Students' Perceptions of the Use of ICT in Introduction to Literature Class

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Abstract

Advancements in technology have facilitated a more accessible learning experience for students, with the integration of Information and Communication Technology (ICT) emerging as a prominent trend in the study of literary works. This qualitative descriptive study aims to explore students' perspectives on the use of ICT in the Introduction to Literature curriculum. Understanding students' viewpoints on ICT usage in this context serves as valuable evaluation material, enabling educators to formulate new policies pertaining to instructional methods for future Introduction to Literature courses. Data for this research was gathered through a questionnaire administered via Google Form to students enrolled in the Introduction to Literature course, yielding responses from 52 participants who randomly selected from students who had taken the Introduction to Literature course at STKIP PGRI Bangkalan. The collected questionnaire data was subjected to analysis involving data reduction, interpretation, and the formulation of conclusions. The findings reveal a highly positive outlook among students regarding the integration of ICT into their learning experience. A significant majority, 51.92%, expressed agreement with the incorporation of ICT in Introduction to Literature instruction. The presence of ICT has notably heightened students' enthusiasm for engaging with the subject matter. This research suggests that ICT can be effectively utilized in Introduction to Literature education through the implementation of diverse, engaging, and unique media, facilitating enhanced comprehension of the material by students.

Introduction

The field of education has witnessed rapid and extensive integration of Information and Communication Technology (ICT), exemplifying the progress of science and technology in contemporary times (Roestiyah, 2008). The utilization of ICT, encompassing hardware, software, and useware, has become increasingly prevalent among educators and students within the academic setting (Warsita, 2008). Its application in classroom instruction is widely regarded as effective, with computer-based technology specifically noted for its efficacy in the learning process (Kristiawan, 2004). Over time, ICT has proven to be instrumental in education, offering various benefits as outlined by Abdulhak (2013): (1) serving as a versatile educational tool, (2) functioning as a rich source of information, and (3) constituting an integral part of the learning system. Additionally, Mulyani's research in 2021 demonstrates that instructional media can significantly enhance student learning outcomes.

According to Surjono (2013), Information and Communication Technology (ICT) can be integrated into all stages of teaching and learning, ranging from lesson planning, material preparation, content presentation, instructional delivery, to assessment. It is considered as an effective educational tool within the classroom setting. Sudjana and Rivai (1992) emphasize that the selection of appropriate learning media can significantly enhance student motivation in the learning process. The integration of visuals with audiovisual elements, facilitated by the advent of ICT, involves electronic equipment comprising both hardware and software. This encompasses all activities related to the processing, manipulation, management, and transfer of information between different media (Rusman et al., 2013). Furthermore, Aripin et al. (2020) posit that the utilization of ICT in learning cultivates independent character traits in students, as they become accustomed to employing ICT tools in their educational pursuits.

Previous research on the use of Information and Communication Technology (ICT) in education has yielded valuable insights. Studies conducted by Ghavifekr and Rosdy (2015) indicate that ICT-based teaching and learning methods tend to be more effective compared to traditional approaches. Halidi et al. (2015) elucidate that the integration of ICT-based media has positive implications for enhancing student motivation and improving learning outcomes. Nur (2017) highlights that website-based learning provides a diverse array of materials and facilitates online interaction with peers and educators.

Research by Huurun'ien et al. (2017) underscores the effectiveness of Schoology-based e-learning in enhancing the learning outcomes of vocational school students in computer systems subjects. Zwart et al. (2017) found that the use of digital learning materials led to improved outcomes in vocational education. Hussain (2018) discovered that while utilizing ICT-based learning media with the

wiki application proved enjoyable and effective in enhancing English vocabulary mastery, its implementation presented challenges. Nurvitasari and Asmaningrum (2018) emphasize that the incorporation of ICT in learning aims to enhance the effectiveness of the learning process, ultimately leading to improved student learning outcomes and enhanced proficiency in utilizing technology appropriately and effectively.

