##feesmustfall has been added.	P. 22 -24

SAMPLE - UPDATE AS NECESSARY

International Journal of Learning, Teaching and Educational Research (IJLTER)

Response to Reviewers' Form

Title of Paper: *Undergraduate Students' Experiences with Electronic Learning Platforms during the COVID-19 Pandemic at a Rural-Based Tertiary Institution in South Africa.*

Paper ID: 7851

Number of Reviewers: six (6)

Reviewer A (7851-26920-1-3-RV)			
#	**Reviewer's comments**	**Response**	**Page No.**
1	Separate sections for literature review, research methodology, data collection instrument, data analysis procedure, study significance, study sample, study variables, study questions, and study objectives should be included in the manuscript.	Separate sections and labels for the Methodology, data collection procedure, population of the study and sampling procedure, sample demographics, and data analysis have been added. The Abstract, Discussion and Recommendations bring forth the significance, objectives and underlying questions of the study more overtly.	Pg. 1; 5-10; 18-22
	The University of Venda in South Africa should be mentioned instead of merely saying 'University'.	'University' have been changed to "University of Venda" when this is the institution being referred to. Lower case 'university' is used where the University of Venda is referred to in the same sentence or paragraph.	eg. Pg 1; 2; 5; 6; 11-13; 22
	Define acronyms	All acronyms are written out in full at first mention and again in the body of the text.	eg. Pg 1; 3; 5; 10;13
	The author should mention the merits of the semi-structured interview in comparison to the other data collection tools.	The merits of the semi-structured interviews against another method were written into the manuscript.	pg. 6-7
	Findings of the study should be interpreted, justified and compared with findings of previous studies.	Findings of the study were documented extensively under the new heading "findings", with the extensive interpretation, justifications and comparison with other studies in the Discussion section.	Pg 11-21

	The findings of the study should also be discussed in light of the study variables such as gender, age, seniority of study and specialization.	The Findings section as well Discussion speak to the different ways in which the experiences varied across gender, age and seniority of study. Population of the study and Sampling procedure section outlines with greater detail the variables comparatively.	Pg. 11-21 ;6-10
	There is only one table in the manuscript proving that there is a problem with data collection and the statistical analysis of the data.	The study relies greatly on narrative data, with the table serving to outline the demographics of participants. As the study did not use a quantitative approach to the data collection, its analysis nor require building the argument around statistical data, the authors could not find sufficient reason to produce more statistical data than already provided. Data collected was in narrative form and presented as such in the Findings, subsequently analysed thematically.	Pg. 11-22
	Though the paper is fairly-written, it does not meet standard research academic practices. It should be proofread and edited before resubmission. The author is advised to ask a colleague to do the proofreading and editing. The manuscript should be proofread to clear grammatical slippages, clear language inaccuracies, and rephrase long run on sentences and awkward structures.	The paper has been read and re-read by colleagues with a professional editor sourced.	Whole document.
	Remove out-of-date references. Update the references.	Out of date references have been removed, where possible without compromising the argument. Reference list has been cross-checked against in text references, and updated accordingly.	Pg. 19 ; 23-27

	Be consistent in using lower case letters or block letters in titles of books, book chapters and journal articles.	Citation style has been updated and corrected where necessary.	Pg. 23-27
	Results of the study should be discussed in light of variables: gender, age , etc.	The Findings section as well Discussion speak to the different ways in which the experiences varied across gender, age and seniority of study. Population of the study and Sampling procedure section outlines with greater detail the variables comparatively.	Pg. 11-21 ;6-10
	Indent all paragraphs and remove extra spaces between paragraphs. Use the same spacing throughout the manuscript.	Paragraphs, spacing and headings in the document have been amended as per suggestions and journal guidelines.	Whole document
	Paragraphs should be developed and be fully fledged. Avoid writing short paragraphs.	Paragraphs, spacing and headings in the document have been amended as per suggestions and journal guidelines.	Whole document
	Unsupported claims should either be removed or supported by proper citations.	Unsupported claims have been more fully substantiated with references added where applicable.	Whole document
2	Some works in the text are not cited in the references and vice versa.	Reference list has been cross-checked against in text references, and updated accordingly.	Whole document
3	Chunked citations should be arranged chronologically.	In text references have been updated as per APA conventions and reviewers' recommendations.	eg. Pg. 3; whole document
4	All tables in the manuscript should follow the APA citation format. There is only one table in the manuscript.	Table has been amended as per APA convention.	Pg. 7-10
	Demographic data of participants listed in the table should be discussed thoroughly in the discussion of findings.	The Findings section as well Discussion speak to the different ways in which the experiences varied across gender, age and seniority of study.	Pg. 11-21 ;6-10

		Population of the study and Sampling procedure section outlines with greater detail the variables comparatively.	
5	The author is advised to cite some papers published in the *International Journal of Learning, Teaching and Educational Research.*	Paper includes references from the IJLTER.	Pg. 24 & 26
	I attach herewith the track changes on the manuscript.	All track changes have been considered by the authors.	Who le docu ment .

Reviewer B (7851-26882-1-2-RV)			
#	Reviewer's comments	Response	Page No.
1	The abstract must be between 175-250 words.	The Abstract is well within the recommended word count (245 words)	Pg. 1
	English grammar should be revised throughout the entire paper.	The paper has been read and re-read by colleagues with a professional editor sourced.	n/a
2	References should be revised - some citations mentioned in the text do not appear in the list of references.	Reference list has been cross-checked against intext references, and updated accordingly.	Who le docu ment
3	Please consider including the Limitations of the study other than Recommendations.	Limitations section has been added.	Pg. 23
	The authors need to include the Limitations & Recommendations of their study as a separate section.	Limitations section has been separated from Recommendations.	Pg. 23-24
4	The conclusion must be between 175-300 words.	The Conclusion is well within the recommended word count (121 words)	Pg. 23
5	Show more presentation of results in figures in the conclusion	The conclusion succinctly states the major points made in the paper, drawing on information from the results, discussion and findings.	Pg. 23
6	The abstract needs to highlight how different and what's new in this study compared to previous studies.	The Abstract has been revised to highlight the significance, objectives	Pg. 1

#			
		and underlying questions of the study more overtly.	
7	Keywords should not be more than 5 keywords.	Keywords have been revised and capped at the recommended 5.	Pg.1
8	The research objective/purpose is not clearly stated in the Introduction or Literature section.	The Abstract, Discussion and Recommendations bring forth the significance, objectives and underlying questions of the study more overtly.	Pg. 1; 5-10; 18-22
9	Change Diagram 1 to Table 1.	"Diagram 1" has been changed to " Table 1".	Pg. 7-10

Reviewer C (7851-26630-1-RV)			
#	Reviewer's comments	Response	Page No.
1	Track changes recommendation: Minor intext edit in the Abstract with subtraction of lettering listing (a-c)	Lettering listing (a-c) has been removed - the use of commas has been opted for instead.	Pg. 1
	You may use the following as your guide; Start with a brief, 2 or 3 sentence, introduction to the research area Clearly state your objective/s or the research question you're trying to answer Explain clearly the methods you used	Abstract has been revised to include an introduction, knowledge gap identified, method used, major findings and the implications of the study to cater to the significance of the study more broadly.	Pg. 1

	Indicate your major findings Write your conclusion/implication - Tell the reader why your findings matter, and what this could mean for the 'bigger picture' of this area of research		
	Clarify if themes listed in the abstract are the objectives or a findings	The Abstract has been revised to clearly indicate the research gap the study is responding to, as well as the findings. The use of leading words like "findings" prior to the mentioning of key findings is used to clearly indicate what the list refers to.	Pg. 1-5
	Maybe you can use Rationale instead of these two Introduction and background, since rationale can take both introduction and background.	The authors have revised the sub-heading from "Introduction and background" to " Rationale". Track changes suggested by the reviewer were considered to refine the section, with the addition of some study background information.	Pg. 1-2
	The kindly rearrange the flow of the statements under this section (introduction and background) following the guides below: Present your topic and get the reader interested- Start by clearly identifying the issue or gap in knowledge that your research aims to address. Explain why this problem is important and why it needs to be addressed Provide background or summarize existing research Clearly state the research objective/s or questions or hypotheses that your study aims to answer Explain why your research is important and how it has the potential to contribute to the field	The "Introduction and Background", revised to "Rationale"as per the recommendations of the reviewer through - Outlining the motivation for the study - How the research fits into other research in this area - The main objectives of the study - The implications of the study	Pg. 1-5
	Change "Understanding the use of E-learning platforms in South Africa during COVID-19" to "Literature Review"	The recommended change was enacted.	Pg. 3
2	Track changes recommendation: Change "Material and data" to "method and design" separate sections	The recommended change was enacted through having a broad section " Methodology" with subsections outlining the " data collection procedure" and "data analysis" separately.	Pg. 7-11
	Indicate your research design used The research area/s; participants and the sampling method used Research instruments and data collection	The recommended change was enacted through having a broad section " Methodology" with subsections outlining the " data	Pg 6-11

	Data analysis	collection procedure" and "data analysis" separately.	
3	Track changes recommendation: Refine information on participants indicating how they were selected, how many there were, and what they studied	The changes were enacted through clearly stating the participants recruitment process, how many participants there were, as well as through outlining the gender, year of study and field of study of each participant.	Pg. 6-8
	Cite how many interviews there were, how long they each took, and how long the data collection period was under "data gathering"	The changes were enacted through clearly stating the participants recruitment process, how many participants there were, as well as through outlining the gender, year of study and field of study of each participant.	Pg. 6
4	Track changes recommendation: Change 'diagram' to 'table'	"Diagram 1" has been changed to " Table 1".	Pg. 7- 8
5	Track changes recommendation: Name section "Research Instrument and Data gathering procedure"	Change enacted, section named " research instrument and data gathering" to "methodology".	Pg. 6
6	Track changes recommendation: Add "Data analysis" as heading and amend word order	Change enacted.	Pg. 11
7	Track changes recommendation: Omit "findings" and use numbering rather than letter bulletin	Changes enacted.	Pg. 7-8
8	Track changes recommendation: Cite related studies to support the claims in the Discussion section	Relevant studies have been cited to support claims in the discussion section including studies on - gender roles in the household - experiences of students in historically black universities - the impact of online learning on peer-learning efficacy	Pg. 18-24-
9	Track changes recommendation: Rewording in the Discussion section	The track changes have been considered and accepted where applicable. The section has also been re-read again by authors for coherence, flow and grammar.	Pg. 18-24
	Please state your conclusion and recommendation brief and concise	The Conclusion and Recommendation sections have been revised to be succinct, outlining major takeaways in the paper.	Pg 23-24

10	Move citations from Conclusion and Recommendations to Discussion.	All citations from the sections have been removed.	Pg 23-24
	No citations in conclusion, rather ● focus the implication of your study findings. ● restate the problem statement addressed in the paper ● summarize your overall arguments or findings ● suggest the key takeaways from your paper	All citations from the section have been removed, with recommendations enacted.	Pg 23-24
11	Remove citations in the recommendation secton	All citations from the section have been removed.	Pg 23-24
12	Check proper formatting (APA) of your listed references and use single spacing	In text references have been updated as per APA conventions and reviewers' recommendations. Reference guide recommended by the journal editor has been referred to and used as a guide.	eg. Pg. 3; whole document

Reviewer D (7851-26663-1-RV)			
#	Reviewer's comments	Response	Page No.
1	This paper focuses on investigating the undergraduate students' experiences with E-learning at a rural-based university in the Limpopo Province of South Africa	Na	
2	In general, the text is coherent, clear, and well written.	Na	
3	The six sections (INTRODUCTION AND BACKGROUND, UNDERSTANDING THE USE OF E-LEARNING PLATFORMS IN SOUTH AFRICA DURING COVID-19, MATERIAL AND DATA, RESEARCH FINDINGS, Discussion, CONCLUSION AND RECOMMENDATIONS) sequence the presentation of the study very well, giving it a good structure and an adequate consistency.	Na	
4	"INTRODUCTION AND BACKGROUND" and "UNDERSTANDING THE USE OF	1. The introduction and the literature review section has been revised to include	Pg.1-6

	E-LEARNING PLATFORMS IN SOUTH AFRICA DURING COVID-19" Introduce and give a good overview to the reader of important aspects of the subject under study.	statements that incorporate the aims and objectives of the study.	
5	The current study needs to add a "Literature Review" section to display the studies that dealt with this topic, whether in the African context or elsewhere.	2. The heading UNDERSTANDING THE USE OF E-LEARNING PLATFORMS IN SOUTH AFRICA DURING COVID-19 has been changed to "literature review". It is revised in such a way that it briefly captures what is known in the field about the challenges of using E-learning platforms for teaching and learning.	Pg. 3-6
6	The methodological framework ("Method") is . appropriate to the nature of the qualitative study, using open-ended questions. This framework (that could be more well- reasoned) is presented in a quite complete way, allowing to understand the main procedures and options followed in the development of the study. However, authors should have mentioned How they verified credibility and dependability in their study	1. The methodology section has been completely revised. The revised version clearly specifies the following: Research design, Research Instruments and Data Collection, Population of the study and sampling procedure, Methods of Data analysis and Ethical considerations. 2. Credibility and dependability of research is ascertained through triangulation and through strict compliance to the scientific procedures used in the recruitment of participants for the research; in the generation of data for the research and in the analysis of the data.	P. 6-11
7	The presentation and the analysis of the data are appropriate and consider the most important aspects. The evidences presented are relevant and well supported (and "crossed") in the theoretical and methodological frameworks.	Na	

| 8 | The "Conclusion and Recommendations" needs to be developed, and to be limited to the results of the current study and its most important recommendations | The conclusion is revised. It concisely restates the problem addressed and summarises the overall arguments of the paper.

The section "Recommendations" has been separated from the conclusion. | Pg. 23-24 |

Reviewer E (7851-26703)			
#	Reviewer's comments	Response	Page No.

1	Paper length::
	    Ok
	
	Originality::
	    Good
	
	Scope of paper::
	    Relevant to IJLTER
	
	Related work::
	    Acceptable
		As there were no track changes in the document **7851-26703** attached, discussion was limited to the comments from the email.	

2	Language:: The paper is good for qualitative research only I suggest that in every theme there should be a synthesis and as much as possible the discussion is after the synthesis for abstraction and relating to the previous studies	The entire document has been revised. The revised discussion section connects the findings to what is known in the literature from previous study.	Whole document
3	References:: ok		Pg. 25-20
4	Additional comments along the following lines: originality, literature review, methodology, evaluation of results, research implications, quality of communication, etc.: same suggestion in Language see 26703	Sections that deal with literature review, methodology, findings and conclusions have been revised.

