

Literary Teaching Based on Information and Communication Technology (ICT): An Inquiry Approach

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Abstract—This research aims to describe the management of ICT-based literary teaching with an inquiry approach at the Indonesian Language and Literature Education (PBSI) Study Programs at Universitas Islam Negeri Syarif Hidayatullah and Muhammadiyah University, both in Jakarta, Indonesia. This research used qualitative methods to study the problems, including interviews and direct observation techniques with visual documentation. The data were analyzed using qualitative interactive model techniques. The results reveal that in lesson planning the use of ICT and the inquiry approach is not discussed in detail even though their use is expected. In organizing learning, the categories of lecture content follow the RPS content, there is a grouping of students for discussion on a theme which is then presented. In the implementation, ICT-based learning is conducted with zoom meetings and assisted by WhatsApp group media. The application of the inquiry approach is conducted by group discussion on a theme which is then discussed. Lecturers play a role in guiding and directing students in conducting the steps of the inquiry approach. In the assessment stage, it is conducted with an authentic assessment-based assessment, performance assessment and written assessment.

Index Terms—literature, learning, ICT, inquiry approach

I. INTRODUCTION

The study of literary teaching should lead to a perspective on the nature of literary learning as a process of planting literary experiences, in both reading and writing. The ultimate goal of the process is of course closely related to the human experience in literature. Literary experience is a process involving human awareness, action, understanding, appreciation, understanding, and assessment of the nature of the literary works that are read or written. This understanding leads to two components in a basic concept of literary learning, namely: (a) literary learning emphasizes the process of experience and (b) literary learning focuses on the nature of literary works (Suhariyadi, 2016).

In the paradigm described above, literary learning emphasizes the process. This basic concept leads to a constructivism perspective or paradigm. Baharudin and Wahyuni (2008) explain that constructivism views the nature of learning as a human activity to build or create knowledge by trying to give meaning to knowledge according to experience. One application of the constructivism paradigm in learning is the inquiry approach.

Inquiry is a process conducted by humans to seek or understand information. It follows that an inquiry strategy is a series of learning activities that maximizes the involvement of students, using and stretching all their abilities to search and investigate systematically, critically, logically, and analytically, so that they can formulate their own findings with confidence. The main targets of inquiry learning activities are: (1) maximum student involvement in the learning process; (2) logical and systematic direction of activities on learning objectives; and (3) developing students' self-confidence with respect to what they found in the inquiry process (Muhammad & Nurdyansyah, 2015).

Meanwhile, 21st century learning is a learning paradigm that aims to prepare the 21st century generations to face the swiftly evolving global demands and challenges. In this century, advances in technology and information are happening very rapidly and increasingly affecting all areas of human life, including the field of education. Education in the 21st century is undergoing changes marked by new literacy developments such as digital literacy, information literacy, and media literacy. Learning in the 21st century is oriented towards activities to train students' skills by leading them to and directing them through the learning process. Learning can be understood as a teacher's effort to provide stimulus,

guidance, direction, and encouragement to students so that the learning process occurs effectively. Learning in this paradigm is not a knowledge accumulation process, but a knowledge formation process undertaken by students and facilitated through enhancing their cognitive performance (Wijaya et al., 2016).

Integrating ICT in classroom activities can transform teaching and learning. The implementation of ICT in education has an impact on both present and future generations of learners, as students become citizens of the knowledge society and lifelong learners. Educators are the heart of the learning process. For this reason, educators must be able to provide ICT-based learning services effectively (Miftah, 2022).

In the implementation of literature learning in universities, the process skills approach can be integrated and developed with Information and Communication Technology (ICT). In the current era of information and communications technology (ICT), involvement with ICT has become a necessity for universities to provide comprehensive and appropriate knowledge, data, and skills to students. It is also vital to prepare students to face the 21st century, the industrial revolution 4.0 environment, and to take part in the fast-developing industrial revolution 5.0.

One problem that needs to be addressed is the way in which educators prepare, develop, and implement ICT-based literary learning strategies that are in line with the inquiry approach. Learning management in Sagala's view (2009) is a process of managing activities related to the student learning process by involving various factors in order to achieve the learning goals. The purpose of the study presented in this article is to describe the management of ICT-based literary learning with an inquiry approach in the Indonesian Language and Literature Education (PBSI) Study Program in two Indonesian universities. Through this short article, it is hoped that educators benefit from gaining a better understanding of ideal ICT-based literary learning management with an inquiry approach and implementation in the classroom through the evaluation of these case studies.

