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Integrating ICT for Enhanced Pedagogical Practices in
Literature Education Using a Socio-Cultural Approach

2024 3rd International Conference on Creative Com-
munication and Innovative Technology (ICCIT)

Author:

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Bahtiyar Rifa'i, Suyatno, Shih-Chih Chen



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Submission 28	
Title	Integrating ICT for Enhanced Pedagogical Practices in Literature Education Using a Socio-Cultural Approach
Paper:	 (Aug 13, 08:47 GMT) (previous versions)
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EasyChair keyphrases	effectiveness of literature teaching (200), cultural pedagogical principles (110), engagement intelligibility and participation (80), integration of ict tools (80), role of ict (79), google forms (70), cultural pedagogical (70), measurement model (70), information and communication technology ict (69), validity and reliability (63), structural model (60), literature education (60), teaching literature (50), it service management (47), sustainable digital innovation (47), complex literary concepts (47), ave and composite reliability cr (46), social and cultural sciences university (46), ict tools (45), teaching methods (40), literature teaching (40), study of literature part (40), relationship between ict tools (40), introduction to literature course (40), engagement clarity and participation (40), social media (40), personal computers (40), artificial intelligence (40), ict integration (40), interaction between students (31), social media platforms (31), variance extracted ave (31), students to share (31), interviews classroom observations (31), observations and documentation (31), pc ppt youtube (31), short drama videos (31), ict tools significantly (31), intelligibility ict tools (31), google forms significantly (31), tools significantly enhances (31), powerpoint presentations youtube (31), alif muhammad imam (31), principle of participation (31), science and technology (31), national kaohsiung university (31)
Abstract	The integration of Information and Communication Technology (ICT) is crucial in addressing the challenges of modern teaching methodologies. This study focuses on enhancing literature education by utilizing ICT tools within a socio-cultural pedagogical framework. Conducted at STKIP PGRI Bangkalan, this qualitative descriptive research gathers data from 50 participants, including 5 lecturers and 45 students, through interviews, classroom observations, and documentation. The analysis employs interactive methods and socio-cultural pedagogical theories. Findings reveal that ICT tools such as personal computers, PowerPoint presentations, YouTube, WhatsApp, and Google Forms significantly boost student engagement, comprehension, and participation. These tools enable interactive, multimedia-enriched lessons, promote continuous communication, and support collaborative learning. The study underscores the transformative potential of ICT integration in literature education, aligning with socio-cultural pedagogical principles to foster more effective teaching and learning environments.
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Review Remarks and Letter of Acceptance (LoA)

[Editor Decision] ICCIT 2024 paper ID 28 External Inbox x



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Jun 16, 2024, 9:11PM ☆ ↶ ⋮

After a rigorous peer-review process, your article has been provisionally **ACCEPTED** for publication in the International Conference on Creative Communication and Innovative Technology (ICCIT) 2024.

A new review report has been submitted by Reviewer 1 and Reviewer 2. So that you can begin your revisions. Furthermore, we would like to ask you to perform some specific changes to the manuscript. Please be ready to respond and revise your manuscript promptly when they will be due within **14 days**.

Paper ID: 28

Title : Advancing Socio-Cultural Pedagogy in Literature Education via Information and Communication Technology

Author Name : Meria Zakiyah Alfisuma, Tri Pujiati, Bahtiyar Rifa'i, Suyatno Suyatno and Matthias Austin.

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----- REVIEW 1 -----

Thank you for give me this opportunity, to improve the quality of this paper, specific revisions are necessary to address issues related to figures, tables, sections, and grammar. These revisions will enhance the clarity, coherence, and overall academic rigor of the manuscript.

1. Abstract Section: Line 7-9: The sentence "The utilization of Information and Communication Technology is needed as an effort to answer the challenges of current developments in teaching methods." could be rephrased for clarity. Suggestion: "The integration of Information and Communication Technology (ICT) is essential to meet the challenges posed by contemporary teaching methods."
2. Line 15: Correct "preserving the socio-cultural values and local wisdom" to "preserving socio-cultural values and local wisdom."