The entire document has been proofread by three of the authors. | Whole document |

Reviewer F (7851-26920-2)			
#	Reviewer's comments	Response	Page No.
1	Abstract: 1. Mention the university 2. Remove numeration . Rephrase	University of Venda is included. Numeration is removed	eg. Pg 1;

	3. Define acronym	Acronym is defined as Electronic Learning platforms	3; 5; 10;13
2	Literature review: 1. Define acronym when first used 2. Why to cite other studies here? 3. Which university	The acronym is defined. All acronyms in the text are defined in the first mention. Removed new citations Replaced "university" with "University of Venda".	eg. Pg 1; 3; 5; 10;13
3	Literature Review 1. Literature review is missing 2. Chunked citations should be arranged chronologically	The heading UNDERSTANDING THE USE OF E-LEARNING PLATFORMS IN SOUTH AFRICA DURING COVID-19 has been changed to "literature review". The section is also revised. Chunked citations are arranged chronologically. Statements that appear awkward are revised.	Pg.2-3-5
4	Methodology	The heading is changed to "Research Methodology"	Pg. 6
5	Discussion	All cases of "unsupported claims: and outdated references have been addressed. Chunked citations have been chronologically arranged	P. 18 - 22 P. 21
6	Conclusion & Recommendations	Conclusion has been revised. A footnote about ##feesmustfall has been added.	P. 22 -24

The Power of Islamic Psychoeducation in Facing the Challenges of Digital Education Practices: Student and Lecturer Perceptions

> **Commented [DTPP1]:** Invite a native speaker to improve the quality of translation of this paper

Abstract. Educational practices in the digital era offer tremendous opportunities to increase productivity and academic achievement, but dependence on technology brings challenges that lecturers and students must face. A religion-based psychoeducational approach can be a solution to maintain the sustainability of educational practices among lecturers and students to overcome threats in the technological era. This study aims to analyze and predict the strength of Islamic psychoeducation in facing educational challenges in the digital era based on the perceptions of lecturers and students. This study is quantitative with a regression analysis approach. The sample is 450 respondents from two Islamic-based universities in Indonesia and Malaysia, with details of 400 students and 50 lecturers. The results of the study show that integrating Islamic psychoeducational principles in lectures has a positive impact on the increase in the ability of students and teachers to face challenges in the digital education era. The prediction results show that the stronger the value of the integration of Islamic psychoeducation, the greater the resilience of lecturers and students in overcoming points of threat to educational practices in the technological era. Islamic psychoeducation is one of the tools for lecturers to shape the character of Muslim students who have academic competence equipped with a social soul, tolerance, and good morals. This research contributes to providing information that religion is the best source to overcome threat points in the technological era. Religion-based psychoeducation is one strategy to strengthen the mental resilience of lecturers and students so that educational practices become more constructive and meaningful, supporting students' academic development and character.

> **Commented [DTPP2]:** Max 250 words

Keywords: education practices; Islamic psychoeducation; digital education; lecturers; students

1. Introduction

The digital revolution has had a significant effect on education. Technology integration in education has progressed gradually and variably, primarily influenced by educators' readiness and proficiency (Núñez-Canal et al., 2022). The acceleration of technology use in education raises various questions about the impact of digitalization in education. The application of technology to learning encouraged 381 higher education students in Germany to engage in more

constructive activities and have a positive relationship with learning outcomes (Wekerle et al., 2022). According to Ratnaningsih & Gumiandari (2022), using technology through YouTube positively impacts student motivation and makes learning more enjoyable. In a study of 401 Chinese university students, AI and social media positively affect students' academic performance and mental well-being (Shahzad et al., 2024). A survey of 100 students in Indonesia found that digital learning media can improve abilities (Supriatin et al., 2022). Data from India shows the positive impact of using technology to overcome the problem of poor learning outcomes in 1,823 schools (Naik et al., 2020). A study in the USA found that using VR technology helps students improve their presentation skills (McGovern et al., 2020).

The digitalization of education provides opportunities for greater accessibility to learning resources and easier collaboration between students and teachers. However, some negative impacts also need to be considered. According to the research by Vázquez-Cano et al. (2020), which used a sample of 257,624 students from 21 countries, technology has a negative impact on the development of competencies in the younger generation. In addition to the negative impact on student competence, a study in America conducted by Mourlam et al. (2020) showed adverse effects on student well-being.

One of the negative highlights is the psychological phenomena arising from digitalization in education. According to Marinucci et al. (2022), in a longitudinal study of 1113 online and face-to-face students in Italy, online students feel psychologically impacted and isolated due to the lack of direct interaction. Digital learning can reduce the opportunity to interact and communicate directly, especially if it is not balanced with real social interaction, hindering students' social-emotional development.

Students and teachers can feel stressed and anxious due to the technicalities of using technology. Technical constraints such as internet connection, software, and hardware can increase stress levels and affect concentration and focus in learning. A study by Federkeil et al. (2020) on 380 teachers showed that most experienced technical obstacles, which resulted in moderate to high-stress levels. Students with inadequate access to technology or the internet can feel more stressed than their friends who have better access. A study in China by Wang et al. (2021) on 796 university students found that the use of technology in learning makes students tired and has a negative psychological impact on self-regulation.

The digital environment during learning is full of distractions that can damage students' focus and concentration, such as social media message notifications. Research by Smith et al. (2021) on 12 college students showed that high technology use resulted in students receiving a large number of notifications. Research by Elhai et al. (2021) on 316 undergraduate students at prominent universities in the Midwestern US showed that smartphone notification activity interference was related to anxiety among undergraduate students.

In the era of digital education, students and lecturers are too dependent on technology in the learning process. According to Johnson et al. (2020), this can negatively and positively impact mental health and overall well-being. Educators and policymakers need to consider a holistic approach that considers students' mental and emotional health and provides them with the support they need to face the challenges that arise in digital education. According to Hood et al. (2021), the application of psychoeducation in education improves the well-being of university students. The psychoeducational approach can be a solution to maintain students' and lecturers' mental and emotional health when carrying out the education process.

Through a psychological approach, several researchers have conducted studies of various cases caused by the use of technology in education. Research by Harrer et al. (2021) on 200 students at the University of Erlangen who experienced elevated levels of depression when using technology showed that psychoeducational interventions were able to overcome student depression. The experimental research report by Özdemir & Bengisoy (2022) on 18 students showed that online education must be accompanied by psychoeducation because it can strengthen students' problem-solving abilities and emotional resilience.

The importance of psychoeducation in education in facing the challenges of digitalization of education has been demonstrated by previous researchers, who have examined various psychological cases faced by learners and teachers. Unlike previous studies, this study looks at psychoeducation from a religious perspective. According to research by Hassan et al. (2021) on 93 Muslims, using psychoeducation through seminars tailored to spirituality can help mental health resilience. Research by Winarso et al. (2023) on 155 students from 2 Islamic-based higher education institutions using religious psychoeducation intervention techniques proved that religious psychoeducation can provide resilience to students in dealing with academic procrastination. Research by Rashidi & Bagherpour (2022) on 25 students proved that psychoeducational training with a religious approach affected students' academic self-control. Unlike these studies, the novelty of this study is to analyze the power of Islamic psychoeducation in the era of digital education. This study aims to determine the impact of Islamic psychoeducation in facing the challenges of digital education practices and to predict the power of Islamic psychoeducation from the perceptions of lecturers and students.

2. Islamic Psychoeducation
Psychoeducation can be introduced to students because many academic problems are related to mental health problems (Martin & Thomas, 2000). The development of mental health in the digital era needs to be accompanied by religious-based education so that individuals have good self-control (Rosmalina et al., 2023). Islamic psychoeducation is a psychological approach that integrates Islamic values with psychological theories to help individuals understand and support them in an Islamic context (Çınaroğlu, 2024; Rothman & Coyle, 2020). Its main principles include understanding morality, leadership, social relationships, and personal identity by Islamic values (Sutoyo et al., 2023).

The following are the opinions of several researchers on the principles of Islamic psychoeducation that can be implemented in the learning and teaching process. 1) Value-based education (Winarso et al., 2023). Integrating Islamic values into the educational curriculum, such as lessons on morals, ethics, and self-development by Islamic teachings. 2) Practice prayer and worship (Hadi, 2024). Encouraging individuals to routinely pray, worship, and meditate as a way to improve mental and spiritual health. 3) Development of social skills (Tambak & Sukenti, 2020). Teaching good social skills based on Islamic values, such as empathy, tolerance, and cooperation. 4) Social and charitable activities (Abubakar et al., 2023). It encourages participation in social and charitable activities to actualize Islamic values and develop a sense of caring for others.

Islamic psychology education faces several significant challenges in the digital era. The difficulties of Islamic psychoeducation in today's digital age involve adjusting to fast-paced technological advancements, discovering efficient methods to communicate Islamic values and teachings within a sophisticated digital landscape, and ensuring the ongoing relevance and accessibility of Islamic values and teachings amidst continuous digital evolution messages.

2.1. Challenges of learner perception
Wise adaptation to educational technology development supports Muslim learners' welfare in the digital era. As part of the evolution of education in the digital era, it is essential to understand the challenges of Islamic psychology education from students' perspectives. The following are some studies on the challenges of Islamic psychoeducation in learners' perceptions.

First, the challenges in the context of globalization and pluralism in the learner environment. A survey by Führer et al. (2024) on 890 students showed that 68% experienced discrimination due to pluralism at university due to gender differences and other reasons for differences. According to Sarkar et al. (2021), students get positive benefits from online learning, but there needs to be a strategy to overcome the possibility of discrimination resulting from digital education. Hifza et al. (2020) said the challenge for Islamic psychology education is to maintain the integrity of Islamic values in the context of globalization and pluralism. Adam (2020) added that instilling Islamic values is a must to face the challenges of pluralism.

Second, the challenge of excessive accessibility of information in the learner environment. Although information is straightforward to access in the digital era, Istichomah et al. (2024) said that challenges related to the validity and truth of information remain. According to Van Bavel et al. (2021), information can quickly spread with various views in the digital era. The results of a survey by Hashim et al. (2020) on 147 university students showed that social media was the most preferred way to disseminate information. Differences in understanding information can conflict with each other and have the potential to cause specific conflicts. According to Rosmalina et al. (2023), the challenge of Islamic psychology education is to improve students' ability to choose valid information based on Islamic values.

Third, the challenge of influencing behavior, mindset, and mental health in the learner environment. According to Lai et al. (2022), Lee & Hancock (2023) and Wati et al. (2023), the use of social media and digital technology can significantly affect students' behavior, mindset, and mental health. Research by Sujarwoto et al. (2023) on 709 students from the university showed that social media addiction in the student environment has the potential to affect behavior and mental health negatively. Research by Kolhar et al. (2021) on 300 students reported that the use of social media among university students was mainly for non-academic purposes. This phenomenon can change students' academic mindset to a non-academic one. According to the results of a review study by Wantini et al. (2024), the challenge of Islamic psychology education is to integrate Islamic values into education in dealing with the possibility of changes in students' behavior, mindset, and mental health due to the use of technology.

Fourth, the challenge of cultural differences and local contexts in the learner environment. According to an evaluation by Cranfield et al. (2021) on students from universities in three countries, there were significant differences in student engagement in online learning due to different cultural backgrounds. According to Pratomo (2022), Islamic psychology education in the digital era must adapt to various cultures and different local contexts. Therefore, Djubaedi et al. (2024) argue that students need adjustments in the teaching approach and the material presented to be relevant and readily accepted by students based on cultural differences and local contexts in the learning environment.

2.2. Challenges of teacher perception

In the digital era, teachers face various challenges affecting how they teach and interact with students. It is essential to know the challenges of Islamic psychology education from the teacher's perspective as part of the evolution of education in the digital era. According to Musolin et al. (2024) and As'ad (2021), the development of educational technology provides opportunities for Muslim teachers in the digital era to make wise adaptations to utilize technology effectively and efficiently. The following are several studies on the challenges of Islamic psychoeducation from the teacher's perspective.

First, the challenge for teachers is instilling Islamic values in students. Research by Adiyono et al. (2024), using an interview method with 117 Islamic educators and education participants, shows that using the Internet opens up great opportunities for educators to instill Islamic values. Therefore, instilling Islamic values through learning technology offers the most significant challenge for Islamic educators. According to Memon et al. (2024), teachers instill Islamic values in students by emphasizing the importance of moral integrity, justice, patience, and discipline. Rochmat et al. (2024) argue that cultivating religious values in the era of digital education is a challenge. In digital education, teaching students how to integrate Islamic values when using technology is essential.

Second, there is a challenge for teachers in developing students holistically. Research by Müller et al. (2021) using an interview method with 14 university educators showed that educators' main challenge is providing a holistic

experience for students during online learning. According to Bowden et al. (2021), developing students holistically means paying attention to all aspects of their growth and development academically, emotionally, socially, and physically. Chanifah et al. (2021) added spiritual and moral to the scope of the holistic approach. According to Rochmat et al. (2024), the concept of education in Islam includes intellectual aspects, emotional, spiritual, and social. In the era of digital education, lecturers are expected to help students understand the psychological and social impacts of digital technology. Therefore, the challenge for lecturers is to develop a holistic balance in students' lives through psychoeducation.

Third, teachers are challenged to shape students' character and morals. According to Hukubun et al. (2024), Islam teaches the importance of developing good morals in online and offline interactions. Research by Bussu et al. (2023) describes 47.1% of cases of cyberbullying in higher education. Islamic psychoeducation is expected to shape students' character and morals and provide resilience in overcoming challenges such as cyberbullying behavior, social media addiction, and consumption of useless content.

Fourth, the challenge for teachers is overcoming tolerance conflicts in students. According to research by Hanani & Nelmaya (2020), at least ten campuses in Indonesia were exposed to intolerance conflicts. In digital education, there is the potential for conflict between students due to differences of opinion and views. Islamic psychoeducation is expected to teach lecturers how to treat others well, resolve conflicts peacefully, and promote tolerance for differences of opinion.

3. Method

This study applied a quantitative methodology using a regression analysis approach. Regression analysis aims to determine the impact of Islamic psychoeducation in facing the challenges of digital education practices and predict the power of Islamic psychoeducation based on lecturers' and students' perceptions.

The sample size was 450 respondents from two Islamic-based universities: the International Islamic University Malaysia and the Cyber State Islamic University of Syekh Nurjati Cirebon, Indonesia. The sampling technique used the purposive method, with details of 400 students and 50 lecturers.

The Likert scale questionnaire instrument was used to determine lecturers' and students' perceptions about Islamic psychoeducation in facing digital education challenges and predict its power. Each respondent's answer was converted into a number between 1 and 5. The research instrument indicators are shown in Table 1.

Table 1. Indicators for questionnaire statements

Statistical Variables	Research Variables	No	Indicators
Y1	Students' ability to face challenges in	1	Students have the ability to face globalization and pluralism in digital education practices.

Commented [DTPP3]: How is the validity and reliability of the questionnaire that you used for data collection?
Your data becomes weak in the eyes of the reader.

	the digital education practices	2	Students have the ability to choose from information overload in digital education practices.
		3	Students have the ability to control their behavior, thinking patterns and mental health in digital education practices.
		4	Students have the ability to face cultural differences and local contexts in digital education practices.
Y2	Lecturer's ability to face challenges in the digital education practices	1	Lecturers have the ability to instill Islamic values in students in digital education practices.
		2	Lecturers have the ability to develop students holistically in digital education practices.
		3	Lecturers have the ability to shape students' character and morals in digital education practices.
		4	Lecturers have the ability to overcome conflicts of tolerance among students in digital education practices.
X1 and X2	Integration of Islamic psychoeducation principles into educational practice	1	Integrating education based on Islamic values into learning outcomes.
		2	Practice prayer and reflection to meditate.
		3	Integrating social skills based on Islamic values.
		4	Take part in social and charitable activities.

Based on Table 1, the researchers created two types of formulas for the regression analysis model. First, the formula to predict the power of Islamic psychoeducation in facing the challenges of digital education practice is based on students' perceptions using the Y1*X1 model. Second, the formula to predict the power of Islamic psychoeducation in facing the challenges of digital education practice is based on lecturers' perceptions using the Y2*X2 model. In addition, to determine the impact of Islamic psychoeducation in facing the challenges of digital education practices according to students' and lecturers' perceptions, the researchers formulated two statistical hypotheses as follows: 1) H1: Integration of Islamic psychoeducation principles in lectures positively impacts the increase of students' ability to face challenges in digital education practices. 2) H2: Integrating Islamic psychoeducation principles in lectures positively impacts the increase in teachers' ability to face challenges in digital education practices.

4. Results
4.1. Results of normality data
This study performed a normality test to assess data suitability before conducting a linear regression analysis. Using the Kolmogorov-Smirnov test, the number of respondents exceeded 100. Meanwhile, using the Shapiro-Wilk test, the number of respondents was less than 100. The results of this test are presented in Table 2 below.