II. LITERARY REVIEW

A. Previous Studies

Kurniawan et al. (2021) conducted research entitled *Manajemen Pembelajaran Berbasis Teknologi Informasi dan Komunikasi di Sekolah Menengah Pertama Negeri 3 Sungai Lilin* (Information and Communication Technology-Based Learning Management at Sungai Lilin State Junior High School 3). This research analyzed and described the learning management based on information and communication technology in an Indonesian junior high school, SMPN 3 Sungai Lilin. The research used descriptive qualitative methods. The authors conclude that the principal is responsible for and plays an important role in the management of information and communication technology-based learning through short- and long-term program planning. This included organizing and coordinating educators, teaching staff and students to be able to take advantage of ICT-based learning, and conducting an evaluation of the benefits and constraints of using information and communication technology-based learning at the school. The evaluation results show the perceived benefits of utilizing information and communication technology-based learning. Various existing ICT products provided convenience and facilitated innovation in school activities, especially in activities related to the learning process. For example, certain products facilitated educators/teachers in classroom management, such as producing learning tools, syllabi, lesson plans and managing student scores. Furthermore, they found that ICT products can be used as an innovative learning resource for both educators and students. Perceived constraints regarding the use of ICT-based learning included the high cost of ICT infrastructure, the need for long-term program planning to complete learning goals according to ICT-based school standards, and the uneven quality of and access to the internet network.

Zulkhairi (2012) also wrote a paper on Technology-Based Learning Management entitled *Manajemen Pembelajaran Bahasa Arab Berbasis Teknologi Informasi (T.I) Pada Jurusan Bahasa Arab Fakultas Tarbiyahain Ar-Raniry Banda Aceh* (Information technology (IT) Based Management of Arabic Learning in the Arabic Language Department, Faculty of Tarbiyahain Ar-Raniry Banda Aceh). In the era of globalization and the development of Information and Communication Technology (ICT), all educational institutions and systems need to adapt their vision, mission, goals and strategies in order to achieve relevant and high-quality education. The implementation of Information Technology-based Arabic learning management in the Arabic Language Department at this university is one example of this type of adaptation. In this study, the data collection techniques used were interviews using questionnaires and direct observation, including making visual records.

The results of the research by Zulkhairi (2012) reveal that some of the lecturers teaching classes in Arabic language at the Arabic Language Department of the Tarbiyah Faculty of IAIN Ar-Raniry Banda Aceh had not been able to make learning plans in the form of Lecture Program Units (SAP) in Microsoft Word using the Arabic type-face in a proper and correct manner. In the implementation of learning, most Arabic language lecturers were capable and proficient in opening lessons, explaining lecture material, and could conduct the lessons well, especially with respect to preparing learning support tools such as laptops, flash drives, projectors, and online internet Wi-Fi services. However, the observation-based results revealed generally poor performance with respect to the assessment of student lectures in the Arabic Language Department at this university.

A third example comes from Gafur and Switri (2020) who also conducted research on learning management described in an article entitled *Implementasi Manajemen Pembelajaran Bahasa Arab di Jurusan Hubungan Internasional Universitas Sriwijaya Indralaya* (Implementation of Arabic Learning Management in the Department of International Relations, Sriwijaya University, Indralaya). This paper purpose of this study was to find out how Arabic

language learning management is implemented in the Department of International Relations at Sriwijaya University in Java, Indonesia using qualitative methods. The study described the processes including Planning, Organizing, Actuating and Controlling/Evaluating Arabic language learning activities in the Department of International Relations, and sought to identify the obstacles to optimal implementation. The results showed that, although the way in which activities were implemented could be seen as sufficient in terms of applying the principles of Arabic learning management, there were still shortcomings which needed to be addressed.

B. Management

According to Terry and Franklin (1987, p. 5) in his book entitled "Principles of Management", Management is a distinct process consisting of planning, organizing, mobilizing, implementing and supervising, utilizing both science and art in order to complete specific goals or objectives. Management is also a process involving individuals and groups working together and utilizing various resources in order to achieve organizational goals and carry out management activities (Hersey, 2003; Rahman et al., 2019).

Thus, management is a process of regulating and utilizing the resources of an organization through the cooperation of members to achieve specific goals effectively and efficiently (Blanchard, 1988, p. 4). Management is implemented with the aim of achieving effective and efficient results with regards to planning, organizing, actuating and controlling. However, to achieve the stated goal(s) the processes and their implementation must be based on sound management principles (Syafaruddin, 2005, p. 39).