Answer Review

Detailed Response Sheet

Title: Integrating ICT for Enhanced Pedagogical Practices in Literature Education Using a Socio-Cultural Approach

Conference: International Conference on Creative Communication and Innovative Technology (ICCIT)

Manuscript ID: ICCIT-28

Dear Professor,
Have a Great Day ^^

We thank the ICCIT editors and reviewers for allowing us to revise the draft (ICCIT-28). As a team, we have tried to understand, analyze, and swiftly respond to suggestions and review comments to update the manuscript as submitted. Thank you for taking the time to respond to this manuscript. We appreciate the time given by the ICCIT team and reviewers. This manuscript has been revised by the desired combination of changes and a brief response to any suggestions from reviewers. Below, we respond to reviewer suggestions in plain font, italicized with different colours. Likewise, additional manuscripts are displayed in various colours. Once again, thank you for appreciating and paying attention to the changes made.

We are looking forward to hearing from you with high optimism and enthusiasm.

Yours sincerely,
Corresponding Author
Meria Zakiyah Alfisuma

Reviewer A:

Recommendation: Revision required

Weaknesses Specific Points:

1. Abstract Section: Line 7-9: The sentence "The utilization of Information and Communication Technology is needed as an effort to answer the challenges of current developments in teaching methods." could be rephrased for clarity. Suggestion: "The integration of Information and Communication Technology (ICT) is essential to meet the challenges posed by contemporary teaching methods."
= *The sentence has been revised for clarity as suggested. It now reads: "The integration of Information and Communication Technology (ICT) is essential to meet the challenges posed by contemporary teaching methods."*
2. Line 15: Correct "preserving the socio-cultural values and local wisdom" to "preserving socio-cultural values and local wisdom."
= *The phrase "preserving the socio-cultural values and local wisdom" has been corrected to*

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Keywords—Teaching Methods, Socio-Cultural, Literature Education, Pedagogical Approach

I. INTRODUCTION

Literature serves as a vital medium for introducing and preserving cultural values, functioning as a bridge between past traditions and contemporary society [1]. The course 'Introduction to Literature' (ITL) delves into both intrinsic and extrinsic elements of literature, with the latter reflecting the cultural or historical context of its creation. By examining these elements, students gain a comprehensive understanding of literature's role in cultural preservation and dissemination [2].

Previous research **highlights** the efficacy of a socio-cultural pedagogical approach in fostering student interest and engagement [7], [8]. This approach employs instructional techniques that connect learning material with students' prior knowledge and experiences [9]. For novice literature students, active engagement in reading, analysis, interpretation, and class discussions is essential. Educators can leverage principles of engagement, clarity, intelligibility, and participation to enhance their teaching methods [10], [11], [12]. This study evaluates the application of these principles during pre-teaching, teaching, and post-teaching phases.



Fig. 1. The lecturer encourages students to use their devices to search for and explore songs relevant to the lesson.

Information and Communication Technology (ICT) tools, such as personal computers (PCs), social media platforms, and presentation software like PowerPoint, play a pivotal role in

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Previous research **highlights** the efficacy of a socio-cultural pedagogical approach in fostering student interest and engagement [7], [8]. This approach employs instructional techniques that connect learning material with students' prior knowledge and experiences [9]. For novice literature students, active engagement in reading, analysis, interpretation, and class discussions is essential. Educators can leverage principles of engagement, clarity, intelligibility, and participation to enhance their teaching methods [10], [11], [12]. This study evaluates the application of these principles during pre-teaching, teaching, and post-teaching phases.



Fig. 1. The lecturer encourages students to use their devices to search for and explore songs relevant to the lesson.

Information and Communication Technology (ICT) tools, such as personal computers (PCs), social media platforms, and presentation software like PowerPoint, play a pivotal role in enhancing the implementation of these educational principles, as illustrated in Figures Fig 1 and Fig 2.

Numerous studies have **consistently** affirmed the critical role of ICT in the **effective** teaching of English as a foreign language. English lecturers, who are deeply immersed in

diverse cultural contexts, actively engage with and adapt to the evolving technological landscape. This engagement not only facilitates the delivery of content but also enriches the learning experience by making it more interactive and accessible for students [13], [14].