Karatza (2019) discovered that the use of ICT tools fosters active participation from students and provides educators with opportunities to adapt and modify teaching approaches. Wardani et al. (2020) demonstrated that employing ICT-based learning strategies significantly impacts the achievement of computer system learning outcomes for class X vocational school students. Purwasih et al. (2020) observed that students generally prefer face-to-face interactions over online learning. Anhusadar (2020) noted the challenges of online lectures, citing the need to complete assignments within a short timeframe, contrasting with the more relaxed atmosphere of face-to-face discussions.

However, research by Arin and Yantib (2021) indicates that many students may not yet be fully prepared to utilize telematics and e-learning resources optimally. Lafendry (2022) emphasizes that the evolution of ICT has wielded a substantial influence on the field of education, particularly in the context of the learning process.

Building upon the insights gleaned from the aforementioned research, the researchers embarked on a new investigation focused on examining student perceptions of learning Introduction to Literature through the integration of Information and Communication Technology (ICT). The primary research question guiding this study is centered on understanding how students perceive the utilization of ICT in the context of learning Introduction to Literature. It is anticipated that the findings of this research will furnish valuable insights for educators, enabling them to tailor effective learning strategies in the Introduction to Literature course within the classroom setting.

Method

This qualitative descriptive study aimed to explore students' perceptions of learning Introduction to Literature through the integration of ICT. The research employed survey techniques, with questionnaires administered to 52 students enrolled in the Introduction to Literature course. Data collection was primarily facilitated through the distribution of questionnaires to the participants. The following stages were undertaken in the research

1. Develop a data collection instrument questionnaire to explore information related to perceptions of the use of ICT in classroom learning.

2. Collect data using a questionnaire given to 52 students.

3. The data collected is in the form of quantitative and qualitative data which is

then processed and interpreted into descriptive research findings.

Results

The data obtained based on a questionnaire that was given to students regarding student perceptions in learning Introduction to Literature using ICT can be seen in the following paragraph.

The results of data processing related to the use of ICT in the classroom used by students show the following results:
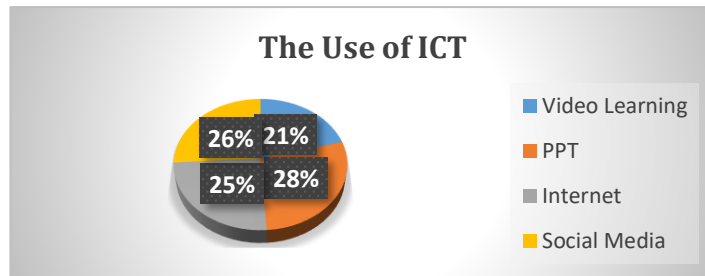

Figure 1. Use of ICT in ITL Learning

From the results of data processing, it can be seen that the use of ICT in learning shows that the most widely used ICT is PPT as much as 28%, social media as much as 26%, the internet as much as 25%, and learning videos as much as 21%.

The students' perceptions of learning Introduction to Literature in class using ICT can be seen in the following data processing results:

1. The use of ICT (learning videos, PPT, internet and social media) in ITL learning makes it easier to understand the material
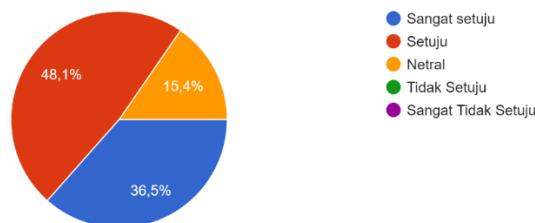

Figure 2. Readers' perceptions regarding ICT making it easier to understand the material

According to the data analysis results, it is apparent that 48.1% of students were in agreement that the integration of ICT (such as learning videos, PowerPoint presentations, internet, and social media) facilitated a more accessible study of Introduction to Literature material. Furthermore, a substantial 36.5% strongly

supported the notion that the utilization of ICT in the form of learning videos, PowerPoint presentations, internet, and social media, made it easier to study Introduction to Literature material. Conversely, 15.4% expressed a neutral stance regarding the impact of ICT on the ease of studying Introduction to Literature material.