C. Learning Media

Learning media are media used as tools and materials during learning activities (Daryanto, 2010, p. 5). According to Sanaky (2013, p. 4) learning media are tools, methods and techniques used in order to make communication and interaction between teachers and learning more effective in the classroom learning process. According to Indriana (2011, p. 15), learning media collectively comprise one of the communication tools used in the learning process. This is because there is a process of delivering messages from educators to students when the media are employed in teaching. Therefore, a wide range of media that carry messages or information that have instructional or teaching purposes can be considered as learning media. Learning media includes tools that are physically used to convey the contents of learning materials, such as books, tape recorders, cassettes, video cameras, video recorders, slide and overhead projectors, photographs, pictures, graphics, television and computers (Rahman, 2019).

D. Literature

Literature is comprised of works of art that can express the human condition with all its variations and twists imaginatively and creatively, using aesthetic language as the medium (Al-Obaydi et al., 2022). Whatever the genre, whether it be poetry, fiction, or drama, literary works are the result of the writer's reflection on their social environment which is then expressed through beautiful or impactful language using creative and imaginative power. With all their creativity, taste, and intentions, writers express ideas about the nature of life that can be felt, lived, experienced, and thought about through their literary works which function as a medium of imaginative expression.

Al-Ma'ruf and Nugrahani (2007, p. 32) state that the function of literature is didactic heresy which is entertaining as well as teaching the reader something. In addition to giving the reader pleasure, they consider that literature is also useful for or beneficial to the inner life of the reader. In short, literature is useful for providing entertainment as well as for spiritual enrichment or enriching the inner life of a reader. It is therefore understandable that literature is considered a tool for providing personal responses to issues encountered in life (Aminuddin, 2000, p. 50).

E. Literary Teaching

Literary teaching aims to improve students' ability to enjoy, appreciate, and understand literary works as well as take lessons from the noble or positive values hidden in them (Rahman, 2017). Literary knowledge is only a useful support in appreciating literary works. If literary learning is conducted in accordance with the guidelines in the curriculum, it can be expected that complaints about the lack of success with respect to learning literature in schools can be substantially reduced (Weda et al., 2022; Rahman, 2019).

Literary teaching that is conducted in schools nowadays is mostly limited to the development of knowledge about literature, it has generally not yet reached the level of deep understanding or transfer of values present in literary works (Madinabonu & Nasiba, 2020). Literary works are rarely read and discussed thoroughly, and as this aspect has generally not become a topic of discussion by students and teachers, there has rarely been a transfer of values present in the literary work (Weda et al., 2021). Therefore, it is necessary to find ways to overcome these limitations and actualize literary learning in schools in order to achieve the desired goals, through a more balanced and holistic positioning of literary learning (Muthmainnah et al., 2020).

III. RESEARCH OBJECTIVE

The objective of this review is 1) to elucidate the management of ICT-based literary teaching with an inquiry approach at the Indonesian Language and Literature Education (PBSI) Study Program) of Universitas Islam Negeri (UIN) Syarif Hidayatullah, 2) to describe the management of ICT-based literary teaching with an inquiry approach at

the Indonesian Language and Literature Education (PBSI) Study Program at both UIN Syarif Hidayatullah and Muhammadiyah University Jakarta.

IV. METHOD

This research applied qualitative methods. Answers to the research questions were sought through interviews, direct observation, and visual documentation techniques. The study sites were the Indonesian Language and Literature Education (PBSI) Study Programs at two universities in Jakarta, Indonesia: Universitas Islam Negeri (UIN) Syarif Hidayatullah and Universitas Muhammadiyah Jakarta. Research informants comprised 7 lecturers: 5 lecturers from the UIN Syarif Hidayatullah PBSI Study Program and 2 lecturers from the Universitas Muhammadiyah Jakarta PBSI Study Program.

The focus of learning in the PBSI Study Program at UIN Syarif Hidayatullah comprises five subjects: Prose Studies, Literary Theory, Poetry Studies, Drama Studies, and Literary History. In the PBSI Study Program at the University of Muhammadiyah Jakarta, the focus is on learning two subjects: Drama Studies and Poetry Studies.

The research data were analyzed using an interactive model qualitative data analysis technique, which includes data reduction, data display, and drawing conclusions (Miles & Huberman, 1984). In order to maintain the accuracy of the data, the validity (trustworthiness) of the data was checked through investigator triangulation.