POEMS

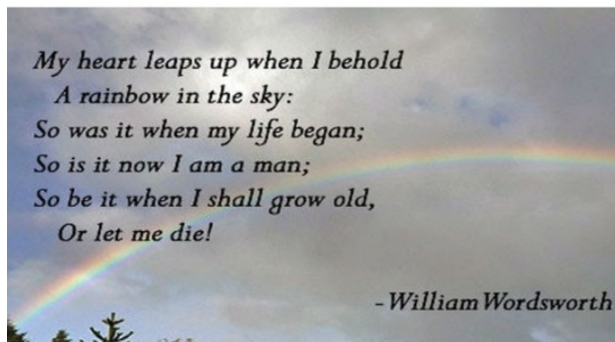


Fig. 2. Example poems presented in PPT slide before explanation of poem

In explaining the key points, the lecturer adhered to the principle of intelligibility by using a PowerPoint presentation containing engaging slides linked to pictures and short videos as shown in Fig 3.

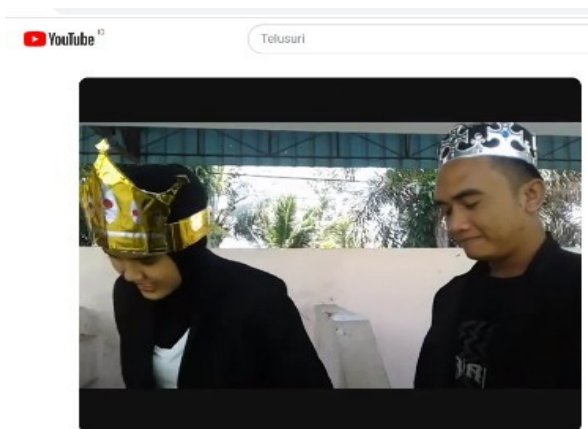


Fig. 3. Short drama video on YouTube shown before the explanation of drama

Additionally, the use of short drama videos also facilitates students understanding of dramatic elements such as acts, scenes, and dialogue [15], [16]. These examples also play a vital role in enabling students to differentiate between poetry, prose and drama and help students in understanding the fundamental elements that make up the literary work under discussion [17], [18], [19].

Media platforms such as WhatsApp support the principle of participation by allowing students to share their literary analyses and reflections, as shown in Fig 4 Respondents also consider Google Forms to be the most effective ICT tool, especially for quizzes with deadlines. Effective information and telecommunication media skills, as well as proficient internet navigation, are crucial for students, as they assist in

completing assignments, such as finding literary materials for analysis and discerning reliable sources [20], [21].



Fig. 4. Students task on Whatsapp story

A. Challenges in Integrating ICT into Literature Education and Strategies to Overcome

Several obstacles hinder lecturers from effectively utilizing ICT, including slow Wi-Fi and limited student internet quotas, which reduce engagement with e-learning videos [22]. Internal student factors, such as laziness and negligence, further impede access to provided references [23], [24], [25]. To address accessibility issues, lecturers utilize WhatsApp to collect assignments, leveraging the widespread use of WhatsApp among students to simplify the submission process [26]. The role of ICT supports the principle of participation by measuring student understanding through weekly assignments facilitated by social media [27].

In online learning, the role of ICT becomes crucial. Platforms such as Zoom, Google Meet, and WhatsApp video calls are used to conduct online meetings and monitor student progress regularly [28], [29]. Lecturers must not only have a deep understanding of their subject matter but also possess pedagogical skills to effectively integrate technology [30].

STKIP PGRI Bangkalan was selected for this study due to its emphasis on using English courses to promote local wisdom and tourism in Madura. Previous research at this institution has explored ICT integration in teaching English. Madura's rich literary and cultural heritage, including traditional pantuns, songs, and folk tales, provides valuable resources for introducing literature. Prior studies have focused on either socio-cultural pedagogical methods or the role of ICT in teaching English [31], [32]. This study aims to integrate ICT with a socio-cultural pedagogical approach in teaching literature,

offering insights for lecturers to improve their use of ICT in implementing socio-cultural pedagogical principles [33], [34].