Table 2. Normality test

Statistical Variables	N	Kolmogorov-Smirnov Asymp. Sig. (2-tailed)	Shapiro-Wilk Asymp. Sig. (2-tailed)
Y1	400	0.073	-
Y2	50	-	0.069
X1	400	0.081	-
X2	50	-	0.067

Table 2 presents the Asymp. Sig. (2-tailed) values for the variables Y1 = 0.073, Y2 = 0.069, X1 = 0.081, and X2 = 0.067. Since these values exceed the significance threshold of 0.05, they indicate that the data for variables Y1, Y2, X1, and X2 follow a normal distribution. Consequently, the findings suggest that the research data satisfies the requirements for linear regression analysis.

4.2. Results of linearity data

This study performed a linearity test to assess data suitability before conducting a linear regression analysis. The criterion for linearity is that if the Sig. Deviation from the Linearity value is more significant than 0.05; it indicates a linear relationship among the data (Alita et al., 2021). The results of the linearity test for each regression model are presented in Table 3 below.

Table 3. Linearity test

	Regression Model	Value of Sig.
Deviation from Linearity	Y1*X1	0.632
	Y2*X2	0.589

Table 3 indicates that the regression models Y1 and X1 have a significance value of 0.632, and the models for Y2 and X2 have a significance value of 0.589. All these values exceed the linearity criterion of 0.05, suggesting that there is a linear relationship in the models Y1 and X1, Y2 and X2. Therefore, the research data fulfills the requirements for simple linear regression analysis.

4.3. Results of heteroscedasticity

This research conducted a heteroscedasticity test to assess data suitability before performing a linear regression analysis. The heteroscedasticity test involved examining patterns in scatterplots (Nurfikri et al., 2024). Below, Figure 1 displays the output from SPSS software in the form of scatterplots.
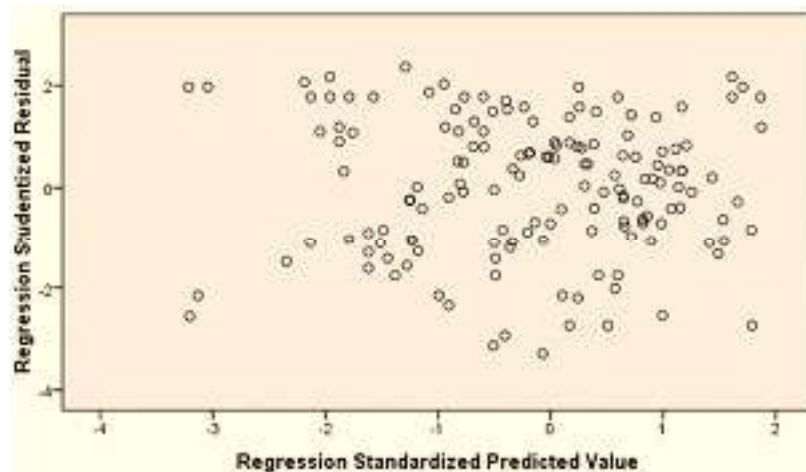
Figure 1. Scatterplot

Figure 1 depicts the pattern of point distribution on the scatterplots. From the authors' observations, it is evident that: 1) The data points are scattered both above and below, as well as around 0. 2) The points do not solely cluster in the upper or lower regions. 3) The distribution does not exhibit a wavy pattern that expands and contracts. 4) There is no discernible pattern in the distribution of data points. Based on these findings, the authors concluded that heteroscedasticity is not a concern, thereby satisfying the requirements for an ideal regression model analysis.

4.4. Linear regression analysis

The outcomes of the tests for heteroscedasticity, linearity, and normality indicate that the conditions necessary for conducting a linear regression analysis have been satisfied. Two linear regression models are utilized to demonstrate the impact of integrating Islamic psychoeducation principles in lectures in facing challenges in digital education practices from the perceptions of students and lecturers. Additionally, the two statistical hypotheses put forward in this study need to be addressed. Table 4 below presents the results of the data analysis performed with SPSS software, focusing on the output of the regression coefficient values.

Table 4. Regression

Model	Variables	Unstandardized Coefficients		Sig
		B	Std. Error	
Y1*X1	(Constant)	9.762	2.126	0.001
	X1	0.814	0.037	
Y2*X2	(Constant)	16.546	2.581	0.002
	X2	0.767	0.042	

Dependent Variable: Y1 and Y2

Based on Table 4, the findings from regression model 1 indicate that the Unstandardized Coefficients constant is 9.762, and the value for integrating

Islamic psychoeducational principles in learning (X1) is 0.814. Consequently, the linear regression equation for model 1 is expressed as Y = 9.762 + 0.814X. This implies that when the integration of Islamic psychoeducational principles in lectures is zero, the ability of students to face challenges in digital education practices variable stands at 9.762. The regression coefficient of 0.814 suggests that the prediction of each increase in the integration of Islamic psychoeducational principles in learning correlates with a stronger ability of students to face challenges in digital education practices. Therefore, heightened integration of Islamic psychoeducational principles in learning has a positive effect on the strength of the ability of students to face challenges in digital education practices. The significant value of X1 is 0.001, which is below the significance threshold of 0.05, leading to the acceptance of hypothesis 1 for regression model 1 in this study. This indicates that the integration of Islamic psychoeducation principles in learning has a positive impact on increasing students' ability to face challenges in digital education practices.

Based on Table 4, the findings from regression model 2 indicate that the Unstandardized Coefficients constant is 16.546, and the value for integration of Islamic psychoeducational principles in learning (X2) is 0.767. Consequently, the linear regression equation for model 2 is expressed as Y = 16.546 + 0.767X. This implies that when the integration of Islamic psychoeducation principles in learning is zero, the lecturer's ability to face challenges in the era of digital education variable stands at 16.546. The regression coefficient of 0.767 suggests that each increase in the integration of Islamic psychoeducation principles in lectures will result in a stronger ability of lecturers to face challenges in digital education practices. Therefore, heightened integration of Islamic psychoeducation principles in lectures has a positive effect on the strength of lecturers' abilities in facing challenges in digital education practices. The significant value of X2 is 0.002, below the significance threshold of 0.05, leading to the acceptance of hypothesis 2 for regression model 2 in this study. This indicates that integrating Islamic psychoeducation principles in learning positively impacts the increase of lecturers' ability to face challenges in digital education practices.

5. Discussion
García-Peñalvo (2021) said that the right strategy is necessary in facing the challenges of digital education practices to avoid the unwanted effects of technology. Fernández-Batanero et al. (2021) identified through PRISMA analysis that a specific strategy is necessary because the use of technology negatively impacts the cause of anxiety in the educational process of teachers and students. The results of a survey by Essel et al. (2021) on 525 students showed that dependence on technology has the potential to reduce productivity and academic achievement. A theoretical review study by Dalimunthe et al. (2023) showed that religion is the best source to overcome threat points in the technological era. Responding to these phenomena, the study results in Table 4 prove that integrating Islamic psychoeducational principles in learning positively impacts lecturers' and students' readiness to face challenges in digital education practices.

5.1. The power of Islamic psychoeducation based on students' perceptions

The regression analysis results of model 1 (Y1*X1) in Table 4 predict, based on student perceptions, that if the integration of Islamic psychoeducational principles in lectures is strengthened, students will be more resilient in facing challenges in digital education practices.

The era of globalization and the development of information technology has impacted the development of pluralism among university students (Yasin & Rahmadian, 2024). According to Nurman et al. (2022), Pluralist education gives rise to minority and majority students, which can cause conflict between students. Based on a survey by Führer et al. (2024) of 890 students, 68% of students experienced discrimination due to pluralism at university due to gender differences and other reasons for differences. Based on the results of this study on the variable indicators Y1 and X1, Islamic psychoeducation is predicted to have the potential to provide resilience to students in facing globalization and pluralism in digital education practices. Psychoeducational practices through integrating education based on Islamic values in learning outcomes, integration of social skills based on Islamic values , and participation in social and charitable activities provide resilience to students facing globalization and pluralism in the era of digital education. Supported by the opinion of Sijamhodžić-Nadarević (2023), students' sensitivity to pluralism can be fostered through an Islamic-based social education and skills curriculum to develop dialogical abilities in a pluralistic society. According to Karimullah (2023), social solidarity through charitable activities creates positive changes in facing globalization and pluralistic changes in a pluralistic society.

The globalization of the digital education system helps improve the learning experience, for example, the use of AI, but it has the potential to cause confusion and difficulty in making decisions to find references and understand lecture materials. According to the Bibliometric Study by Istichomah et al. (2024), the mapping of digital education's impact shows that students need help choosing relevant study materials because they receive too much information. A study of 399 Malaysian students by Chung et al. (2020) showed that the biggest challenge based on student perceptions was the difficulty in understanding the contents of courses in the era of digital education. According to research by Solihin et al. (2024), the perception of 120 Indonesian students regarding online learning facilities was that the diversity of information received by students had the potential to interfere with the process of understanding learning materials. Based on the results of this study on the Y1 and X1 variable indicators, Islamic psychoeducation is predicted to have the potential to provide resilience to students in dealing with excessive information in digital education practices. The practice of psychoeducation through integrating education based on Islamic values in learning outcomes provides students with resilience in filtering good and relevant information from the internet. Supported by the opinion of Tahir & Rayhaniah (2022), instilling Islamic principles can be beneficial for students in filtering the information received. The practice of psychoeducation through contemplation and meditation is helpful for filtering excessive information. Supported by the "Adolescent Digital Detox" theory presented by Freska & Yeni (2023), the ability to filter information and evaluate good and bad content on

digital media can be done through reflecting or meditating to recognize digital content. Based on student perceptions, Islamic psychoeducation is predicted to have the power to help students overcome challenges in consuming useless online media content. Islamic psychoeducation helps students understand and strengthen their Muslim identity amidst the flow of varying digital information.

According to Aparisi et al. (2021), there were 60.7% of cyberbullying victims identified by 1368 university students. Research by Tran et al. (2022) found that a quarter of 1,040 students were involved in maladaptive online behavior. In addition, research by Sujarwoto et al. (2023) showed that social media addiction in the student environment has the potential to affect the behavior and mentality of 709 university students negatively. Research by (Kolhar et al., 2021) reported a change in students' mindsets in online media, namely that most of the 300 students changed their goals for using online media to non-academic goals. In addition, according to Latif et al. (2021), behavior on social media that compares oneself with friends can lead to envy in the academic environment. To overcome this phenomenon, based on the Y1 and X1 variable indicators of the results of this study, Islamic psychoeducation is predicted to have the potential to provide resilience to students in controlling behavior, mindset, and mental health in the era of digital education. Psychoeducational practices through integrating Islamic values-based education in learning outcomes provide student resilience when controlling behavior, mindset, and mental health in digital education practices. Supported by the opinion of Rosmalina et al. (2023), through the assistance of Islamic values-based education, students are better able to control their behavior, mindset, and mental health in the digital era. Psychoeducational practices through prayer and contemplation to meditate provide students resilience when controlling behavior, mindset, and health. According to research by Widayanti et al. (2022), the problems of 190 students related to cyberbullying behavior and mental health can be overcome through spiritual activities of prayer and contemplation. Increasing the practice of prayer and contemplation to meditate can overcome the tendency to feel inferior due to poor performance compared to friends. Psychoeducational practices through social skills practices and participating in social and charity activities based on Islamic values provide student resilience when controlling behavior, mindset, and mental health in digital education practices. According to research by Kholidah (2022), the actualization of 150 university students through social activities and social funds strengthened students' character in maintaining behavior and mindset of social responsibility. Based on students' perceptions, Islamic psychoeducation is predicted to have the power to help students overcome the challenges of cyberbullying behavior, social media addiction, negative mindsets, and mental health.

Based on the evaluation results by Cranfield et al. (2021), students from universities in three countries show a significant difference in student engagement in online learning due to different cultural backgrounds. Based on the indicators of the variables Y1 and X1 of the results of this study, Islamic psychoeducation is predicted to have the potential to provide resilience to students in dealing with cultural differences and local contexts in digital

education practices. The practice of psychoeducation through integrating education based on Islamic values provides resilience to students in dealing with cultural differences and local contexts in digital education practices. Supported by the opinion of Pratomo (2022), Islamic psychology education in the digital era must be able to adapt to various cultures and local contexts. In the context of cultural differences and local contexts in the digital education era, students may have difficulty accepting differences of opinion, beliefs, and cultural backgrounds. This can trigger academic intolerance in the form of conflict and cyberbullying. Park et al. (2021) identified cyberbullying as being caused by school factors, academic achievement, and gender socialization patterns. According to Sugihartati et al. (2020), exposure to radical content on social media can influence students' views and encourage them to join extremist groups. According to Meier et al. (2020), students often have stereotypical views of different groups or individuals in the digital era. These stereotypes can hinder social interaction and cooperation. Psychoeducational practices, through integrating social skills based on Islamic values and social and charitable activities, can reduce intolerance among students. Based on student perceptions, Islamic psychoeducation teaches students to treat others well, resolve academic conflicts between students peacefully, and promote tolerance for differences of opinion and culture in the educational environment.

5.2. The power of Islamic psychoeducation based on lecturers' perceptions
According to Almogren (2022), many lecturers still need to adopt technological tools. According to Musolin et al. (2024) and As'ad (2021), the development of educational technology provides opportunities for Muslim teachers in the digital era to make wise adaptations to utilize technology effectively and efficiently. The results of the regression model 2 analysis (Y2*X2) in Table 4, based on lecturers' perceptions, that if the integration of Islamic psychoeducational principles in learning is strengthened, lecturers will have increased resilience in facing challenges in digital education practices.

Based on the results of this study on the Y2 and X2 variable indicators, Islamic psychoeducation is predicted to have the potential to empower teachers to instil Islamic values in students in digital education practices. The practice of lecturers providing psychoeducation to students through integrating education based on Islamic values allows lecturers to develop teaching skills to instil Islamic values in students in digital education practices. According to research by Wulan et al. (2021), technology integrated with Islamic values substantially impacts the anticipated learning outcomes. However, choosing the right learning tools or platforms that suit the needs of students and the material being taught is often confusing. Research by Huriyah & Hidayat (2022) stated that 200 prospective teachers must be able to choose technology-based learning media tailored to student needs. Not all lecturers have the same ability to operate technology (Almogren, 2022). A survey by Junus et al. (2021) showed that out of 112 lecturers, 37% of lecturers did not have sufficient experience operating technology. Digital learning practices based on Islamic values can be used as lecturer training; according to Winter et al. (2021), digital learning practices depend on competence, knowledge, and skills. According to Fandir (2024), the transformation of Islamic

education is characterized by lecturers creating exciting and varied learning materials to adapt to modern teaching styles to remain relevant. Based on lecturers' perceptions, instilling Islamic values in students in the digital education practices through Islamic psychoeducation provides opportunities for lecturers to develop their teaching skills. Lecturers act as facilitators and guides for students in seeking information.

Based on the results of this study on the Y2 and X2 variable indicators, Islamic psychoeducation is predicted to have the potential to provide strength to lecturers to develop students holistically in digital education practices. According to Bowden et al. (2021), developing students holistically means paying attention to all aspects of their growth and development academically, emotionally, socially and physically. A survey by Händel et al. (2022) showed that 1,826 higher education students were ready to practice digital education, even though support is needed for students related to social and emotional aspects. Research by Vázquez-Cano et al. (2020), with a sample of 257,624 students from 21 countries, showed that technology has a negative impact on the development of academic competence in the younger generation. Psychoeducation can help students understand the psychological, academic and social impacts of digital technology and develop a balance in online and offline life. The practice of Islamic psychoeducation provides opportunities for lecturers to help students develop a balance between academic demands and spiritual life, as well as maintain productivity and inner peace through Islamic teachings. For example, using platforms such as Google Calendar, lecturers can help students plan their time wisely, balancing academic obligations, worship, and social activities. Lecturers can suggest time arrangements that reflect Islamic principles, such as making time for prayer, reading the Qur'an, and praying as part of the daily routine. In addition, research by Syahril et al. (2021) on 51 college students showed that the implementation of project-based learning was able to develop soft skills, emotional skills and social skills. In digital education practice, lecturers can utilize project-based learning to invite students to work on social projects that are beneficial to the community, such as online charity activities or digital campaigns related to Islamic principles, such as social justice, poverty alleviation, and concern for the environment. Based on lecturers' perceptions, the practice of Islamic psychoeducation provides lecturers with the opportunity to develop strategies to develop holistic balance in students' lives.