V. DISCUSSION

The concept of management in the classroom can be interpreted as the efforts and actions of educators as learning leaders which are conducted in such a way as to obtain results in order to achieve learning objectives (Sagala, 2009). According to Terry (2009) there are five combinations of the fundamental functions of management that can be applied in order to achieve goals. Combination A, acronym POAC, consists of planning, organizing, actuating, and controlling. Combination B, acronym POMC, consists of planning, organizing, motivating, and supervising. Combination C, acronym POSDC, consists of planning, organizing, staffing, directing, and supervising. Combination D with the acronym POSDCIR consists of planning, organizing, staffing, directing, supervising, innovating, and giving roles. Combination E with the acronym POMCC consists of planning, organizing, motivating, supervising, and coordinating.

Of these five combinations described by George R. Terry, the management function set in Combination A (POAC) is arguably the most widely known. Therefore, the management of literary learning in this paper uses an adaptation of the Combination A (POAC) management functions: planning, organizing, implementing (representing the actuating component), and evaluating (representing the controlling component).

A. *Planning*

Planning is a systematic process for making decisions about actions to be taken in the future. It is called systematic because planning is conducted using certain principles. These principles include decision-making processes, scientific use of knowledge and techniques, and organized actions or activities (Dolong, 2016).

In the context of teaching, planning can be defined as the process of preparing subject matter, the use of teaching media, and the use of teaching approaches or methods, as well as an allocation of time to the activities that will be conducted during the next semester, in order to achieve the specified goals. Teaching planning is a learning scenario that provides educators with a reference and pattern for implementing teaching programs, and provides students with a systematic and effective learning experience (Dolong, 2016).

In the university, every lecturer is required to make a Semester Teaching Plan (RPS) as a form of learning planning. The legal basis for the preparation of the Semester Teaching Plan is the Regulation of the Minister of Research, Technology and Higher Education Number 44 of 2015, in particular Article 12. The RPS must also refer to the approved higher education curriculum document for the study program concerned. Each RPS is a learning planning document compiled as a guide for conducting lecture activities during one semester to achieve predetermined student learning outcomes.

Lecturers selected as research informants from the PBSI Study Program of the two universities had all prepared RPS documents as mandated by the relevant Ministerial Decree of the Indonesian Ministry of Research, Technology and Higher Education (Permen Ristekdikti, No. 44 of 2015) and had these documents prior to the implementation of learning/lectures. The learning process plan is prepared for each course and presented as lesson plans. The learning plan for each semester is determined and developed by the lecturers independently or together in groups with expertise in the field(s) of literature relevant to each course (subject) within the study program.

According to the lecturers functioning as research informants in this study, the RPS contains: (1) the name of the study program, the name and code of the course, the semester, the number of credits, and the name of the lecturer; (2) the expected learning outcomes of students who complete the course; (3) the planned competencies/skills to be achieved at the end of each learning stage in order to meet the student learning outcomes; (4) study materials related to the competencies/skills to be achieved; (5) teaching/learning methods; (6) the time to be provided to achieve the target competencies/skills at each stage of learning; (7) student learning experiences which are included in the description of tasks that must be completed by students during the semester; (8) assessment criteria, indicators, and assessment score

weighting values; and (9) a list of references used. An RPS containing all these components complies with the minimum requirements set out in the Ministerial Decree (Permen Ristekdikti, No. 44 of 2015).

Each RPS made by the respondents outlines the projects and activities that will be conducted by lecturers with students during the learning process/lectures in class. The RPS is an integral part of the learning process that cannot be separated from the implementation of teaching/lectures. This means that every lecturer who will conduct teaching/lectures must first make an RPS. However, none of the research informants from the two universities could show the more detailed SAP (teaching event or lecture unit) which should be prepared for each learning component or event (e.g., an individual lecture) during the semester as an extension of the RPS. Therefore, the lecturers were only guided by the RPS.

The use of ICT in teaching could be seen from the teaching scenarios designed and set out in the RPS, namely the use of hybrid scenarios (online and offline), in both the UIN Syarif Hidayatullah and the Muhammadiyah University, Jakarta Indonesian Language and Literature Education (PBSI) Study Programs. These online teaching scenarios present in the RPS mentioned ICT-based media but did not explicitly state what the use of ICT-based media means or what media are/could be included; for example, the media used could be Zoom, Google Meet, or something else. Of course, this ambiguity has an impact on the quality of teaching planning because the use of ICT-based teaching media must ensure the smooth running of the application that will be used and of course also ensure the strength of the internet network.