2. The use of ICT (learning videos, PPT, internet and social media) helps to learn a good introduction to literary works

Penggunaan ICT (Video pembelajaran, PPT, internet dan media sosial) membatu pembelajaran pengenalan terhadap karya sastra dengan baik
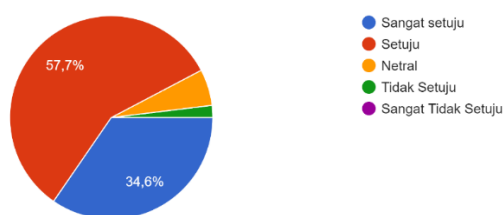52 jawaban

- Sangat setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju

57,7%
34,6%

Figure 3. Readers' perceptions regarding ICT helps learning to recognize literary works

Based on the findings from the data analysis, it is evident that 57.7% of students affirmed that the incorporation of ICT (including learning videos, PowerPoint presentations, internet, and social media) facilitates a comprehensive understanding of introductory concepts in literary works. Additionally, a significant 34.6% expressed a strong endorsement for the effectiveness of ICT in aiding the learning of literary work introductions. A small percentage, 5.8%, indicated a neutral stance regarding the impact of ICT on learning introductions to literary works, while 1.9% held a similar neutral position on the efficacy of ICT in aiding the comprehension of introductory concepts in literary works.

3. The use of ICT (learning videos, PPT, internet and social media) increased the knowledge of literary works

Penggunaan ICT (Video pembelajaran, PPT, internet dan media sosial) membuat pengetahuan saya tentang karya sastra meningkat
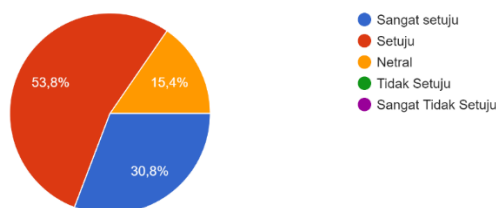52 jawaban

- Sangat setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju

53,8%
15,4%
30,8%

Figure 4 Readers' perceptions regarding ICT increase knowledge of literary works

According to the data analysis results, it is evident that 53.8% of students expressed agreement with the notion that the utilization of ICT (such as learning videos, PowerPoint presentations, internet, and social media) enhanced their understanding of literary works. Additionally, a substantial 30.8% strongly endorsed the idea that ICT positively contributed to their knowledge of literary works. On the other hand, 15.4% of respondents indicated a neutral stance on whether the use of ICT (learning videos, PPT, internet, and social media) led to an increase in their knowledge of literary works.

4. *Utilizing ICT tools such as learning videos, PowerPoint presentations, internet resources, and social media platforms enables students to grasp Introduction to Literature (ITL) material quickly and effectively.*
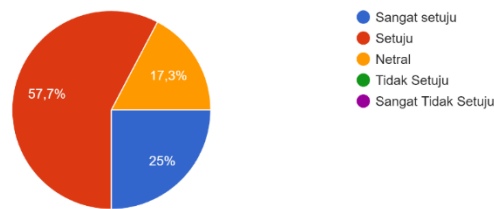

Figure 5 Readers' Perceptions regarding ICT to Quickly Understand Literary Works

According to the data analysis, 57.7% of students agreed that incorporating ICT tools like learning videos, PowerPoint presentations, internet resources, and social media helps students rapidly comprehend Introduction to Literature (ITL) material. Additionally, 25% expressed strong agreement with the idea that utilizing ICT facilitates a quick understanding of ITL material. On the other hand, 17.3% of respondents indicated a neutral stance regarding the effectiveness of ICT in aiding students' rapid comprehension of ITL material.

5. *The integration of ICT tools, including learning videos, PowerPoint presentations, internet resources, and social media, facilitates a clear and straightforward comprehension of the various types and elements present in literary works for students.*

Penggunaan ICT (Video pembelajaran, PPT, internet dan media sosial) membuat saya memahami jenis dan unsur-unsur dalam karya sastra dengan baik dan mudah
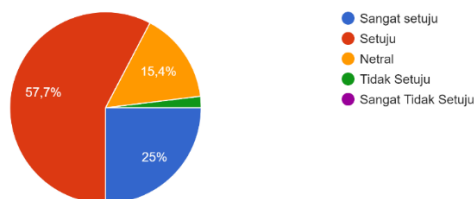52 jawaban

Figure 6. illustrates readers' perspectives on how ICT aids in enabling students to easily and effectively grasp the various types and elements within literary works.