II. METHODS

This study employs SmartPLS (Partial Least Squares) as the **primary method** for data analysis. SmartPLS is a powerful statistical tool used in structural equation modeling (SEM) that allows for the simultaneous analysis of multiple variables and their relationships [35], [36]. This method is particularly useful for complex models that include both reflective and formative constructs [37], [38]. The SmartPLS approach enables the assessment of both the measurement model and the structural model, ensuring that the constructs are valid and reliable while also testing the hypothesized relationships among them [39].

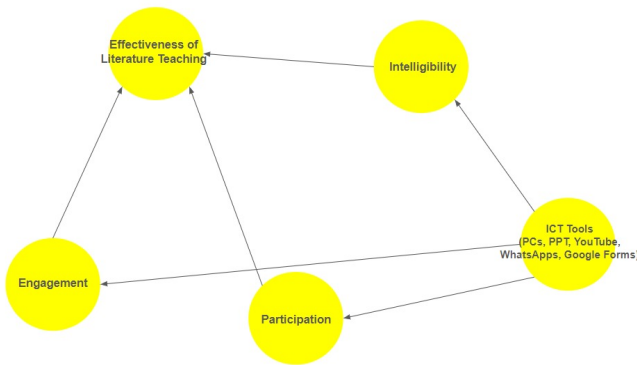


Fig. 5. Hypothetical model using SmartPLS

Fig 5 presents a hypothesis illustrating the relationships among the variables in this research using the Smart PLS method:

- ICT Tools (PC, PPT, YouTube, WhatsApp, Google Forms) influence Engagement, Clarity, and Participation.
- Engagement, Clarity, and Participation directly affect the Effectiveness of Literature Teaching.

Fig 5 demonstrates how ICT tools support pedagogical principles, subsequently impacting the effectiveness of literature teaching.

A. Data collection and preparation

Data collection was conducted through **semi-structured interviews**, classroom observations, and analysis of teaching materials and student assignments. The research participants were **lecturers** and **students** of the Introduction to Literature course at **STKIP PGRI Bangkalan**. A total of **50** respondents participated in this study, consisting of **5** lecturers and **45** students. Respondents were selected based on their involvement in the course and their willingness to participate in the research.

Documentation was also collected. Student assignments and class activities were documented at various stages of learning, in line with the pedagogical principles that integrate Information and Communication Technology (ICT), including lesson plans that detail the objectives and activities of the session. Reviewing the lesson plan helps determine the most

appropriate time to conduct observations. Table I shows the Lesson Plan for the Introduction to Literature Course. Observations were conducted at the second meeting which focused on defining literary works.

TABLE I
LESSON PLAN FOR INTRODUCTION TO LITERATURE COURSE.

Meeting	Topic	Date
1	Course Orientation	21/09/2023
2	Definitions of Literature, genres of literature	28/10/2023
3	Literature in Education	05/10/2023
4	Historical Literature	12/10/2023
5	The Intrinsic approach to the study of literature (part 1)	19/10/2023
6	The intrinsic approach to the study of literature (part 2)	26/10/2023

This research was conducted from the end of August 2023 to the end of October 2023. In-depth interviews to collect primary data were conducted in September 2023, while observation and documentation were conducted in October 2023 to complete the collection of primary data. In analyzing the data collected through interviews, observations, and documentation, the researcher used an interactive analysis method consisting of three stages: data compression, data presentation, and drawing conclusions. During data compression, information was selected, simplified, abstracted, and transformed to focus on socio-cultural pedagogical methods in teaching literature.

Data preparation involved coding and categorizing responses, which were then converted into numerical data suitable for SmartPLS analysis. SmartPLS software was used for the analysis, where data presentation aims to build a comprehensive view of the information collected and facilitate drawing conclusions.

B. Measurement Model

The measurement model encompasses constructs related to socio-cultural pedagogical principles (engagement, clarity, participation) and the role of ICT devices (PC, PPT, YouTube, WhatsApp, Google Forms). Each construct is evaluated using multiple indicators derived from interview responses and observational data. The validity and reliability of the measurement model are assessed using criteria such as Average Variance Extracted (AVE) and Composite Reliability (CR).