Conducting online lectures must of course be preceded by careful preparation, because this involves not only the teaching materials but also the technology and systems needed as well as adequate internet access. The preparations include, firstly, the necessary facilities and infrastructure such as the platforms and tools that will be used to conduct online lectures. Secondly, the preparation needs to ensure adequate qualified human resources, i.e., people who have a good understanding of and how to operate the system(s) to be used. A third vital component is to prepare the application(s) that will be used.

The approach to be applied in teaching was not clearly or explicitly stated in any of the respective RPS documents from the two universities. However, from an examination of the core teaching activities, it appears that the steps to be used in teaching do contain an inquiry approach. The inquiry approach consists of six steps: stimulation, problem statements, data collection, data processing, verification, and generalization. These six steps can be found in the RPS made by lecturers at the PBSI Study Program at UIN Syarif Hidayatullah and at Universitas Muhammadiyah Jakarta, in particular through the application of a combination of group discussion methods, question-answer sessions, and group presentations.

From the description above, it can be understood that the lecturers of the Indonesian Language and Literature Education (PBSI) Study Programs at both UIN Syarif Hidayatullah and Universitas Muhammadiyah Jakarta have planned ICT-based literary teaching with an inquiry approach.

B. Organizing

Organizing teaching is a very important phase in the design of teaching activities. The curation of lecture content cannot be separated from the structural characteristics of the course content. This is because the content of each lecture has very important implications for the sequence and synthesis of the content of a course, including the learning structure or learning hierarchy, procedural structure, conceptual structure and theoretical structure. The RPS produced by lecturers from the PBSI Study Programs at the two universities provides clear organizational structure with regards to the content of the lectures.

It has been stated that current teaching cannot be separated from ICT. Online teaching is an integral part of the implementation of distance education, specifically combining technology that connects to internet networks and other electronic technology (Rahman & Weda, 2018). The Zoom application and related services are often used in teaching, including in particular by the PBSI Study Programs at both UIN Syarif Hidayatullah and Muhammadiyah University Jakarta.

In addition to using the zoom application, the WhatsApp social media application is frequently used as an additional media (communications) option during online lectures at the UIN Syarif Hidayatullah and Universitas Muhammadiyah Jakarta Indonesian Language and Literature Education (PBSI) Study Programs. WhatsApp groups can become a virtual classroom where each group member can communicate and interact with fellow members. The use of WhatsApp group during lectures can help students to follow and understand lecture material as well as in carrying out assignments. According to Susilawati et al. (2020, p. 7), the use of WhatsApp group social media is considered quite effective in spreading instant messages that are supported through the features available in this application. The WhatsApp application is integrated with the public and institutional ICT systems so that it does not require login or restrict access, saves bandwidth use and can make virtual data transactions even more efficient than most other options available.

The use of WhatsApp in teaching can help students to have discussions with each other and with their lecturers. Learning opportunities and access to teaching materials can be run more effectively and can be accessed anytime and anywhere. WhatsApp can also be used to conduct peer assessments. Students can make direct assessments and can see input instantly without having to wait a long time. WhatsApp is not only used in online lectures, but also in offline or face-to-face lectures. In particular, this facility is used to quickly distribute teaching materials to students.

Khusaini et al. (2017, p. 2) stated that the use of WhatsApp in lectures can facilitate the communication process.

Students are not limited to learning in class and only at a certain time. Students can communicate more easily with lecturers to ask questions and hold discussions both in general class groups and with lecturers on a personal basis. Discussions between students can take place in an effective manner because students can freely ask questions to lecturers and students in the groups.

In accordance with the teaching methods listed in the RPS, namely discussions, questions and answer sessions, and presentations, the students are divided into groups before the lectures are held. This is the case for the Indonesian Language and Literature Education (PBSI) Study Program lectures at both UIN Syarif Hidayatullah and Universitas Muhammadiyah Jakarta.

The students are grouped by taking into account their different academic abilities in order to improve the quality of the teaching and learning process. The grouping of students is based on the results of an assessment component of the prerequisite courses or previous courses. Studying with peers is a great way to share knowledge with each other. Placing students in appropriate groups within the class means that they will be better able to help each other during the learning process.