Based on the results of this study on the Y2 and X2 variable indicators, Islamic psychoeducation is predicted to have the potential to provide strength to lecturers to shape the character and morals of students in the era of digital education. According to research by Muhajir (2022), one of the significant challenges in shaping the character and morals of students is the unequal ability of lecturers. Research by Bussu et al. (2023) describes that there are 47.1% cases of cyberbullying in higher education. In this case, it shows the low morals of students because cyberbullying harms others emotionally and psychologically. Research by Sujarwoto et al. (2023) on 709 university students showed that most spent excessive time on social media. In this case, it reflects a character that is less responsible for the discipline of time management. According to Triono et al.

(2023), online learning platforms such as Google Classroom, Moodle and Edmodo can be used to provide learning that not only focuses on academic knowledge but also instils moral values. Lecturers integrate moral and spiritual values in digital-based learning activities to shape students' character and morals, such as teaching the importance of ethics, social responsibility, and self-development based on religious principles. Based on lecturers' perceptions, Islamic psychoeducation practices can help lecturers overcome students affected by the negative impacts of technology, such as cyberbullying, social media addiction, and consumption of useless content.

Lecturers face challenges in fostering the development of tolerance in students during the digital era. Based on the results of this study on the variable indicators Y2 and X2, Islamic psychoeducation is predicted to have the potential to provide strength to lecturers to overcome student tolerance conflicts in digital education practices. Dealing with students from different cultural backgrounds and values can be challenging for lecturers. Facilitating discussions on sensitive issues such as religion, politics, and society without triggering conflict requires special skills. According to Widana (2024), one of the causes of intolerance conflicts is the lack of control over the use of social media. Research by Jannah et al. (2022) on 93 students of the Islamic University of IAIN Pekalongan shows that lecturers and campuses have an important role in overcoming intolerance among students. According to a survey by Islam et al. (2021) with 5511 respondents, one of the causes of adverse problems in using social media and smartphones among university students is psychological well-being. Based on lecturers' perceptions, Islamic psychoeducation practices can help lecturers provide appropriate accommodation to address student tolerance conflicts in digital education practices.

5. Conclusion

The regression analysis results show that integrating Islamic psychoeducation principles in lectures has a significant positive impact on the readiness of lecturers and students to face challenges in the era of digital education. In addition, empirical evidence predicts that if the integration of Islamic psychoeducation is strengthened, lecturers and students will have stronger resilience in facing challenges in digital education practices. The principles of Islamic psychoeducation can be a valuable tool for lecturers to shape the character of Muslim students who have academic competence and are equipped with a social soul, tolerance, and good morals to face the challenges of the modern era.

Islamic psychoeducation is one tool for lecturers to shape the character of Muslim students who are academically competent and equipped with social spirit, tolerance, and good morals. This research contributes to providing information that religion is the best source to overcome threat points in the technological era. Religion-based psychoeducation is one strategy to strengthen the mental resilience of lecturers and students so that educational practices become more constructive and meaningful, supporting students' academic development and character.

6. References

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The Power of Islamic Psychoeducation in Facing the Challenges of Digital Education Practices: Student and Lecturer Perceptions

Abstract. Educational practices in the digital era offer tremendous opportunities to increase productivity and academic achievement, but dependence on technology brings challenges that lecturers and students must face. A religion-based psychoeducational approach can be a solution to maintain the sustainability of educational practices among lecturers and students to overcome threats in the technological era. This study aims to analyze and predict the strength of Islamic psychoeducation in facing educational challenges in the digital era based on the perceptions of lecturers and students. This study is quantitative with a regression analysis approach. The sample is 450 respondents from two Islamic-based universities in Indonesia and Malaysia, with details of 400 students and 50 lecturers. The results of the study show that integrating Islamic psychoeducational principles in lectures has a positive impact on the increase in the ability of students and teachers to face challenges in the digital education era. The prediction results show that the stronger the value of the integration of Islamic psychoeducation, the greater the resilience of lecturers and students in overcoming points of threat to educational practices in the technological era. Islamic psychoeducation is one of the tools for lecturers to shape the character of Muslim students who have academic competence equipped with a social soul, tolerance, and good morals. This research contributes to providing information that religion is the best source to overcome threat points in the technological era. Religion-based psychoeducation is one strategy to strengthen the mental resilience of lecturers and students so that educational practices become more constructive and meaningful, supporting students' academic development and character.

Keywords: education practices; Islamic psychoeducation; digital education; lecturers; students

1. Introduction

The digital revolution has had a significant effect on education. Technology integration in education has progressed gradually and variably, primarily influenced by educators' readiness and proficiency (Núñez-Canal et al., 2022). The acceleration of technology use in education raises various questions about the impact of digitalization in education. The application of technology to learning encouraged 381 higher education students in Germany to engage in more

constructive activities and have a positive relationship with learning outcomes (Wekerle et al., 2022). According to Ratnaningsih & Gumiandari (2022), using technology through YouTube positively impacts student motivation and makes learning more enjoyable. In a study of 401 Chinese university students, AI and social media positively affect students' academic performance and mental well-being (Shahzad et al., 2024). A survey of 100 students in Indonesia found that digital learning media can improve abilities (Supriatin et al., 2022). Data from India shows the positive impact of using technology to overcome the problem of poor learning outcomes in 1,823 schools (Naik et al., 2020). A study in the USA found that using VR technology helps students improve their presentation skills (McGovern et al., 2020).

The digitalization of education provides opportunities for greater accessibility to learning resources and easier collaboration between students and teachers. However, some negative impacts also need to be considered. According to the research by Vázquez-Cano et al. (2020), which used a sample of 257,624 students from 21 countries, technology has a negative impact on the development of competencies in the younger generation. In addition to the negative impact on student competence, a study in America conducted by Mourlam et al. (2020) showed adverse effects on student well-being.

One of the negative highlights is the psychological phenomena arising from digitalization in education. According to Marinucci et al. (2022), in a longitudinal study of 1113 online and face-to-face students in Italy, online students feel psychologically impacted and isolated due to the lack of direct interaction. Digital learning can reduce the opportunity to interact and communicate directly, especially if it is not balanced with real social interaction, hindering students' social-emotional development.

Students and teachers can feel stressed and anxious due to the technicalities of using technology. Technical constraints such as internet connection, software, and hardware can increase stress levels and affect concentration and focus in learning. A study by Federkeil et al. (2020) on 380 teachers showed that most experienced technical obstacles, which resulted in moderate to high-stress levels. Students with inadequate access to technology or the internet can feel more stressed than their friends who have better access. A study in China by Wang et al. (2021) on 796 university students found that the use of technology in learning makes students tired and has a negative psychological impact on self-regulation.

The digital environment during learning is full of distractions that can damage students' focus and concentration, such as social media message notifications. Research by Smith et al. (2021) on 12 college students showed that high technology use resulted in students receiving a large number of notifications. Research by Elhai et al. (2021) on 316 undergraduate students at prominent universities in the Midwestern US showed that smartphone notification activity interference was related to anxiety among undergraduate students.

In the era of digital education, students and lecturers are too dependent on technology in the learning process. According to Johnson et al. (2020), this can negatively and positively impact mental health and overall well-being. Educators and policymakers need to consider a holistic approach that considers students' mental and emotional health and provides them with the support they need to face the challenges that arise in digital education. According to Hood et al. (2021), the application of psychoeducation in education improves the well-being of university students. The psychoeducational approach can be a solution to maintain students' and lecturers' mental and emotional health when carrying out the education process.

Through a psychological approach, several researchers have conducted studies of various cases caused by the use of technology in education. Research by Harrer et al. (2021) on 200 students at the University of Erlangen who experienced elevated levels of depression when using technology showed that psychoeducational interventions were able to overcome student depression. The experimental research report by Özdemir & Bengisoy (2022) on 18 students showed that online education must be accompanied by psychoeducation because it can strengthen students' problem-solving abilities and emotional resilience.

The importance of psychoeducation in education in facing the challenges of digitalization of education has been demonstrated by previous researchers, who have examined various psychological cases faced by learners and teachers. Unlike previous studies, this study looks at psychoeducation from a religious perspective. According to research by Hassan et al. (2021) on 93 Muslims, using psychoeducation through seminars tailored to spirituality can help mental health resilience. Research by Winarso et al. (2023) on 155 students from 2 Islamic-based higher education institutions using religious psychoeducation intervention techniques proved that religious psychoeducation can provide resilience to students in dealing with academic procrastination. Research by Rashidi & Bagherpour (2022) on 25 students proved that psychoeducational training with a religious approach affected students' academic self-control. Unlike these studies, the novelty of this study is to analyze the power of Islamic psychoeducation in the era of digital education. This study aims to determine the impact of Islamic psychoeducation in facing the challenges of digital education practices and to predict the power of Islamic psychoeducation from the perceptions of lecturers and students.

2. Islamic Psychoeducation

Psychoeducation can be introduced to students because many academic problems are related to mental health problems (Martin & Thomas, 2000). The development of mental health in the digital era needs to be accompanied by religious-based education so that individuals have good self-control (Rosmalina et al., 2023). Islamic psychoeducation is a psychological approach that integrates Islamic values with psychological theories to help individuals understand and support them in an Islamic context (Çınaroğlu, 2024; Rothman & Coyle, 2020). Its main principles include understanding morality, leadership, social relationships, and personal identity by Islamic values (Sutoyo et al., 2023).

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The following are the opinions of several researchers on the principles of Islamic psychoeducation that can be implemented in the learning and teaching process. 1) Value-based education (Winarso et al., 2023). Integrating Islamic values into the educational curriculum, such as lessons on morals, ethics, and self-development by Islamic teachings. 2) Practice prayer and worship (Hadi, 2024). Encouraging individuals to routinely pray, worship, and meditate as a way to improve mental and spiritual health. 3) Development of social skills (Tambak & Sukenti, 2020). Teaching good social skills based on Islamic values, such as empathy, tolerance, and cooperation. 4) Social and charitable activities (Abubakar et al., 2023). It encourages participation in social and charitable activities to actualize Islamic values and develop a sense of caring for others.

Islamic psychology education faces several significant challenges in the digital era. The difficulties of Islamic psychoeducation in today's digital age involve adjusting to fast-paced technological advancements, discovering efficient methods to communicate Islamic values and teachings within a sophisticated digital landscape, and ensuring the ongoing relevance and accessibility of Islamic values and teachings amidst continuous digital evolution messages.

2.1. Challenges of learner perception

Wise adaptation to educational technology development supports Muslim learners' welfare in the digital era. As part of the evolution of education in the digital era, it is essential to understand the challenges of Islamic psychology education from students' perspectives. The following are some studies on the challenges of Islamic psychoeducation in learners' perceptions.

First, the challenges in the context of globalization and pluralism in the learner environment. A survey by Führer et al. (2024) on 890 students showed that 68% experienced discrimination due to pluralism at university due to gender differences and other reasons for differences. According to Sarkar et al. (2021), students get positive benefits from online learning, but there needs to be a strategy to overcome the possibility of discrimination resulting from digital education. Hifza et al. (2020) said the challenge for Islamic psychology education is to maintain the integrity of Islamic values in the context of globalization and pluralism. Adam (2020) added that instilling Islamic values is a must to face the challenges of pluralism.

Second, the challenge of excessive accessibility of information in the learner environment. Although information is straightforward to access in the digital era, Istichomah et al. (2024) said that challenges related to the validity and truth of information remain. According to Van Bavel et al. (2021), information can quickly spread with various views in the digital era. The results of a survey by Hashim et al. (2020) on 147 university students showed that social media was the most preferred way to disseminate information. Differences in understanding information can conflict with each other and have the potential to cause specific conflicts. According to Rosmalina et al. (2023), the challenge of Islamic psychology education is to improve students' ability to choose valid information based on Islamic values.

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Third, the challenge of influencing behavior, mindset, and mental health in the learner environment. According to Lai et al. (2022), Lee & Hancock (2023) and Wati et al. (2023), the use of social media and digital technology can significantly affect students' behavior, mindset, and mental health. Research by Sujarwoto et al. (2023) on 709 students from the university showed that social media addiction in the student environment has the potential to affect behavior and mental health negatively. Research by Kolhar et al. (2021) on 300 students reported that the use of social media among university students was mainly for non-academic purposes. This phenomenon can change students' academic mindset to a non-academic one. According to the results of a review study by Wantini et al. (2024), the challenge of Islamic psychology education is to integrate Islamic values into education in dealing with the possibility of changes in students' behavior, mindset, and mental health due to the use of technology.

Fourth, the challenge of cultural differences and local contexts in the learner environment. According to an evaluation by Cranfield et al. (2021) on students from universities in three countries, there were significant differences in student engagement in online learning due to different cultural backgrounds. According to Pratomo (2022), Islamic psychology education in the digital era must adapt to various cultures and different local contexts. Therefore, Djubaedi et al. (2024) argue that students need adjustments in the teaching approach and the material presented to be relevant and readily accepted by students based on cultural differences and local contexts in the learning environment.

2.2. Challenges of teacher perception
In the digital era, teachers face various challenges affecting how they teach and interact with students. It is essential to know the challenges of Islamic psychology education from the teacher's perspective as part of the evolution of education in the digital era. According to Musolin et al. (2024) and As'ad (2021), the development of educational technology provides opportunities for Muslim teachers in the digital era to make wise adaptations to utilize technology effectively and efficiently. The following are several studies on the challenges of Islamic psychoeducation from the teacher's perspective.

First, the challenge for teachers is instilling Islamic values in students. Research by Adiyono et al. (2024), using an interview method with 117 Islamic educators and education participants, shows that using the Internet opens up great opportunities for educators to instill Islamic values. Therefore, instilling Islamic values through learning technology offers the most significant challenge for Islamic educators. According to Memon et al. (2024), teachers instill Islamic values in students by emphasizing the importance of moral integrity, justice, patience, and discipline. Rochmat et al. (2024) argue that cultivating religious values in the era of digital education is a challenge. In digital education, teaching students how to integrate Islamic values when using technology is essential.

Second, there is a challenge for teachers in developing students holistically. Research by Müller et al. (2021) using an interview method with 14 university educators showed that educators' main challenge is providing a holistic

experience for students during online learning. According to Bowden et al. (2021), developing students holistically means paying attention to all aspects of their growth and development academically, emotionally, socially, and physically. Chanifah et al. (2021) added spiritual and moral to the scope of the holistic approach. According to Rochmat et al. (2024), the concept of education in Islam includes intellectual aspects, emotional, spiritual, and social. In the era of digital education, lecturers are expected to help students understand the psychological and social impacts of digital technology. Therefore, the challenge for lecturers is to develop a holistic balance in students' lives through psychoeducation.

Third, teachers are challenged to shape students' character and morals. According to Hukubun et al. (2024), Islam teaches the importance of developing good morals in online and offline interactions. Research by Bussu et al. (2023) describes 47.1% of cases of cyberbullying in higher education. Islamic psychoeducation is expected to shape students' character and morals and provide resilience in overcoming challenges such as cyberbullying behavior, social media addiction, and consumption of useless content.

Fourth, the challenge for teachers is overcoming tolerance conflicts in students. According to research by Hanani & Nelmaya (2020), at least ten campuses in Indonesia were exposed to intolerance conflicts. In digital education, there is the potential for conflict between students due to differences of opinion and views. Islamic psychoeducation is expected to teach lecturers how to treat others well, resolve conflicts peacefully, and promote tolerance for differences of opinion.