Based on the data processing results, it is evident that 57.7% of students agreed that the utilization of ICT, including learning videos, PowerPoint presentations, internet resources, and social media, facilitates a clear and effortless understanding of the various types and elements within literary works. Additionally, a significant 25% expressed strong agreement with this statement. On the other hand, 15.4% of respondents indicated a neutral stance on whether the use of ICT contributes to a comprehensive understanding of the types and elements in literary works. Lastly, 1.9% disagreed with the notion that ICT aids in students' comprehension of the types and elements in literary works.

6. *The integration of ICT tools, such as learning videos, PowerPoint presentations, internet resources, and social media, facilitates students' comprehension of how to analyze prose.*

Penggunaan ICT (Video pembelajaran, PPT, internet dan media sosial) membuat saya mengerti cara menganalisis prosa
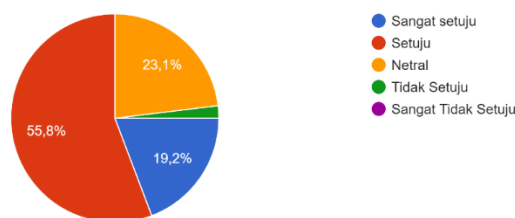52 jawaban

Figure 7 depicts readers' opinions on how ICT assists students in comprehending the process of analyzing prose.

Based on the data analysis, it is evident that 55.8% of students agreed that the integration of ICT, including learning videos, PowerPoint presentations, internet resources, and social media, aids in students' understanding of how to analyze prose. Additionally, 19.2% expressed strong agreement with this statement. On the

other hand, 23.1% of respondents indicated a neutral stance on whether the use of ICT contributes to students' understanding of how to analyze prose. Finally, 1.9% disagreed with the notion that ICT assists students in comprehending how to analyze prose.

7. *The use of ICT (learning videos, PPT, internet and social media) makes students understand how to analyze drama*

Penggunaan ICT (Video pembelajaran, PPT, internet dan media sosial) membuat saya mengerti cara menganalisis drama
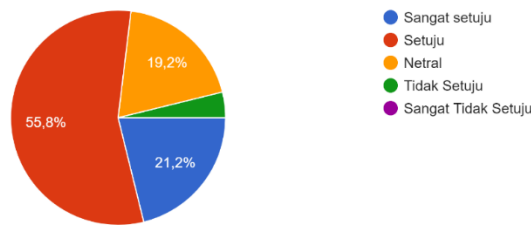52 jawaban

Figure 8 Readers' Perceptions regarding ICT makes students understand how to analyze drama

Based on the data analysis, it is evident that 55.8% of students agreed that the integration of ICT, including learning videos, PowerPoint presentations, internet resources, and social media, helps students understand how to analyze drama. Additionally, 21.2% expressed strong agreement with this statement. On the other hand, 19.2% of respondents indicated a neutral stance on whether the use of ICT contributes to students' understanding of how to analyze drama. Finally, 3.8% disagreed with the notion that ICT aids students in comprehending how to analyze drama.

8. *The use of ICT (learning videos, PPT, internet and social media) motivates me to learn ITL*

Penggunaan ICT (Video pembelajaran, PPT, internet dan media sosial) memotivasi saya dalam belajar ITL
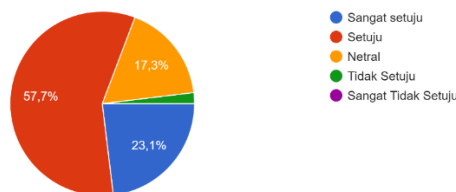52 jawaban

Figure 9 illustrates readers' perspectives on how ICT contributes to motivation in learning Introduction to Literature (ITL).

Based on the results of data processing, it can be seen that 57.7% of students agreed that the use of ICT (learning videos, PPT, internet and social media) motivated me to learn ITL. As many as 23.1% strongly agreed that the use of ICT (learning videos, PPT, internet and social media) motivated me to learn ITL. As many as 17.3% said they were neutral if the use of ICT (learning videos, PPT, internet and social media) motivated me to learn ITL. As many as 1.9% stated that they did not agree that the use of ICT (learning videos, PPT, internet and social media) motivated me to learn ITL.