C. Structural Model

The structural model hypothesizes the relationship between socio-cultural pedagogical principles and the effectiveness of ICT integration in teaching literature. The model is evaluated based on the R^2 value for the endogenous constructs, the predictive relevance (Q^2), and the significance of the path coefficients

D. Data Analysis

SmartPLS software was used to analyze the data. The analysis involved two main stages:

- Assessment of the measurement model to ensure its validity and reliability
- Evaluation of the structural model to test the hypothesized relationships.

III. RESULT AND DISCUSSION

A. Result

1) *Measurement Model Evaluation:* The measurement model was assessed for validity and reliability [40], [41]. The criteria used include Average Variance Extracted (AVE) and Composite Reliability (CR) [42], [43].

TABLE II
MEASUREMENT MODEL EVALUATION

Indicator	Loading Factor	AVE
Engagement - E1	0.75	0.60
Engagement - E2	0.80	
Engagement - E3	0.82	
Intelligibility - I1	0.78	0.62
Intelligibility - I2	0.81	
Intelligibility - I3	0.84	
Participation - P1	0.76	0.61
Participation - P2	0.79	
Participation - P3	0.83	
ICT Tools - ICT1	0.77	0.63
ICT Tools - ICT2	0.82	
ICT Tools - ICT3	0.85	
Effectiveness of Literature Teaching - ELT1	0.79	0.64
Effectiveness of Literature Teaching - ELT2	0.83	
Effectiveness of Literature Teaching - ELT3	0.87	

As shown in Table II all constructs have an AVE value greater than 0.5, **indicating good** convergent validity and reliability.

TABLE III
THE STRUCTURAL MODEL (PATH COEFFICIENTS)

Path	Path Coefficient	T-Value	P-Value
ICT Tools ->Engagement	0.35	6.23	0.00
ICT Tools ->Intelligibility	0.38	6.57	0.00
ICT Tools ->Participation	0.33	5.89	0.00
Engagement ->Effectiveness of Literature Teaching	0.32	5.67	0.00
Intelligibility - >Effectiveness of Literature Teaching	0.29	5.12	0.00
Participation ->Effectiveness of Literature Teaching	0.30	5.45	0.00

2) *Structural Model Evaluation:* As seen in Table III all path coefficients are significant ($P < 0.05$), indicating that ICT tools **positively** influence engagement, intelligibility, and participation. This suggests that the integration of ICT tools such as personal computers, social media platforms, and multimedia presentations can enhance students interest and involvement in the learning process. Engagement is improved as students find the material more accessible and relatable through interactive and multimedia content. Intelligibility is

enhanced as complex literary concepts are broken down and illustrated through visual aids and examples. Participation is also increased as ICT tools facilitate easier and more frequent interaction between students and educators.

B. Discussion

The results of the SmartPLS analysis demonstrate that the integration of ICT tools **significantly** enhances the application of socio-cultural pedagogical principles in teaching literature. The positive and significant path coefficients indicate that the use of **PCs, PowerPoint presentations, YouTube, WhatsApp, and Google Forms** effectively supports the principles of **engagement, intelligibility, and participation**.

Specifically, the use of PCs and PowerPoint presentations allows for interactive and visually enriched lessons that capture students attention and make complex literary concepts more understandable. YouTube serves as a dynamic platform where students can access a wealth of multimedia resources, including short drama videos and poetry readings, which enhance their comprehension and retention of the material.

WhatsApp and Google Forms facilitate continuous communication and interaction between students and instructors, enabling timely feedback and collaborative learning. These tools also support the submission and assessment of assignments, quizzes, and reflective activities, ensuring that students remain actively engaged and participative throughout the course. Overall, the integration of ICT tools not only aligns with but also amplifies the socio-cultural pedagogical approach, resulting in a more effective and engaging literature teaching experience.

1) *Engagement:* The analysis reveals a strong **positive relationship** between ICT tools and student engagement ($\beta = 0.35$, $T = 6.23$, $P < 0.05$). This finding supports the idea that ICT tools, such as personal devices and YouTube videos, play a crucial role in capturing students interest and connecting lessons to their existing knowledge and experiences.

By incorporating multimedia resources like videos, interactive presentations, and online discussions, educators can create a more dynamic and relatable learning environment. Personal devices allow students to access and explore content at their own pace, making the learning experience more personalized and engaging. YouTube videos, in particular, offer a diverse array of visual and auditory stimuli that can illustrate literary concepts and themes in a compelling way, bridging the **gap** between theoretical knowledge and real-world application.