3. Method

This study applied a quantitative methodology using a regression analysis approach. Regression analysis aims to determine the impact of Islamic psychoeducation in facing the challenges of digital education practices and predict the power of Islamic psychoeducation based on lecturers' and students' perceptions.

The sample size was 450 respondents from two Islamic-based universities: the International Islamic University Malaysia and the Cyber State Islamic University of Syekh Nurjati Cirebon, Indonesia. The sampling technique used the purposive method, with details of 400 students and 50 lecturers.

The Likert scale questionnaire instrument was used to determine lecturers' and students' perceptions about Islamic psychoeducation in facing digital education challenges and predict its power. Each respondent's answer was converted into a number between 1 and 5. The research instrument indicators are shown in Table 1.

Table 1. Indicators for questionnaire statements

Statistical Variables	Research Variables	No	Indicators
Y1	Students' ability to face challenges in	1	Students have the ability to face globalization and pluralism in digital education practices.

	the digital education practices	2	Students have the ability to choose from information overload in digital education practices.
		3	Students have the ability to control their behavior, thinking patterns and mental health in digital education practices.
		4	Students have the ability to face cultural differences and local contexts in digital education practices.
Y2	Lecturer's ability to face challenges in the digital education practices	1	Lecturers have the ability to instill Islamic values in students in digital education practices.
		2	Lecturers have the ability to develop students holistically in digital education practices.
		3	Lecturers have the ability to shape students' character and morals in digital education practices.
		4	Lecturers have the ability to overcome conflicts of tolerance among students in digital education practices.
X1 and X2	Integration of Islamic psychoeducation principles into educational practice	1	Integrating education based on Islamic values into learning outcomes.
		2	Practice prayer and reflection to meditate.
		3	Integrating social skills based on Islamic values.
		4	Take part in social and charitable activities.

Based on Table 1, the researchers created two types of formulas for the regression analysis model. First, the formula to predict the power of Islamic psychoeducation in facing the challenges of digital education practice is based on students' perceptions using the Y1*X1 model. Second, the formula to predict the power of Islamic psychoeducation in facing the challenges of digital education practice is based on lecturers' perceptions using the Y2*X2 model. In addition, to determine the impact of Islamic psychoeducation in facing the challenges of digital education practices according to students' and lecturers' perceptions, the researchers formulated two statistical hypotheses as follows: 1) H1: Integration of Islamic psychoeducation principles in lectures positively impacts the increase of students' ability to face challenges in digital education practices. 2) H2: Integrating Islamic psychoeducation principles in lectures positively impacts the increase in teachers' ability to face challenges in digital education practices.

4. Results
4.1. Results of normality data
This study performed a normality test to assess data suitability before conducting a linear regression analysis. Using the Kolmogorov-Smirnov test, the number of respondents exceeded 100. Meanwhile, using the Shapiro-Wilk test, the number of respondents was less than 100. The results of this test are presented in Table 2 below.

Table 2. Normality test

Statistical Variables	N	Kolmogorov-Smirnov Asymp. Sig. (2-tailed)	Shapiro-Wilk Asymp. Sig. (2-tailed)
Y1	400	0.073	-
Y2	50	-	0.069
X1	400	0.081	-
X2	50	-	0.067

Table 2 presents the Asymp. Sig. (2-tailed) values for the variables Y1 = 0.073, Y2 = 0.069, X1 = 0.081, and X2 = 0.067. Since these values exceed the significance threshold of 0.05, they indicate that the data for variables Y1, Y2, X1, and X2 follow a normal distribution. Consequently, the findings suggest that the research data satisfies the requirements for linear regression analysis.

4.2. Results of linearity data

This study performed a linearity test to assess data suitability before conducting a linear regression analysis. The criterion for linearity is that if the Sig. Deviation from the Linearity value is more significant than 0.05; it indicates a linear relationship among the data (Alita et al., 2021). The results of the linearity test for each regression model are presented in Table 3 below.

Table 3. Linearity test

	Regression Model	Value of Sig.
Deviation from Linearity	Y1*X1	0.632
	Y2*X2	0.589

Table 3 indicates that the regression models Y1 and X1 have a significance value of 0.632, and the models for Y2 and X2 have a significance value of 0.589. All these values exceed the linearity criterion of 0.05, suggesting that there is a linear relationship in the models Y1 and X1, Y2 and X2. Therefore, the research data fulfills the requirements for simple linear regression analysis.

4.3. Results of heteroscedasticity

This research conducted a heteroscedasticity test to assess data suitability before performing a linear regression analysis. The heteroscedasticity test involved examining patterns in scatterplots (Nurfikri et al., 2024). Below, Figure 1 displays the output from SPSS software in the form of scatterplots.
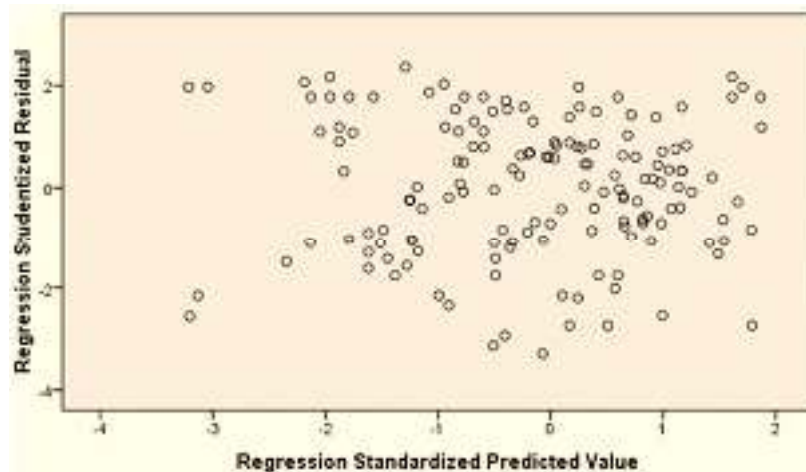
Figure 1. Scatterplot

Figure 1 depicts the pattern of point distribution on the scatterplots. From the authors' observations, it is evident that: 1) The data points are scattered both above and below, as well as around 0. 2) The points do not solely cluster in the upper or lower regions. 3) The distribution does not exhibit a wavy pattern that expands and contracts. 4) There is no discernible pattern in the distribution of data points. Based on these findings, the authors concluded that heteroscedasticity is not a concern, thereby satisfying the requirements for an ideal regression model analysis.

4.4. Linear regression analysis

The outcomes of the tests for heteroscedasticity, linearity, and normality indicate that the conditions necessary for conducting a linear regression analysis have been satisfied. Two linear regression models are utilized to demonstrate the impact of integrating Islamic psychoeducation principles in lectures in facing challenges in digital education practices from the perceptions of students and lecturers. Additionally, the two statistical hypotheses put forward in this study need to be addressed. Table 4 below presents the results of the data analysis performed with SPSS software, focusing on the output of the regression coefficient values.

Table 4. Regression

Model	Variables	Unstandardized Coefficients		Sig
		B	Std. Error	
Y1*X1	(Constant)	9.762	2.126	0.001
	X1	0.814	0.037	
Y2*X2	(Constant)	16.546	2.581	0.002
	X2	0.767	0.042	

Dependent Variable: Y1 and Y2

Based on Table 4, the findings from regression model 1 indicate that the Unstandardized Coefficients constant is 9.762, and the value for integrating

Islamic psychoeducational principles in learning (X1) is 0.814. Consequently, the linear regression equation for model 1 is expressed as Y = 9.762 + 0.814X. This implies that when the integration of Islamic psychoeducational principles in lectures is zero, the ability of students to face challenges in digital education practices variable stands at 9.762. The regression coefficient of 0.814 suggests that the prediction of each increase in the integration of Islamic psychoeducational principles in learning correlates with a stronger ability of students to face challenges in digital education practices. Therefore, heightened integration of Islamic psychoeducational principles in learning has a positive effect on the strength of the ability of students to face challenges in digital education practices. The significant value of X1 is 0.001, which is below the significance threshold of 0.05, leading to the acceptance of hypothesis 1 for regression model 1 in this study. This indicates that the integration of Islamic psychoeducation principles in learning has a positive impact on increasing students' ability to face challenges in digital education practices.

Based on Table 4, the findings from regression model 2 indicate that the Unstandardized Coefficients constant is 16.546, and the value for integration of Islamic psychoeducational principles in learning (X2) is 0.767. Consequently, the linear regression equation for model 2 is expressed as Y = 16.546 + 0.767X. This implies that when the integration of Islamic psychoeducation principles in learning is zero, the lecturer's ability to face challenges in the era of digital education variable stands at 16.546. The regression coefficient of 0.767 suggests that each increase in the integration of Islamic psychoeducation principles in lectures will result in a stronger ability of lecturers to face challenges in digital education practices. Therefore, heightened integration of Islamic psychoeducation principles in lectures has a positive effect on the strength of lecturers' abilities in facing challenges in digital education practices. The significant value of X2 is 0.002, below the significance threshold of 0.05, leading to the acceptance of hypothesis 2 for regression model 2 in this study. This indicates that integrating Islamic psychoeducation principles in learning positively impacts the increase of lecturers' ability to face challenges in digital education practices.

5. Discussion

García-Peñalvo (2021) said that the right strategy is necessary in facing the challenges of digital education practices to avoid the unwanted effects of technology. Fernández-Batanero et al. (2021) identified through PRISMA analysis that a specific strategy is necessary because the use of technology negatively impacts the cause of anxiety in the educational process of teachers and students. The results of a survey by Essel et al. (2021) on 525 students showed that dependence on technology has the potential to reduce productivity and academic achievement. A theoretical review study by Dalimunthe et al. (2023) showed that religion is the best source to overcome threat points in the technological era. Responding to these phenomena, the study results in Table 4 prove that integrating Islamic psychoeducational principles in learning positively impacts lecturers' and students' readiness to face challenges in digital education practices.

5.1. The power of Islamic psychoeducation based on students' perceptions

The regression analysis results of model 1 (Y1*X1) in Table 4 predict, based on student perceptions, that if the integration of Islamic psychoeducational principles in lectures is strengthened, students will be more resilient in facing challenges in digital education practices.

The era of globalization and the development of information technology has impacted the development of pluralism among university students (Yasin & Rahmadian, 2024). According to Nurman et al. (2022), Pluralist education gives rise to minority and majority students, which can cause conflict between students. Based on a survey by Führer et al. (2024) of 890 students, 68% of students experienced discrimination due to pluralism at university due to gender differences and other reasons for differences. Based on the results of this study on the variable indicators Y1 and X1, Islamic psychoeducation is predicted to have the potential to provide resilience to students in facing globalization and pluralism in digital education practices. Psychoeducational practices through integrating education based on Islamic values in learning outcomes, integration of social skills based on Islamic values , and participation in social and charitable activities provide resilience to students facing globalization and pluralism in the era of digital education. Supported by the opinion of Sijamhodžić-Nadarević (2023), students' sensitivity to pluralism can be fostered through an Islamic-based social education and skills curriculum to develop dialogical abilities in a pluralistic society. According to Karimullah (2023), social solidarity through charitable activities creates positive changes in facing globalization and pluralistic changes in a pluralistic society.

The globalization of the digital education system helps improve the learning experience, for example, the use of AI, but it has the potential to cause confusion and difficulty in making decisions to find references and understand lecture materials. According to the Bibliometric Study by Istichomah et al. (2024), the mapping of digital education's impact shows that students need help choosing relevant study materials because they receive too much information. A study of 399 Malaysian students by Chung et al. (2020) showed that the biggest challenge based on student perceptions was the difficulty in understanding the contents of courses in the era of digital education. According to research by Solihin et al. (2024), the perception of 120 Indonesian students regarding online learning facilities was that the diversity of information received by students had the potential to interfere with the process of understanding learning materials. Based on the results of this study on the Y1 and X1 variable indicators, Islamic psychoeducation is predicted to have the potential to provide resilience to students in dealing with excessive information in digital education practices. The practice of psychoeducation through integrating education based on Islamic values in learning outcomes provides students with resilience in filtering good and relevant information from the internet. Supported by the opinion of Tahir & Rayhaniah (2022), instilling Islamic principles can be beneficial for students in filtering the information received. The practice of psychoeducation through contemplation and meditation is helpful for filtering excessive information. Supported by the "Adolescent Digital Detox" theory presented by Freska & Yeni (2023), the ability to filter information and evaluate good and bad content on

digital media can be done through reflecting or meditating to recognize digital content. Based on student perceptions, Islamic psychoeducation is predicted to have the power to help students overcome challenges in consuming useless online media content. Islamic psychoeducation helps students understand and strengthen their Muslim identity amidst the flow of varying digital information.

According to Aparisi et al. (2021), there were 60.7% of cyberbullying victims identified by 1368 university students. Research by Tran et al. (2022) found that a quarter of 1,040 students were involved in maladaptive online behavior. In addition, research by Sujarwoto et al. (2023) showed that social media addiction in the student environment has the potential to affect the behavior and mentality of 709 university students negatively. Research by (Kolhar et al., 2021) reported a change in students' mindsets in online media, namely that most of the 300 students changed their goals for using online media to non-academic goals. In addition, according to Latif et al. (2021), behavior on social media that compares oneself with friends can lead to envy in the academic environment. To overcome this phenomenon, based on the Y1 and X1 variable indicators of the results of this study, Islamic psychoeducation is predicted to have the potential to provide resilience to students in controlling behavior, mindset, and mental health in the era of digital education. Psychoeducational practices through integrating Islamic values-based education in learning outcomes provide student resilience when controlling behavior, mindset, and mental health in digital education practices. Supported by the opinion of Rosmalina et al. (2023), through the assistance of Islamic values-based education, students are better able to control their behavior, mindset, and mental health in the digital era. Psychoeducational practices through prayer and contemplation to meditate provide students resilience when controlling behavior, mindset, and health. According to research by Widayanti et al. (2022), the problems of 190 students related to cyberbullying behavior and mental health can be overcome through spiritual activities of prayer and contemplation. Increasing the practice of prayer and contemplation to meditate can overcome the tendency to feel inferior due to poor performance compared to friends. Psychoeducational practices through social skills practices and participating in social and charity activities based on Islamic values provide student resilience when controlling behavior, mindset, and mental health in digital education practices. According to research by Kholidah (2022), the actualization of 150 university students through social activities and social funds strengthened students' character in maintaining behavior and mindset of social responsibility. Based on students' perceptions, Islamic psychoeducation is predicted to have the power to help students overcome the challenges of cyberbullying behavior, social media addiction, negative mindsets, and mental health.

Based on the evaluation results by Cranfield et al. (2021), students from universities in three countries show a significant difference in student engagement in online learning due to different cultural backgrounds. Based on the indicators of the variables Y1 and X1 of the results of this study, Islamic psychoeducation is predicted to have the potential to provide resilience to students in dealing with cultural differences and local contexts in digital

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education practices. The practice of psychoeducation through integrating education based on Islamic values provides resilience to students in dealing with cultural differences and local contexts in digital education practices. Supported by the opinion of Pratomo (2022), Islamic psychology education in the digital era must be able to adapt to various cultures and local contexts. In the context of cultural differences and local contexts in the digital education era, students may have difficulty accepting differences of opinion, beliefs, and cultural backgrounds. This can trigger academic intolerance in the form of conflict and cyberbullying. Park et al. (2021) identified cyberbullying as being caused by school factors, academic achievement, and gender socialization patterns. According to Sugihartati et al. (2020), exposure to radical content on social media can influence students' views and encourage them to join extremist groups. According to Meier et al. (2020), students often have stereotypical views of different groups or individuals in the digital era. These stereotypes can hinder social interaction and cooperation. Psychoeducational practices, through integrating social skills based on Islamic values and social and charitable activities, can reduce intolerance among students. Based on student perceptions, Islamic psychoeducation teaches students to treat others well, resolve academic conflicts between students peacefully, and promote tolerance for differences of opinion and culture in the educational environment.