9. *Incorporating ICT tools, such as learning videos, PowerPoint presentations, internet resources, and social media, helps students become familiar with and remember Introduction to Literature (ITL) material.*

Penggunaan ICT (Video pembelajaran, PPT, internet dan media sosial) membuat saya terbiasa untuk mengingat materi ITL
52 jawaban

- Sangat setuju
- Setuju
- Netral
- Tidak Setuju
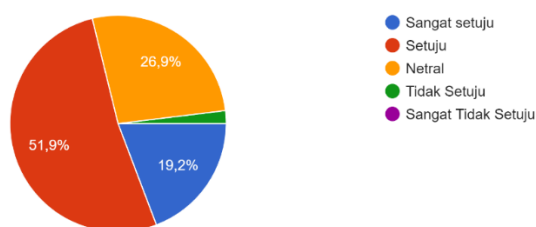- Sangat Tidak Setuju

26,9%
51,9%
19,2%

Figure 10 depicts readers' viewpoints on how ICT assists in familiarizing students with and aiding their recall of Introduction to Literature (ITL) material.

Based on the data analysis, it is evident that 51.9% of students agreed that the integration of ICT, including learning videos, PowerPoint presentations, internet resources, and social media, helped students become accustomed to remembering Introduction to Literature (ITL) material. Additionally, 19.2% expressed strong agreement with this statement. On the other hand, 26.9% of respondents indicated a neutral stance on whether the use of ICT contributed to students' familiarity with and retention of ITL material. Finally, 1.9% stated that they did not feel that the use of ICT aided in becoming accustomed to remembering ITL material.

10. *Integrating ICT tools, such as learning videos, PowerPoint presentations, internet resources, and social media, enhances students' enjoyment of learning Introduction to Literature (ITL).*

Penggunaan ICT (Video pembelajaran, PPT, internet dan media sosial) membuat saya senang dalam belajar ITL
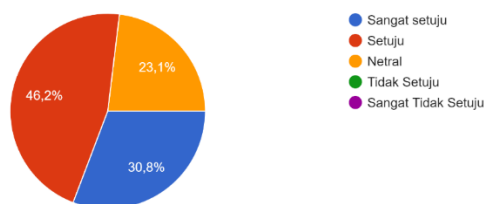52 jawaban

Figure 11 illustrates readers' perspectives on how ICT enhances students' enjoyment of learning Introduction to Literature (ITL).

According to the data analysis, it is apparent that 46.2% of students agreed that the integration of ICT, including learning videos, PowerPoint presentations, internet resources, and social media, contributed to students' enjoyment of learning Introduction to Literature (ITL). Furthermore, a substantial 30.8% expressed strong agreement with this statement. On the other hand, 23.1% of respondents indicated a neutral stance on whether the use of ICT affected their enjoyment of learning ITL.

11.   *Implementing ICT tools, such as learning videos, PowerPoint presentations, internet resources, and social media, helps students feel more at ease and relaxed when learning Introduction to Literature (ITL).*

Penggunaan ICT (Video pembelajaran, PPT, internet dan media sosial) membuat saya rileks dalam belajar ITL
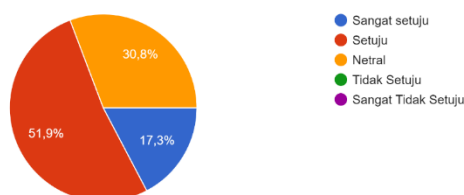52 jawaban

Figure 12 represents readers' viewpoints on how ICT contributes to creating a relaxed studying environment for students in Introduction to Literature (ITL).

According to the data analysis, it is evident that 51.9% of students agreed that the integration of ICT, including learning videos, PowerPoint presentations, internet resources, and social media, created a relaxed learning environment for students in Introduction to Literature (ITL). Additionally, 17.3% expressed strong agreement with this statement. On the other hand, 30.8% of respondents indicated a neutral stance on whether the use of ICT affected their sense of relaxation while studying ITL.

