Chapter 9
ICT in Metaverse Learning at Islamic Universities in Indonesia:
Students' Writing Metacognitive

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ABSTRACT

The goals of this study are to find out the students' writing metacognitive aspect (knowledge, strategies, and awareness) by using ICT in metaverse learning. This research used quantitative method with survey study design with 30 English students in Islamic universities from south Sumatera province as the sample. The researchers used a questionnaire to collect the data. The findings were (1) Metacognitive knowledge were classified the moderate category with 57% mean of students; (2) Metacognitive strategies have a mean score of 83,69%, it means in high level; (3)

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Metacognitive awareness showed that the high levels (75.00%–86.50%). It means that student's metacognitive knowledge in writing skill by using ICT in metaverse must be improved by English lecturer and students. Meanwhile, students' writing metacognitive strategies and metacognitive awareness in writing skill by using ICT in metaverse learning is good. It means that students have good strategy and awareness in using ICT in metaverse learning. It showed that they have high motivation to use ICT in teaching and learning process.

INTRODUCTION

In recent times, the digital realm has flourished at an accelerated pace. The digital world's advancement extends beyond social life to encompass several domains, including education, economics, and business, among others. The evolution of the digital world is inherently intertwined with the term technology, or ICT. The use of information and communication technology (ICT) has greatly facilitated many elements of human labour, including education. ICT plays an important role in advancing education. According to Apriani et al. (2020), information and communication technology (ICT) has a substantial impact on several aspects of education, including lesson planning, technique, process, media, content, and assessment. Furthermore, Alkaromah et al. (2020) argued that information and communication technology (ICT) makes it easier for students and teachers to integrate life, exercise, and media learning resources. Furthermore, Gusmuliana et al. (2020) found that it can help students improve their language literacy skills. Furthermore, ICT comprises a wide range of technological equipment, including the internet, wireless networks, cell phones, smartphones, computers, and other communication media (Apriani et al., 2019; Apriani & Hidayah, 2019; Sanjaya et al., 2020). As a result, it is possible to conclude that integrating ICT with education has tremendous value potential.

The metaverse, a new notion, has emerged as a result of rapid advances in technology and information and communication technology (ICT). Mystakidis (2021) defines the metaverse as a universe that persists after reality, resulting in a continuous and enduring multiuser environment that mixes physical reality with digital virtuality. The metaverse has the potential to overcome the inherent limits of web-based 2D e-learning tools. The metaverse clearly demonstrates that digital reality technologies have the potential to profoundly disrupt a variety of industries, including education, remote work, marketing, economics, and the entertainment industry. Furthermore, these technologies have initiated the establishment of a novel paradigm for the flow of knowledge. It might be argued that a novel paradigm has emerged, which revolves around the concept of the metaverse (Mystakidis, 2021). According to Cheng et al. (2022), the term "metaverse" is formed by combining