5.2. The power of Islamic psychoeducation based on lecturers' perceptions
According to Almogren (2022), many lecturers still need to adopt technological tools. According to Musolin et al. (2024) and As'ad (2021), the development of educational technology provides opportunities for Muslim teachers in the digital era to make wise adaptations to utilize technology effectively and efficiently. The results of the regression model 2 analysis (Y2*X2) in Table 4, based on lecturers' perceptions, that if the integration of Islamic psychoeducational principles in learning is strengthened, lecturers will have increased resilience in facing challenges in digital education practices.

Based on the results of this study on the Y2 and X2 variable indicators, Islamic psychoeducation is predicted to have the potential to empower teachers to instil Islamic values in students in digital education practices. The practice of lecturers providing psychoeducation to students through integrating education based on Islamic values allows lecturers to develop teaching skills to instil Islamic values in students in digital education practices. According to research by Wulan et al. (2021), technology integrated with Islamic values substantially impacts the anticipated learning outcomes. However, choosing the right learning tools or platforms that suit the needs of students and the material being taught is often confusing. Research by Huriyah & Hidayat (2022) stated that 200 prospective teachers must be able to choose technology-based learning media tailored to student needs. Not all lecturers have the same ability to operate technology (Almogren, 2022). A survey by Junus et al. (2021) showed that out of 112 lecturers, 37% of lecturers did not have sufficient experience operating technology. Digital learning practices based on Islamic values can be used as lecturer training; according to Winter et al. (2021), digital learning practices depend on competence, knowledge, and skills. According to Fandir (2024), the transformation of Islamic

education is characterized by lecturers creating exciting and varied learning materials to adapt to modern teaching styles to remain relevant. Based on lecturers' perceptions, instilling Islamic values in students in the digital education practices through Islamic psychoeducation provides opportunities for lecturers to develop their teaching skills. Lecturers act as facilitators and guides for students in seeking information.

Based on the results of this study on the Y2 and X2 variable indicators, Islamic psychoeducation is predicted to have the potential to provide strength to lecturers to develop students holistically in digital education practices. According to Bowden et al. (2021), developing students holistically means paying attention to all aspects of their growth and development academically, emotionally, socially and physically. A survey by Händel et al. (2022) showed that 1,826 higher education students were ready to practice digital education, even though support is needed for students related to social and emotional aspects. Research by Vázquez-Cano et al. (2020), with a sample of 257,624 students from 21 countries, showed that technology has a negative impact on the development of academic competence in the younger generation. Psychoeducation can help students understand the psychological, academic and social impacts of digital technology and develop a balance in online and offline life. The practice of Islamic psychoeducation provides opportunities for lecturers to help students develop a balance between academic demands and spiritual life, as well as maintain productivity and inner peace through Islamic teachings. For example, using platforms such as Google Calendar, lecturers can help students plan their time wisely, balancing academic obligations, worship, and social activities. Lecturers can suggest time arrangements that reflect Islamic principles, such as making time for prayer, reading the Qur'an, and praying as part of the daily routine. In addition, research by Syahril et al. (2021) on 51 college students showed that the implementation of project-based learning was able to develop soft skills, emotional skills and social skills. In digital education practice, lecturers can utilize project-based learning to invite students to work on social projects that are beneficial to the community, such as online charity activities or digital campaigns related to Islamic principles, such as social justice, poverty alleviation, and concern for the environment. Based on lecturers' perceptions, the practice of Islamic psychoeducation provides lecturers with the opportunity to develop strategies to develop holistic balance in students' lives.

Based on the results of this study on the Y2 and X2 variable indicators, Islamic psychoeducation is predicted to have the potential to provide strength to lecturers to shape the character and morals of students in the era of digital education. According to research by Muhajir (2022), one of the significant challenges in shaping the character and morals of students is the unequal ability of lecturers. Research by Bussu et al. (2023) describes that there are 47.1% cases of cyberbullying in higher education. In this case, it shows the low morals of students because cyberbullying harms others emotionally and psychologically. Research by Sujarwoto et al. (2023) on 709 university students showed that most spent excessive time on social media. In this case, it reflects a character that is less responsible for the discipline of time management. According to Triono et al.

(2023), online learning platforms such as Google Classroom, Moodle and Edmodo can be used to provide learning that not only focuses on academic knowledge but also instils moral values. Lecturers integrate moral and spiritual values in digital-based learning activities to shape students' character and morals, such as teaching the importance of ethics, social responsibility, and self-development based on religious principles. Based on lecturers' perceptions, Islamic psychoeducation practices can help lecturers overcome students affected by the negative impacts of technology, such as cyberbullying, social media addiction, and consumption of useless content.

Lecturers face challenges in fostering the development of tolerance in students during the digital era. Based on the results of this study on the variable indicators Y2 and X2, Islamic psychoeducation is predicted to have the potential to provide strength to lecturers to overcome student tolerance conflicts in digital education practices. Dealing with students from different cultural backgrounds and values can be challenging for lecturers. Facilitating discussions on sensitive issues such as religion, politics, and society without triggering conflict requires special skills. According to Widana (2024), one of the causes of intolerance conflicts is the lack of control over the use of social media. Research by Jannah et al. (2022) on 93 students of the Islamic University of IAIN Pekalongan shows that lecturers and campuses have an important role in overcoming intolerance among students. According to a survey by Islam et al. (2021) with 5511 respondents, one of the causes of adverse problems in using social media and smartphones among university students is psychological well-being. Based on lecturers' perceptions, Islamic psychoeducation practices can help lecturers provide appropriate accommodation to address student tolerance conflicts in digital education practices.

5. Conclusion

The regression analysis results show that integrating Islamic psychoeducation principles in lectures has a significant positive impact on the readiness of lecturers and students to face challenges in the era of digital education. In addition, empirical evidence predicts that if the integration of Islamic psychoeducation is strengthened, lecturers and students will have stronger resilience in facing challenges in digital education practices. The principles of Islamic psychoeducation can be a valuable tool for lecturers to shape the character of Muslim students who have academic competence and are equipped with a social soul, tolerance, and good morals to face the challenges of the modern era.

Islamic psychoeducation is one tool for lecturers to shape the character of Muslim students who are academically competent and equipped with social spirit, tolerance, and good morals. This research contributes to providing information that religion is the best source to overcome threat points in the technological era. Religion-based psychoeducation is one strategy to strengthen the mental resilience of lecturers and students so that educational practices become more constructive and meaningful, supporting students' academic development and character.

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~~The Power~~Impact of Islamic Psychoeducation in Facing the Challenges of Digital Education Practices: Student and Lecturer Perceptions

> **Commented [AV1]:** Maybe you can change the into Impact

Abstract. Educational practices in the digital era offer tremendous opportunities to increase productivity and academic achievement, but dependence on technology brings challenges that lecturers and students must face. A religion-based psychoeducational approach can be a solution to maintain the sustainability of educational practices among lecturers and students to overcome threats in the technological era. This study aims to analyze and predict the strength of Islamic psychoeducation in facing educational challenges in the digital era based on the perceptions of lecturers and students. This study is quantitative with a regression analysis approach. There ~~sample is~~were 450 respondents from two Islamic-based universities in Indonesia and Malaysia, with details of 400 students and 50 lecturers. The results of the study show that integrating Islamic psychoeducational principles in lectures has a positive impact on the increase in the ability of students and teachers to face challenges in the digital education era. The prediction results show that the stronger the value of the integration of Islamic psychoeducation, the greater the resilience of lecturers and students in overcoming points of threat to educational practices in the technological era. Islamic psychoeducation is one of the tools for lecturers to shape the character of Muslim students who have academic competence equipped with a social soul, tolerance, and good morals. This research contributes to providing information that religion is the best source to overcome threat points in the technological era. Religion-based psychoeducation is one strategy to strengthen the mental resilience of lecturers and students so that educational practices become more constructive and meaningful, supporting students' academic development and character.

Keywords: education practices; Islamic psychoeducation; digital education; lecturers; students

> **Commented [AV2]:** Specify what research design

> **Commented [AV3]:** Paraphrase or revise to clearly convey your message and provide a concise conclusion that discusses the significance/implications of the findings, and convey the main takeaways of the research.

1. Introduction

Start The digital revolution has had a significant effect on education. Technology integration in education has progressed gradually and variably, primarily influenced by educators' readiness and proficiency (Núñez-Canal et al., 2022). The acceleration of technology use in education raises various questions about the impact of digitalization in education. The application of technology to learning encouraged 381 higher education students in Germany to engage in more

> **Commented [AV4]:** Please reorganize your introduction to clearly address the following:
> • **What is known:** This sets the stage for your research. It informs the readers of what is known on the subject.
> • **What is lacking:** This is aimed at justifying the reason for carrying out your research. This could involve investigating a new concept or method or building upon previous research.
> • **What you aim to do:** This part briefly states the objectives of your research and its major contributions. Your research questions will also form a part of this section.

> **Commented [AV5]:** · Begin with general introduction of the research area, the significance of the study, and any relevant background information to capture the reader's interest.

constructive activities and have a positive relationship with learning outcomes (Wekerle et al., 2022). According to Ratnaningsih & Gumiandari (2022), using technology through YouTube positively impacts student motivation and makes learning more enjoyable. In a study of 401 Chinese university students, AI and social media positively affect students' academic performance and mental well-being (Shahzad et al., 2024). A survey of 100 students in Indonesia found that digital learning media can improve abilities (Supriatin et al., 2022). Data from India shows the positive impact of using technology to overcome the problem of poor learning outcomes in 1,823 schools (Naik et al., 2020). A study in the USA found that using VR technology helps students improve their presentation skills (McGovern et al., 2020).

The digitalization of education provides opportunities for greater accessibility to learning resources and easier collaboration between students and teachers. However, some negative impacts also need to be considered. According to the research by Vázquez-Cano et al. (2020), which used a sample of 257,624 students from 21 countries, technology has a negative impact on the development of competencies in the younger generation. In addition to the negative impact on student competence, a study in America conducted by Mourlam et al. (2020) showed adverse effects on student well-being.

One of the negative highlights is the psychological phenomena arising from digitalization in education. According to Marinucci et al. (2022), in a longitudinal study of 1113 online and face-to-face students in Italy, online students feel psychologically impacted and isolated due to the lack of direct interaction. Digital learning can reduce the opportunity to interact and communicate directly, especially if it is not balanced with real social interaction, hindering students' social-emotional development.

Students and teachers can feel stressed and anxious due to the technicalities of using technology. Technical constraints such as internet connection, software, and hardware can increase stress levels and affect concentration and focus in learning. A study by Federkeil et al. (2020) on 380 teachers showed that most experienced technical obstacles, which resulted in moderate to high-stress levels. Students with inadequate access to technology or the internet can feel more stressed than their friends who have better access. A study in China by Wang et al. (2021) on 796 university students found that the use of technology in learning makes students tired and has a negative psychological impact on self-regulation.

The digital environment during learning is full of distractions that can damage students' focus and concentration, such as social media message notifications. Research by Smith et al. (2021) on 12 college students showed that high technology use resulted in students receiving a large number of notifications. Research by Elhai et al. (2021) on 316 undergraduate students at prominent universities in the Midwestern US showed that smartphone notification activity interference was related to anxiety among undergraduate students.

In the era of digital education, students and lecturers are too dependent on technology in the learning process. According to Johnson et al. (2020), this can negatively and positively impact mental health and overall well-being. Educators and policymakers need to consider a holistic approach that considers students' mental and emotional health and provides them with the support they need to face the challenges that arise in digital education. According to Hood et al. (2021), the application of psychoeducation in education improves the well-being of university students. The psychoeducational approach can be a solution to maintain students' and lecturers' mental and emotional health when carrying out the education process.

Through a psychological approach, several researchers have conducted studies of various cases caused by the use of technology in education. Research by Harrer et al. (2021) on 200 students at the University of Erlangen who experienced elevated levels of depression when using technology showed that psychoeducational interventions were able to overcome student depression. The experimental research report by Özdemir & Bengisoy (2022) on 18 students showed that online education must be accompanied by psychoeducation because it can strengthen students' problem-solving abilities and emotional resilience.

The importance of psychoeducation in education in facing the challenges of digitalization of education has been demonstrated by previous researchers, who have examined various psychological cases faced by learners and teachers. Unlike previous studies, this study looks at psychoeducation from a religious perspective. According to research by Hassan et al. (2021) on 93 Muslims, using psychoeducation through seminars tailored to spirituality can help mental health resilience. Research by Winarso et al. (2023) on 155 students from 2 Islamic-based higher education institutions using religious psychoeducation intervention techniques proved that religious psychoeducation can provide resilience to students in dealing with academic procrastination. Research by Rashidi & Bagherpour (2022) on 25 students proved that psychoeducational training with a religious approach affected students' academic self-control. Unlike these studies, the novelty of this study is to analyze the power of Islamic psychoeducation in the era of digital education. This study aims to determine the impact of Islamic psychoeducation in facing the challenges of digital education practices and to predict the power of Islamic psychoeducation from the perceptions of lecturers and students. Provide your research questions.

2. Literature Review

2.1 Islamic Psychoeducation

Psychoeducation can be introduced to students because many academic problems are related to mental health problems (Martin & Thomas, 2000). The development of mental health in the digital era needs to be accompanied by religious-based education so that individuals have good self-control (Rosmalina et al., 2023). Islamic psychoeducation is a psychological approach that integrates Islamic values with psychological theories to help individuals understand and support them in an Islamic context (Çınaroğlu, 2024; Rothman & Coyle, 2020). Its main

principles include understanding morality, leadership, social relationships, and personal identity by Islamic values (Sutoyo et al., 2023).

The following are the opinions of several researchers on the principles of Islamic psychoeducation that can be implemented in the learning and teaching process. 1) Value-based education (Winarso et al., 2023). Integrating Islamic values into the educational curriculum, such as lessons on morals, ethics, and self-development by Islamic teachings. 2) Practice prayer and worship (Hadi, 2024). Encouraging individuals to routinely pray, worship, and meditate as a way to improve mental and spiritual health. 3) Development of social skills (Tambak & Sukenti, 2020). Teaching good social skills based on Islamic values, such as empathy, tolerance, and cooperation. 4) Social and charitable activities (Abubakar et al., 2023). It encourages participation in social and charitable activities to actualize Islamic values and develop a sense of caring for others.

Islamic psychology education faces several significant challenges in the digital era. The difficulties of Islamic psychoeducation in today's digital age involve adjusting to fast-paced technological advancements, discovering efficient methods to communicate Islamic values and teachings within a sophisticated digital landscape, and ensuring the ongoing relevance and accessibility of Islamic values and teachings amidst continuous digital evolution messages.

2.~~1~~2. Challenges of learner perception
Wise adaptation to educational technology development supports Muslim learners' welfare in the digital era. As part of the evolution of education in the digital era, it is essential to understand the challenges of Islamic psychology education from students' perspectives. The following are some studies on the challenges of Islamic psychoeducation in learners' perceptions.

First, the challenges in the context of globalization and pluralism in the learner environment. A survey by Führer et al. (2024) on 890 students showed that 68% experienced discrimination due to pluralism at university due to gender differences and other reasons for differences. According to Sarkar et al. (2021), students get positive benefits from online learning, but there needs to be a strategy to overcome the possibility of discrimination resulting from digital education. Hifza et al. (2020) said the challenge for Islamic psychology education is to maintain the integrity of Islamic values in the context of globalization and pluralism. Adam (2020) added that instilling Islamic values is a must to face the challenges of pluralism.

Second, the challenge of excessive accessibility of information in the learner environment. Although information is straightforward to access in the digital era, Istichomah et al. (2024) said that challenges related to the validity and truth of information remain. According to Van Bavel et al. (2021), information can quickly spread with various views in the digital era. The results of a survey by Hashim et al. (2020) on 147 university students showed that social media was the most preferred way to disseminate information. Differences in understanding information can conflict with each other and have the potential to cause specific conflicts. According to Rosmalina et al. (2023), the challenge of Islamic psychology

education is to improve students' ability to choose valid information based on Islamic values.