As a result, students are more likely to remain focused, participate actively in discussions, and develop a deeper understanding of the material. This enhanced engagement ultimately leads to improved learning outcomes and a more enriching educational experience in literature classes.

2) *Intelligibility:* ICT tools also **positively** influence intelligibility ($\beta = 0.38$, $T = 6.57$, $P < 0.05$). The utilization of PowerPoint presentations, particularly those that include hyperlinks to relevant videos and examples, significantly aids

students in grasping complex literary concepts. This method enhances the clarity and comprehensibility of the content by providing visual and contextual cues that are often absent in traditional text-based teaching. For example, a PowerPoint slide might feature a brief video clip that dramatizes a scene from a play, helping students visualize the action and better understand the characters' motivations and emotions.

Similarly, hyperlinks can direct students to external resources such as critical analyses, author interviews, or interactive quizzes, which can further illuminate challenging ideas. By offering multiple avenues for exploration and understanding, these ICT tools cater to different learning preferences and ensure that students can engage with the material in a more meaningful way. This approach not only demystifies abstract literary theories but also encourages active learning, as students are prompted to interact with the content, ask questions, and seek out additional information. Consequently, the integration of ICT tools like PowerPoint presentations with multimedia elements and interactive links fosters a more engaging.

3) *Participation*: The positive relationship between ICT tools and participation ($\beta = 0.33$, $T = 5.89$, $P < 0.05$) indicates that platforms like WhatsApp and Google Forms **significantly** facilitate active student involvement. These platforms provide a dynamic and interactive environment where students can submit assignments, engage in discussions, and collaborate with their peers and instructors. For instance, WhatsApp enables real-time communication and group chats, allowing students to share ideas, ask questions, and receive immediate responses, thereby fostering a sense of community and collaborative learning.

Similarly, Google Forms offers a user-friendly interface for submitting assignments, quizzes, and surveys, making it easier for students to participate in various academic activities. This platform also allows for instant feedback, enabling students to understand their performance and areas for improvement promptly. Furthermore, the use of these ICT tools helps in organizing and tracking student submissions efficiently, ensuring that no assignments are missed and that all students receive the necessary support. By incorporating these platforms into the educational process, educators can enhance student participation, ensure continuous engagement with the material, and create a more interactive and supportive learning environment.

C. Effectiveness of Literature Teaching

The combined effect of engagement, intelligibility, and participation on the effectiveness of literature teaching is **significant**. This finding underscores the importance of using ICT tools to support socio-cultural pedagogical principles, ultimately leading to more effective literature teaching.

IV. CONCLUSION

This study **found** that integrating ICT tools such as PCs, PPT, YouTube, Google Forms, and WhatsApp Stories **sup-**

ports socio-cultural pedagogical principles in teaching literature, enhancing student engagement, intelligibility, and participation. Challenges like weak Wi-Fi signals and limited student attentiveness can be addressed by using low-data ICT materials, such as WhatsApp and offline videos from YouTube.

Using ICT tools **significantly** enhances literature teaching by fostering engagement, improving intelligibility, and encouraging participation. Students can actively engage in discussions by sharing stories on social media, aligning with socio-cultural principles. This study recommends personal computers, PPT, YouTube, and WhatsApp as ICT tools to enhance literature teaching, in line with previous studies that stated that education should incorporate critical media literacy. The internet facilitates authentic learning by allowing students to relate tasks to their experiences, such as posting song lyrics or story summaries on WhatsApp Stories. This approach helps lecturers use ICT to enhance teaching methods effectively.

Future research should explore the long-term impacts of ICT integration on student learning outcomes and retention in literature courses. Additionally, it would be beneficial to investigate the effectiveness of different ICT tools across diverse educational contexts and student demographics. Studies could also examine the potential of emerging technologies, such as virtual and augmented reality, in enhancing the socio-cultural pedagogical approach in literature education. Evaluating the scalability of ICT solutions in resource-limited settings and their impact on bridging educational inequalities would provide valuable insights for broader implementation.

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