When teaching with an inquiry approach it is necessary to divide the students into relatively small groups. Inquiry teaching emphasizes the process of seeking and finding. Materials are not given directly. The role of students in lectures is to seek and find subject matter themselves, while lecturers act as facilitators and mentors, helping the students to learn. Inquiry teaching comprises a series of teaching activities that emphasize critical and analytical thinking processes to seek and find answers to a problem in question. The thought process is usually developed through questions and answers between lecturers and students or between students and students. This means that the application of the inquiry teaching approach makes it particularly appropriate to use the discussion method.

C. Implementation

Preliminary activities in learning are often referred to as pre-instructional. The main function of these activities is to create an effective start that allows students to readily follow the rest of learning process.

In general, the preliminary activities at the PBSI Study Programs of UIN Syarif Hidayatullah and Universitas Muhammadiyah Jakarta can be considered as good. The preliminary activities are conducted by the lecturer and typically start with greetings and praying together; they may also include asking for news; checking student attendance; submitting lecture contracts, both online and offline; explaining lecture scenarios such as the form of lectures, assignments, and assessments; explaining the RPS; and providing an introduction to the content of the lecture that is about to be held at that time. During this introduction, the students are divided into groups and given the discussion themes that will be addressed by the students in each group.

During the core activities of the lecture, in general the learning steps are: (1) discussion session 1; the lecturer provides reinforcement of/feedback on answers from the group, (2) discussion session 2; the lecturer develops/expands the group's answers; (3) the group provides an opportunity for the audience to provide input and rebuttal; (4) the final discussion session; (5) reinforcement/input from the lecturer and closing with reflections and assignments for the following week. This structure shows that guided inquiry learning is being implemented.

In addition to direct discussions through zoom meetings, students sometimes also conduct group discussions using WhatsApp (WA) group media. Lecturers can monitor student collaboration or discussions as well as providing motivation through class WA groups. The lecturers said that the results of the group discussions should be presented using Microsoft PowerPoint presentations.

Common difficulties and obstacles faced by students that can also be experienced by lecturers when giving lectures include: (1) technical difficulties including limited devices, internet quota and difficulties related to internet signal access/quality; (2) student adaptation difficulties, including not being accustomed to online lectures, home conditions which are not always conducive, students' assignments while online exceeding the material provided, explanations can be poorly understood by students, and the limitations of the applications used by lecturers in online teaching.

D. Evaluation

Authentic assessments than can be conducted include performance assessments and written assessments. Performance appraisal is generally based on participation in discussions and making presentations. Written assessment is conducted through publishing written works. The evaluation process in the Indonesian Language and Literature Education (PBSI) Study Programs at both UIN Syarif Hidayatullah and Muhammadiyah University Jakarta includes both performance and written assessments. The performance evaluation is carried out throughout the lecture meetings, assessing participation in discussions as well as the making and presenting of presentations.

In general, as a final learning task, the students in the Indonesian Language and Literature Education (PBSI) Study Programs at both UIN Syarif Hidayatullah and Muhammadiyah University Jakarta must produce individual assignments in the form of an academic journal article. They will be given grades once an article containing their work has been accepted by or published in a reputable journal; in the former case, accepted means they have received a letter of acceptance (LOA) from the journal. In both cases, the evaluation activity is based on authentic assessment.

VI. CONCLUSION

This study made observations, conducted interviews, and obtained documents on teaching and learning activities at the Indonesian Language and Literature Education (PBSI) Study Program of UIN Syarif Hidayatullah and Muhammadiyah University Jakarta using Terry's management function Combination A (POAC), namely planning, organizing, implementing, and evaluating. The results show that management of learning based on Information and Communication Technology (ICT) in both study programs used an inquiry approach.

The use of ICT and the inquiry approach were not explicitly discussed or detailed in the teaching plan even though the plan evidenced the use of ICT and the inquiry approach. With respect to the stage of organizing learning, the lecture content follows the content of the Semester Learning Plan (RPS), with students grouped for discussion on a theme followed by presentations. In practice, ICT-based teaching is being conducted through zoom meetings and supported by the creative use of WhatsApp group media. The inquiry approach is implemented through searching for data, conducting studies, holding discussions and drawing conclusions. The students then write up their ideas in the form of articles or papers. These papers are presented with group discussions to get feedback and input from other groups or individuals. In implementing the steps of the inquiry approach, the lecturer acts as a guide and directs students during the teaching and learning process. The evaluation is conducted by assessing the process and results. Process evaluation is carried out during the teaching and learning activities. The final assessment stage, at the end of the lectures, students must each produce an individual written assignment or articles. They will receive a grade when their article has been accepted by (as evidenced by an LOA) or published in a journal.

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