Third, the challenge of influencing behavior, mindset, and mental health in the learner environment. According to Lai et al. (2022), Lee & Hancock (2023) and Wati et al. (2023), the use of social media and digital technology can significantly affect students' behavior, mindset, and mental health. Research by Sujarwoto et al. (2023) on 709 students from the university showed that social media addiction in the student environment has the potential to affect behavior and mental health negatively. Research by Kolhar et al. (2021) on 300 students reported that the use of social media among university students was mainly for non-academic purposes. This phenomenon can change students' academic mindset to a non-academic one. According to the results of a review study by Wantini et al. (2024), the challenge of Islamic psychology education is to integrate Islamic values into education in dealing with the possibility of changes in students' behavior, mindset, and mental health due to the use of technology.

Fourth, the challenge of cultural differences and local contexts in the learner environment. According to an evaluation by Cranfield et al. (2021) on students from universities in three countries, there were significant differences in student engagement in online learning due to different cultural backgrounds. According to Pratomo (2022), Islamic psychology education in the digital era must adapt to various cultures and different local contexts. Therefore, Djubaedi et al. (2024) argue that students need adjustments in the teaching approach and the material presented to be relevant and readily accepted by students based on cultural differences and local contexts in the learning environment.

2.23. Challenges of teacher perception
In the digital era, teachers face various challenges affecting how they teach and interact with students. It is essential to know the challenges of Islamic psychology education from the teacher's perspective as part of the evolution of education in the digital era. According to Musolin et al. (2024) and As'ad (2021), the development of educational technology provides opportunities for Muslim teachers in the digital era to make wise adaptations to utilize technology effectively and efficiently. The following are several studies on the challenges of Islamic psychoeducation from the teacher's perspective.

First, the challenge for teachers is instilling Islamic values in students. Research by Adiyono et al. (2024), using an interview method with 117 Islamic educators and education participants, shows that using the Internet opens up great opportunities for educators to instill Islamic values. Therefore, instilling Islamic values through learning technology offers the most significant challenge for Islamic educators. According to Memon et al. (2024), teachers instill Islamic values in students by emphasizing the importance of moral integrity, justice, patience, and discipline. Rochmat et al. (2024) argue that cultivating religious values in the era of digital education is a challenge. In digital education, teaching students how to integrate Islamic values when using technology is essential.

Second, there is a challenge for teachers in developing students holistically. Research by Müller et al. (2021) using an interview method with 14 university educators showed that educators' main challenge is providing a holistic experience for students during online learning. According to Bowden et al. (2021), developing students holistically means paying attention to all aspects of their growth and development academically, emotionally, socially, and physically. Chanifah et al. (2021) added spiritual and moral to the scope of the holistic approach. According to Rochmat et al. (2024), the concept of education in Islam includes intellectual aspects, emotional, spiritual, and social. In the era of digital education, lecturers are expected to help students understand the psychological and social impacts of digital technology. Therefore, the challenge for lecturers is to develop a holistic balance in students' lives through psychoeducation.

Third, teachers are challenged to shape students' character and morals. According to Hukubun et al. (2024), Islam teaches the importance of developing good morals in online and offline interactions. Research by Bussu et al. (2023) describes 47.1% of cases of cyberbullying in higher education. Islamic psychoeducation is expected to shape students' character and morals and provide resilience in overcoming challenges such as cyberbullying behavior, social media addiction, and consumption of useless content.

Fourth, the challenge for teachers is overcoming tolerance conflicts in students. According to research by Hanani & Nelmaya (2020), at least ten campuses in Indonesia were exposed to intolerance conflicts. In digital education, there is the potential for conflict between students due to differences of opinion and views. Islamic psychoeducation is expected to teach lecturers how to treat others well, resolve conflicts peacefully, and promote tolerance for differences of opinion.

3. Method

This study applied a quantitative methodology using a regression analysis approach. Regression analysis aims to determine the impact of Islamic psychoeducation in facing the challenges of digital education practices and predict the power of Islamic psychoeducation based on lecturers' and students' perceptions.

The sample size was 450 respondents from two Islamic-based universities: the International Islamic University Malaysia and the Cyber State Islamic University of Syekh Nurjati Cirebon, Indonesia. The sampling technique used the purposive method, with details of 400 students and 50 lecturers.

The Likert scale questionnaire instrument was used to determine lecturers' and students' perceptions about Islamic psychoeducation in facing digital education challenges and predict its power. Each respondent's answer was converted into a number between 1 and 5. The research instrument indicators are shown in Table 1.

Table 1. Indicators for questionnaire statements

Statistical Variables	Research Variables	No	Indicators

Commented [AV6]: Improve the discussion of your methods by addressing the following key concepts/parts:
1. **Describe the research design** – clearly explain the research design used and justify why the design is appropriate for addressing the research questions
2. **Outline the sampling strategy** – detail how participants or subjects were selected for the study, describe the sampling method, and justify why this sampling method was chosen
3. **Explain data collection method** – describe the tools, instruments or techniques used to collect data. Provide information on how data was gathered, including surveys', interviews, observations, or experiments, etc.
4. **Discuss data analysis** – explain concisely how the collected data was analyzed. Detail the statistical methods, software, or qualitative analysis techniques used to interpret the data.
5. **Address validity and reliability** – discuss measures taken to ensure the validity and reliability of the study. Describe any steps taken to minimize bias, control for confounding variables, and ensure the accuracy of the results.
6. **Include ethical considerations**

Commented [AV7]: Please specify your research design.

Y1	Students' ability to face challenges in the digital education practices	1	Students have the ability to face globalization and pluralism in digital education practices.
		2	Students have the ability to choose from information overload in digital education practices.
		3	Students have the ability to control their behavior, thinking patterns and mental health in digital education practices.
		4	Students have the ability to face cultural differences and local contexts in digital education practices.
Y2	Lecturer's ability to face challenges in the digital education practices	1	Lecturers have the ability to instill Islamic values in students in digital education practices.
		2	Lecturers have the ability to develop students holistically in digital education practices.
		3	Lecturers have the ability to shape students' character and morals in digital education practices.
		4	Lecturers have the ability to overcome conflicts of tolerance among students in digital education practices.
X1 and X2	Integration of Islamic psychoeducation principles into educational practice	1	Integrating education based on Islamic values into learning outcomes.
		2	Practice prayer and reflection to meditate.
		3	Integrating social skills based on Islamic values.
		4	Take part in social and charitable activities.

Based on Table 1, the researchers created two types of formulas for the regression analysis model. First, the formula to predict the power of Islamic psychoeducation in facing the challenges of digital education practice is based on students' perceptions using the Y1*X1 model. Second, the formula to predict the power of Islamic psychoeducation in facing the challenges of digital education practice is based on lecturers' perceptions using the Y2*X2 model. In addition, to determine the impact of Islamic psychoeducation in facing the challenges of digital education practices according to students' and lecturers' perceptions, the researchers formulated two statistical hypotheses as follows: 1) H1: Integration of Islamic psychoeducation principles in lectures positively impacts the increase of students' ability to face challenges in digital education practices. 2) H2: Integrating Islamic psychoeducation principles in lectures positively impacts the increase in teachers' ability to face challenges in digital education practices.

4. Results
4.1. Strength of Islamic psychoeducation in facing educational challenges in the digital era

> **Commented [AV8]:** In presenting the results, it should follow the sequence of your research questions. However, you failed to indicate your research questions. I used your research objective as the sub topic for your results to clearly indicate that your study is addressing your objective.

Results of normality data

This study performed a normality test to assess data suitability before conducting a linear regression analysis. Using the Kolmogorov-Smirnov test, the number of respondents exceeded 100. Meanwhile, using the Shapiro-Wilk test, the number of respondents was less than 100. The results of this test are presented in Table 2 below.

Table 2. Normality test

Statistical Variables	N	Kolmogorov-Smirnov Asymp. Sig. (2-tailed)	Shapiro-Wilk Asymp. Sig. (2-tailed)
Y1	400	0.073	-
Y2	50	-	0.069
X1	400	0.081	-
X2	50	-	0.067

Table 2 presents the Asymp. Sig. (2-tailed) values for the variables Y1 = 0.073, Y2 = 0.069, X1 = 0.081, and X2 = 0.067. Since these values exceed the significance threshold of 0.05, they indicate that the data for variables Y1, Y2, X1, and X2 follow a normal distribution. Consequently, the findings suggest that the research data satisfies the requirements for linear regression analysis.

4.2. *Results of linearity data*

This study performed a linearity test to assess data suitability before conducting a linear regression analysis. The criterion for linearity is that if the Sig. Deviation from the Linearity value is more significant than 0.05; it indicates a linear relationship among the data (Alita et al., 2021). The results of the linearity test for each regression model are presented in Table 3 below.

Table 3. Linearity test

Deviation from Linearity	Regression Model	Value of Sig.
	Y1*X1	0.632
	Y2*X2	0.589

Table 3 indicates that the regression models Y1 and X1 have a significance value of 0.632, and the models for Y2 and X2 have a significance value of 0.589. All these values exceed the linearity criterion of 0.05, suggesting that there is a linear relationship in the models Y1 and X1, Y2 and X2. Therefore, the research data fulfills the requirements for simple linear regression analysis.

4.3. *Results of heteroscedasticity*

This research conducted a heteroscedasticity test to assess data suitability before performing a linear regression analysis. The heteroscedasticity test involved examining patterns in scatterplots (Nurfikri et al., 2024). Below, Figure 1 displays the output from SPSS software in the form of scatterplots.
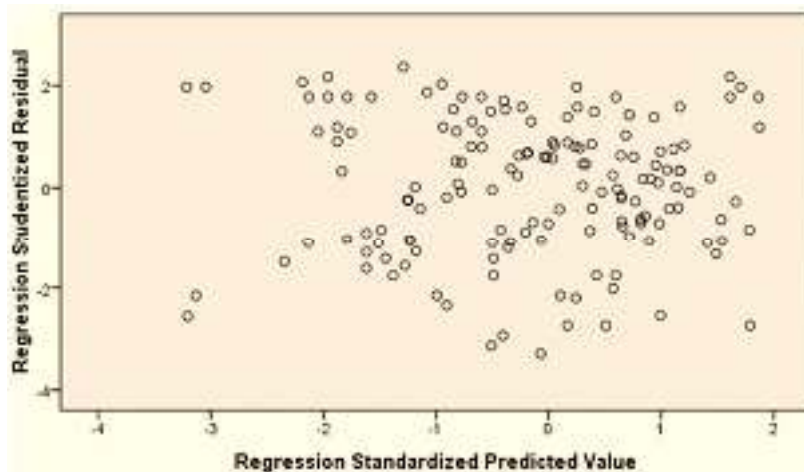
Figure 1. Scatterplot

Figure 1 depicts the pattern of point distribution on the scatterplots. From the authors' observations, it is evident that: 1) The data points are scattered both above and below, as well as around 0. 2) The points do not solely cluster in the upper or lower regions. 3) The distribution does not exhibit a wavy pattern that expands and contracts. 4) There is no discernible pattern in the distribution of data points. Based on these findings, the authors concluded that heteroscedasticity is not a concern, thereby satisfying the requirements for an ideal regression model analysis.

4.4. Linear regression analysis

The outcomes of the tests for heteroscedasticity, linearity, and normality indicate that the conditions necessary for conducting a linear regression analysis have been satisfied. Two linear regression models are utilized to demonstrate the impact of integrating Islamic psychoeducation principles in lectures in facing challenges in digital education practices from the perceptions of students and lecturers. Additionally, the two statistical hypotheses put forward in this study need to be addressed. Table 4 below presents the results of the data analysis performed with SPSS software, focusing on the output of the regression coefficient values.

Table 4. Regression

Model	Variables	Unstandardized Coefficients		Sig
		B	Std. Error	
Y1*X1	(Constant)	9.762	2.126	0.001
	X1	0.814	0.037	
Y2*X2	(Constant)	16.546	2.581	0.002
	X2	0.767	0.042	

Dependent Variable: Y1 and Y2

Based on Table 4, the findings from regression model 1 indicate that the Unstandardized Coefficients constant is 9.762, and the value for integrating

Islamic psychoeducational principles in learning (X1) is 0.814. Consequently, the linear regression equation for model 1 is expressed as Y = 9.762 + 0.814X. This implies that when the integration of Islamic psychoeducational principles in lectures is zero, the ability of students to face challenges in digital education practices variable stands at 9.762. The regression coefficient of 0.814 suggests that the prediction of each increase in the integration of Islamic psychoeducational principles in learning correlates with a stronger ability of students to face challenges in digital education practices. Therefore, heightened integration of Islamic psychoeducational principles in learning has a positive effect on the strength of the ability of students to face challenges in digital education practices. The significant value of X1 is 0.001, which is below the significance threshold of 0.05, leading to the acceptance of hypothesis 1 for regression model 1 in this study. This indicates that the integration of Islamic psychoeducation principles in learning has a positive impact on increasing students' ability to face challenges in digital education practices.

Based on Table 4, the findings from regression model 2 indicate that the Unstandardized Coefficients constant is 16.546, and the value for integration of Islamic psychoeducational principles in learning (X2) is 0.767. Consequently, the linear regression equation for model 2 is expressed as Y = 16.546 + 0.767X. This implies that when the integration of Islamic psychoeducation principles in learning is zero, the lecturer's ability to face challenges in the era of digital education variable stands at 16.546. The regression coefficient of 0.767 suggests that each increase in the integration of Islamic psychoeducation principles in lectures will result in a stronger ability of lecturers to face challenges in digital education practices. Therefore, heightened integration of Islamic psychoeducation principles in lectures has a positive effect on the strength of lecturers' abilities in facing challenges in digital education practices. The significant value of X2 is 0.002, below the significance threshold of 0.05, leading to the acceptance of hypothesis 2 for regression model 2 in this study. This indicates that integrating Islamic psychoeducation principles in learning positively impacts the increase of lecturers' ability to face challenges in digital education practices.

5. Discussion

Focus your discussion on the objectives of the study and it must be congruent in sequence with your results

Discuss the strength of Islamic psychoeducation in facing educational challenges in the digital era based on the perceptions of lecturers and students – this is your objective.

García-Peñalvo (2021) said that the right strategy is necessary in facing the challenges of digital education practices to avoid the unwanted effects of technology. Fernández-Batanero et al. (2021) identified through PRISMA analysis that a specific strategy is necessary because the use of technology negatively impacts the cause of anxiety in the educational process of teachers and students. The results of a survey by Essel et al. (2021) on 525 students showed that

> **Commented [AV9]:** Improve your discussion following the suggested guide below:
> 1. Summarize your major findings:(Summary: A brief recap of your key results and support with related studies)
> 2. Provide interpretation of your findings and support with related studies:(Interpretations: What do your results mean?)
> 3. Provide the implications of your findings, relate it to previous studies, and provide insights that your findings could contribute to the body of knowledge. (Implications: Why do your results matter?)
> 4. Explain some limitations and explain that your research findings are still valid despite of such limitation by suggesting some recommendations as well. (Limitations: What can't your results tell us?)

dependence on technology has the potential to reduce productivity and academic achievement. A theoretical review study by Dalimunthe et al. (2023) showed that religion is the best source to overcome threat points in the technological era. Responding to these phenomena, the study results in Table 4 prove that integrating Islamic psychoeducational principles in learning positively impacts lecturers' and students' readiness to face challenges in digital education practices.

5.1. Students' perceptions on the strength of Islamic psychoeducation in facing educational challenges in the digital era

Follow the suggested guide in discussing the results on this

~~The power of Islamic psychoeducation based on students' perceptions~~
The regression analysis results of model 1 (Y1*X1) in Table 4 predict, based on student perceptions, that if the integration of Islamic psychoeducational principles in lectures is strengthened, students will be more resilient in facing challenges in digital education practices.