12. *Employing ICT tools, such as learning videos, PowerPoint presentations, internet resources, and social media, aids in effectively memorizing theories related to Introduction to Literature (ITL).*

Penggunaan ICT (Video pembelajaran, PPT, internet dan media sosial) membantu menghafal teori tentang ITL dengan baik
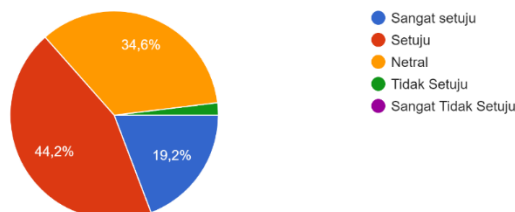
52 jawaban

- Sangat setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju

34,6%
44,2%
19,2%

Figure 13 illustrates readers' opinions on how ICT supports the effective memorization of theories related to Introduction to Literature (ITL).

Based on the data analysis, it is evident that 44.2% of students agreed that the integration of ICT, including learning videos, PowerPoint presentations, internet resources, and social media, is effective in helping them memorize theories related to Introduction to Literature (ITL). Additionally, 19.2% expressed strong agreement with this statement. On the other hand, 34.6% of respondents indicated a neutral stance on whether the use of ICT contributed to the memorization of theories about ITL. Finally, 1.9% disagreed with the notion that ICT aids in memorizing theories about ITL effectively.

13. *Utilizing ICT tools, such as learning videos, PowerPoint presentations, internet resources, and social media, fosters a positive and cheerful learning environment for Introduction to Literature (ITL).*

Penggunaan ICT (Video pembelajaran, PPT, internet dan media sosial) membuat suasana hati gembira dalam belajar ITL

52 jawaban

- Sangat setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak Setuju
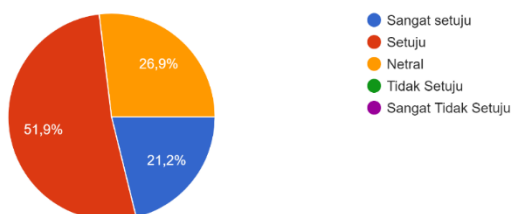
26,9%
51,9%
21,2%

Figure 14 Readers' perceptions regarding ICT create a happy mood in learning ITL

According to the data analysis, 51.9% of students agreed that the integration of ICT, including learning videos, PowerPoint presentations, internet resources, and

social media, contributes to a joyful and positive learning atmosphere for Introduction to Literature (ITL). Additionally, 21.2% expressed strong agreement with this statement. On the other hand, 26.9% of respondents indicated a neutral stance on whether the use of ICT influenced the mood in their learning of ITL.

14. *The incorporation of ICT tools, such as learning videos, PowerPoint presentations, internet resources, and social media, fosters a desire among students to further engage in the learning of Introduction to Literature (ITL).*

Penggunaan ICT (Video pembelajaran, PPT, internet dan media sosial) membuat saya ingin terus belajar ITL
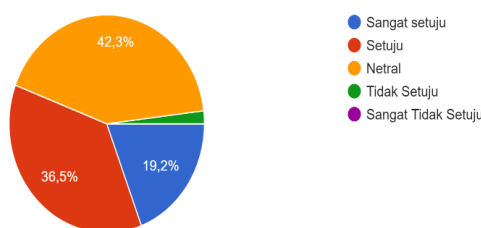52 jawaban

Figure 15. depicts readers' viewpoints on how ICT encourages students to have a desire to continue their studies in Introduction to Literature (ITL).

Based on the data analysis, it is evident that 36.5% of students agreed that the integration of ICT, including learning videos, PowerPoint presentations, internet resources, and social media, motivated students to continue their learning in Introduction to Literature (ITL). Additionally, 19.2% expressed strong agreement with this statement. On the other hand, 42.3% of respondents indicated a neutral stance on whether the use of ICT influenced their inclination to continue studying ITL. Finally, 1.9% stated that they did not feel motivated to continue studying ITL through the use of ICT.

Table 1. Perceptions of Learning Utilizing Information and Communication Technology (ICT)

No.	Pernyataan	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The incorporation of ICT tools, including learning videos, PPT, internet resources, and social media, in the learning of	36,5%	48,1%	15,4%	0%	0%

	Introduction to Literature (ITL) facilitates my comprehension of the material.					
2	Utilizing ICT tools like learning videos, PPT, internet resources, and social media aids in effectively learning how to introduce literary works.	34,6%	57,7%	5,8%	1,9%	0%
3	The utilization of ICT tools, including learning videos, PPT, internet resources, and social media, has enhanced my understanding of literary works.	30,8%	53,8%	15,4%	0%	0%
4	Employing ICT tools like learning videos, PPT, internet resources, and social media enables me to rapidly grasp Introduction to Literature (ITL) material.	25%	57,7%	17,3%	0%	0%
5	Incorporating ICT tools such as learning videos, PPT, internet resources, and social media facilitates a clear and straightforward comprehension of	25%	57,7%	15,4%	1,9%	%

	the various types and elements present in literary works for me.					
6	Implementing ICT tools, including learning videos, PPT, internet resources, and social media, aids in my understanding of how to analyze prose.	19,2%	55,8%	23,1%	1,9%	0%
7	Employing ICT tools like learning videos, PPT, internet resources, and social media helps me comprehend how to analyze drama.	21,2%	55,8%	19,2%	3,8%	0%
8	Integrating ICT tools, such as learning videos, PPT, internet resources, and social media, serves as a motivating factor for me in learning Introduction to Literature (ITL).	23,1%	57,7%	17,3%	1,9%	0%
9	Implementing ICT tools like learning videos, PPT, internet resources, and social media has helped me become accustomed to retaining Introduction to	19,2%	51,9%	26,9%	1,9%	0%

	Literature (ITL) material.					
10	Utilizing ICT tools, such as learning videos, PPT, internet resources, and social media, brings joy to my learning experience in Introduction to Literature (ITL).	30,8%	46,2%	23,1%	0%	0%
11	The incorporation of ICT tools, including learning videos, PPT, internet resources, and social media, creates a relaxed and comfortable learning environment for me in Introduction to Literature (ITL).	17,3%	51,9%	30,8%	0%	0%
12	Employing ICT tools like learning videos, PPT, internet resources, and social media assists me in effectively memorizing theories related to Introduction to Literature (ITL).	19,2%	44,2%	34,6%	1,9%	0%
13	Utilizing ICT tools, such as learning videos, PPT, internet resources, and social media, fosters a positive and cheerful learning	21,2%	51,9%	26,9%	0%	0%

	environment for Introduction to Literature (ITL).					
14	The incorporation of ICT tools, such as learning videos, PPT, internet resources, and social media, fosters a desire in me to continue engaging with the learning of Introduction to Literature (ITL).	19,2%	36,5%	42,3%	1,9%	0%
Average		24,45%	**51,92%**	22,39%	1,22%	0,00%

The averaged results of student perceptions indicate that 51.92% of students agree that utilizing ICT in learning enhances their enjoyment, retention of material, and motivation to learn Introduction to Literature (ITL). This research demonstrates that, according to students' viewpoints, the use of ICT effectively supports their learning of ITL.

Conclusion

This research aimed to gauge student perceptions regarding the incorporation of ICT in the classroom for learning Introduction to Literature. The data, collected through a questionnaire, indicates that students hold a favorable view of using ICT in their Introduction to Literature studies. Students reported utilizing various media, including PPT, LMS, and Google Forms, in their learning process. Additionally, popular social media platforms such as Instagram, WhatsApp, and YouTube were also utilized. It is noteworthy that students not only made use of Learning Management Systems (LMS) and the internet, but also turned to social media as a supplementary learning tool for Introduction to Literature. The data analysis revealed that students find the integration of ICT to be effective, facilitating a better understanding of the subject matter. Furthermore, the findings suggest that students have an increased level of satisfaction with the Introduction to Literature course due to the use of ICT.

The research findings demonstrate that employing ICT in teaching Introduction to Literature is perceived as an effective approach, with potential applicability in both this subject and others. The study suggests that in order to enhance student engagement and comfort in the classroom, it is important to provide diverse and captivating content through tools like PPTs, videos, and other

ICT-based learning resources. This approach can lead to a more enriching learning experience for students.

Acknowledgement

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