The era of globalization and the development of information technology has impacted the development of pluralism among university students (Yasin & Rahmadian, 2024). According to Nurman et al. (2022), Pluralist education gives rise to minority and majority students, which can cause conflict between students. Based on a survey by Führer et al. (2024) of 890 students, 68% of students experienced discrimination due to pluralism at university due to gender differences and other reasons for differences. Based on the results of this study on the variable indicators Y1 and X1, Islamic psychoeducation is predicted to have the potential to provide resilience to students in facing globalization and pluralism in digital education practices. Psychoeducational practices through integrating education based on Islamic values in learning outcomes, integration of social skills based on Islamic values , and participation in social and charitable activities provide resilience to students facing globalization and pluralism in the era of digital education. Supported by the opinion of Sijamhodžić-Nadarević (2023), students' sensitivity to pluralism can be fostered through an Islamic-based social education and skills curriculum to develop dialogical abilities in a pluralistic society. According to Karimullah (2023), social solidarity through charitable activities creates positive changes in facing globalization and pluralistic changes in a pluralistic society.

The globalization of the digital education system helps improve the learning experience, for example, the use of AI, but it has the potential to cause confusion and difficulty in making decisions to find references and understand lecture materials. According to the Bibliometric Study by Istichomah et al. (2024), the mapping of digital education's impact shows that students need help choosing relevant study materials because they receive too much information. A study of 399 Malaysian students by Chung et al. (2020) showed that the biggest challenge based on student perceptions was the difficulty in understanding the contents of courses in the era of digital education. According to research by Solihin et al. (2024), the perception of 120 Indonesian students regarding online learning

facilities was that the diversity of information received by students had the potential to interfere with the process of understanding learning materials. Based on the results of this study on the Y1 and X1 variable indicators, Islamic psychoeducation is predicted to have the potential to provide resilience to students in dealing with excessive information in digital education practices. The practice of psychoeducation through integrating education based on Islamic values in learning outcomes provides students with resilience in filtering good and relevant information from the internet. Supported by the opinion of Tahir & Rayhaniah (2022), instilling Islamic principles can be beneficial for students in filtering the information received. The practice of psychoeducation through contemplation and meditation is helpful for filtering excessive information. Supported by the "Adolescent Digital Detox" theory presented by Freska & Yeni (2023), the ability to filter information and evaluate good and bad content on digital media can be done through reflecting or meditating to recognize digital content. Based on student perceptions, Islamic psychoeducation is predicted to have the power to help students overcome challenges in consuming useless online media content. Islamic psychoeducation helps students understand and strengthen their Muslim identity amidst the flow of varying digital information.

According to Aparisi et al. (2021), there were 60.7% of cyberbullying victims identified by 1368 university students. Research by Tran et al. (2022) found that a quarter of 1,040 students were involved in maladaptive online behavior. In addition, research by Sujarwoto et al. (2023) showed that social media addiction in the student environment has the potential to affect the behavior and mentality of 709 university students negatively. Research by (Kolhar et al., 2021) reported a change in students' mindsets in online media, namely that most of the 300 students changed their goals for using online media to non-academic goals. In addition, according to Latif et al. (2021), behavior on social media that compares oneself with friends can lead to envy in the academic environment. To overcome this phenomenon, based on the Y1 and X1 variable indicators of the results of this study, Islamic psychoeducation is predicted to have the potential to provide resilience to students in controlling behavior, mindset, and mental health in the era of digital education. Psychoeducational practices through integrating Islamic values-based education in learning outcomes provide student resilience when controlling behavior, mindset, and mental health in digital education practices. Supported by the opinion of Rosmalina et al. (2023), through the assistance of Islamic values-based education, students are better able to control their behavior, mindset, and mental health in the digital era. Psychoeducational practices through prayer and contemplation to meditate provide students resilience when controlling behavior, mindset, and health. According to research by Widayanti et al. (2022), the problems of 190 students related to cyberbullying behavior and mental health can be overcome through spiritual activities of prayer and contemplation. Increasing the practice of prayer and contemplation to meditate can overcome the tendency to feel inferior due to poor performance compared to friends. Psychoeducational practices through social skills practices and participating in social and charity activities based on Islamic values provide student resilience when controlling behavior, mindset, and mental health in digital education practices. According to research by Kholidah (2022), the

actualization of 150 university students through social activities and social funds strengthened students' character in maintaining behavior and mindset of social responsibility. Based on students' perceptions, Islamic psychoeducation is predicted to have the power to help students overcome the challenges of cyberbullying behavior, social media addiction, negative mindsets, and mental health.

Based on the evaluation results by Cranfield et al. (2021), students from universities in three countries show a significant difference in student engagement in online learning due to different cultural backgrounds. Based on the indicators of the variables Y1 and X1 of the results of this study, Islamic psychoeducation is predicted to have the potential to provide resilience to students in dealing with cultural differences and local contexts in digital education practices. The practice of psychoeducation through integrating education based on Islamic values provides resilience to students in dealing with cultural differences and local contexts in digital education practices. Supported by the opinion of Pratomo (2022), Islamic psychology education in the digital era must be able to adapt to various cultures and local contexts. In the context of cultural differences and local contexts in the digital education era, students may have difficulty accepting differences of opinion, beliefs, and cultural backgrounds. This can trigger academic intolerance in the form of conflict and cyberbullying. Park et al. (2021) identified cyberbullying as being caused by school factors, academic achievement, and gender socialization patterns. According to Sugihartati et al. (2020), exposure to radical content on social media can influence students' views and encourage them to join extremist groups. According to Meier et al. (2020), students often have stereotypical views of different groups or individuals in the digital era. These stereotypes can hinder social interaction and cooperation. Psychoeducational practices, through integrating social skills based on Islamic values and social and charitable activities, can reduce intolerance among students. Based on student perceptions, Islamic psychoeducation teaches students to treat others well, resolve academic conflicts between students peacefully, and promote tolerance for differences of opinion and culture in the educational environment.

5.2. Lecturers' perceptions on the strength of Islamic psychoeducation in facing educational challenges in the digital era

Follow the suggested guide in discussing the results on this

~~The power of Islamic psychoeducation based on lecturers' perceptions~~
According to Almogren (2022), many lecturers still need to adopt technological tools. According to Musolin et al. (2024) and As'ad (2021), the development of educational technology provides opportunities for Muslim teachers in the digital era to make wise adaptations to utilize technology effectively and efficiently. The results of the regression model 2 analysis (Y2*X2) in Table 4, based on lecturers' perceptions, that if the integration of Islamic psychoeducational

principles in learning is strengthened, lecturers will have increased resilience in facing challenges in digital education practices.

Based on the results of this study on the Y2 and X2 variable indicators, Islamic psychoeducation is predicted to have the potential to empower teachers to instil Islamic values in students in digital education practices. The practice of lecturers providing psychoeducation to students through integrating education based on Islamic values allows lecturers to develop teaching skills to instil Islamic values in students in digital education practices. According to research by Wulan et al. (2021), technology integrated with Islamic values substantially impacts the anticipated learning outcomes. However, choosing the right learning tools or platforms that suit the needs of students and the material being taught is often confusing. Research by Huriyah & Hidayat (2022) stated that 200 prospective teachers must be able to choose technology-based learning media tailored to student needs. Not all lecturers have the same ability to operate technology (Almogren, 2022). A survey by Junus et al. (2021) showed that out of 112 lecturers, 37% of lecturers did not have sufficient experience operating technology. Digital learning practices based on Islamic values can be used as lecturer training; according to Winter et al. (2021), digital learning practices depend on competence, knowledge, and skills. According to Fandir (2024), the transformation of Islamic education is characterized by lecturers creating exciting and varied learning materials to adapt to modern teaching styles to remain relevant. Based on lecturers' perceptions, instilling Islamic values in students in the digital education practices through Islamic psychoeducation provides opportunities for lecturers to develop their teaching skills. Lecturers act as facilitators and guides for students in seeking information.

Based on the results of this study on the Y2 and X2 variable indicators, Islamic psychoeducation is predicted to have the potential to provide strength to lecturers to develop students holistically in digital education practices. According to Bowden et al. (2021), developing students holistically means paying attention to all aspects of their growth and development academically, emotionally, socially and physically. A survey by Händel et al. (2022) showed that 1,826 higher education students were ready to practice digital education, even though support is needed for students related to social and emotional aspects. Research by Vázquez-Cano et al. (2020), with a sample of 257,624 students from 21 countries, showed that technology has a negative impact on the development of academic competence in the younger generation. Psychoeducation can help students understand the psychological, academic and social impacts of digital technology and develop a balance in online and offline life. The practice of Islamic psychoeducation provides opportunities for lecturers to help students develop a balance between academic demands and spiritual life, as well as maintain productivity and inner peace through Islamic teachings. For example, using platforms such as Google Calendar, lecturers can help students plan their time wisely, balancing academic obligations, worship, and social activities. Lecturers can suggest time arrangements that reflect Islamic principles, such as making time for prayer, reading the Qur'an, and praying as part of the daily routine. In addition, research by Syahril et al. (2021) on 51 college students showed that the

implementation of project-based learning was able to develop soft skills, emotional skills and social skills. In digital education practice, lecturers can utilize project-based learning to invite students to work on social projects that are beneficial to the community, such as online charity activities or digital campaigns related to Islamic principles, such as social justice, poverty alleviation, and concern for the environment. Based on lecturers' perceptions, the practice of Islamic psychoeducation provides lecturers with the opportunity to develop strategies to develop holistic balance in students' lives.

Based on the results of this study on the Y2 and X2 variable indicators, Islamic psychoeducation is predicted to have the potential to provide strength to lecturers to shape the character and morals of students in the era of digital education. According to research by Muhajir (2022), one of the significant challenges in shaping the character and morals of students is the unequal ability of lecturers. Research by Bussu et al. (2023) describes that there are 47.1% cases of cyberbullying in higher education. In this case, it shows the low morals of students because cyberbullying harms others emotionally and psychologically. Research by Sujarwoto et al. (2023) on 709 university students showed that most spent excessive time on social media. In this case, it reflects a character that is less responsible for the discipline of time management. According to Triono et al. (2023), online learning platforms such as Google Classroom, Moodle and Edmodo can be used to provide learning that not only focuses on academic knowledge but also instils moral values. Lecturers integrate moral and spiritual values in digital-based learning activities to shape students' character and morals, such as teaching the importance of ethics, social responsibility, and self-development based on religious principles. Based on lecturers' perceptions, Islamic psychoeducation practices can help lecturers overcome students affected by the negative impacts of technology, such as cyberbullying, social media addiction, and consumption of useless content.

Lecturers face challenges in fostering the development of tolerance in students during the digital era. Based on the results of this study on the variable indicators Y2 and X2, Islamic psychoeducation is predicted to have the potential to provide strength to lecturers to overcome student tolerance conflicts in digital education practices. Dealing with students from different cultural backgrounds and values can be challenging for lecturers. Facilitating discussions on sensitive issues such as religion, politics, and society without triggering conflict requires special skills. According to Widana (2024), one of the causes of intolerance conflicts is the lack of control over the use of social media. Research by Jannah et al. (2022) on 93 students of the Islamic University of IAIN Pekalongan shows that lecturers and campuses have an important role in overcoming intolerance among students. According to a survey by Islam et al. (2021) with 5511 respondents, one of the causes of adverse problems in using social media and smartphones among university students is psychological well-being. Based on lecturers' perceptions, Islamic psychoeducation practices can help lecturers provide appropriate accommodation to address student tolerance conflicts in digital education practices.

5.3 Impact of Islamic Psychoeducation in Facing the Challenges of Digital Education

- Provide a general discussion about the impact of Islamic Psychoeducation in Facing the Challenges of Digital Education

56. Conclusion

The regression analysis results show that integrating Islamic psychoeducation principles in lectures has a significant positive impact on the readiness of lecturers and students to face challenges in the era of digital education. In addition, empirical evidence predicts that if the integration of Islamic psychoeducation is strengthened, lecturers and students will have stronger resilience in facing challenges in digital education practices. The principles of Islamic psychoeducation can be a valuable tool for lecturers to shape the character of Muslim students who have academic competence and are equipped with a social soul, tolerance, and good morals to face the challenges of the modern era.

Islamic psychoeducation is one tool for lecturers to shape the character of Muslim students who are academically competent and equipped with social spirit, tolerance, and good morals. This research contributes to providing information that religion is the best source to overcome threat points in the technological era. Religion-based psychoeducation is one strategy to strengthen the mental resilience of lecturers and students so that educational practices become more constructive and meaningful, supporting students' academic development and character.

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The investigation is deemed exceedingly pertinent and consequential to the journal. It has been systematically arranged with a lucid and coherent command of discourse. Concentrating on the effects of Islamic Psychoeducation in addressing the Challenges of Digital Educational Practices, the findings have indicated that both lecturers and learners believe that the incorporation of Psychoeducation can enhance their ability to confront the challenges posed by educational practices in the technological age. Consequently, this outcome underscores the notion that the merger of Psychoeducation into pedagogical methodologies can elevate the calibre of education as both students and teachers would be equipped to navigate the obstacles encountered in their educational pursuits. Nevertheless, there are some minor deficiencies observed within the manuscript. For instance, the tense employed in articulating the findings of the study is inappropriate in the abstract, the contributions of the study are inadequately delineated, the theoretical framework is not adequately examined, the specific research design is not explicitly articulated, the methodologies for data collection and analysis are not sufficiently clarified, and the limitations along with recommendations for pertinent entities and prospective researchers are absent. Ultimately, in light of the significance of the insights presented in relation to the existing body of knowledge, the manuscript could be considered for publication following revisions detailed comments are below.

Abstract:

➢ The explicit research design, such as descriptive case study, mixed methods, or other methodologies, must be distinctly articulated.

➢ In this context, quantitative research serves as a methodological approach, with regression analysis recognized as a data analysis technique.

➢ The main results and methodologies of the study should be articulated in the simple past tense.

➢ In lines 19-21, if the sentence is deemed a conclusion, it should be coherently formulated as such; otherwise, it ought to be incorporated as background information at the outset.

Introduction:

➢ In paragraph 6, line 8, the significance of conducting this study necessitates thorough and comprehensive elucidation as the solutions to address challenges are already established.

➢ The theoretical and practical implications of the study's findings should be integrated. For instance, it would be beneficial to outline how the results are pertinent to the mitigation of

educational issues, pedagogical methodologies, strategies to be utilized in the digital age, and the formulation of policies.

➢ Section 2 should encompass the theoretical framework that underpinned this study.

Method:

➢ The rationale for the application of the quantitative methodology must be substantiated.

➢ A detailed explanation of the specific research design employed in this study is imperative. Given that this study adopts a quantitative approach, the design could be characterized as either a survey or an experimental research design; thus, one of these or other suitable designs should be justified within the context of quantitative methodology.

➢ The criteria employed to determine the sampling technique through purposive sampling must be delineated.

➢ The variables should be categorized into dependent and independent variables.

➢ Moreover, the biographical information of the participants, including variables such as age, gender, socioeconomic status, teachers' experience, and students' grade levels, should be presented, as these factors may influence their capacity to confront challenges.

➢ Why was the null hypothesis not formulated? It is generally anticipated that scholarly authors commence with the null hypothesis (H0) and subsequently progress to the alternative hypothesis to substantiate the variables.

➢ The methodology for data collection must be elucidated comprehensively.

➢ The instruments utilized in this study need to be described in detail.

➢ The data analysis techniques have not been adequately articulated.

Conclusion:

➢ In paragraph 1, lines 6-9 and paragraph 2, lines 1-3 exhibit redundancy.

➢ Recommendations directed towards the responsible entities should be incorporated. A call for decisive action is warranted.

➢ Potential areas for future research should be proposed.

➢ Limitations concerning the representativeness of the findings, as well as the weaknesses inherent in the sampling techniques, research design, instruments, and data analysis methods, should be acknowledged, as this will be beneficial for future researchers in identifying existing gaps.