

Digitalization of Teaching Materials in Literature Learning As Reinforcement of Human Values

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Abstract. The purpose of this study is to explain the role of digitizing teaching materials in literature learning as a reinforcement of humanist values. This research method is descriptive analysis with research steps: identifying, classifying, analyzing, and concluding data. The research data is in the form of information on the process of learning literature in schools and the use of digitalization as a multi-interactive media to strengthen humanist values. Data collection instruments & techniques: observation sheets, interview guides, and data cards. Analysis of the data used qualitative analysis which includes identification, reduction, analysis, and generalization. The result of this study is that literary learning is very urgent to be optimized by using digitalization, including digital teaching materials. The digitization of literary learning teaching materials can be optimized from the use of digital learning resources as a support for literary learning. The presentation of digital teaching materials in literary learning can be considered in terms of material, language, presentation, and graphic aspects. Literature learning has the opportunity to teach moral values, including humanist values. Some humanist values that can be optimized in literary learning include (1) peace, (2) respect, (3) responsibility, (4) happiness, (5) freedom, (6) tolerance, (7) cooperation, (8) love, (9) simplicity, (10) unity, and (11) humility.

Key words: digital teaching materials, literary learning, humanist values

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INTRODUCTION

The condition of education is still worrisome. Indonesia has not been able to achieve maximum education. It can be seen that the development index has dropped to rank 133 from 88th. The ranking of Indonesian students is also in the back row (65). In fact, along with the times, education in Indonesia must be prepared in order to form a digital generation of quality and humanist character.

21st century education is a picture of education that integrates knowledge, skills, and attitudes as well as ICT mastery (Wijaya et al. 2016). These skills can be developed with activity-based learning that is tailored to the characteristics of competencies and learning materials. This is based on the conditions of the 21st century which are marked by openness and fundamental changes in the joints of people's lives. Another condition that accompanies developments in the 21st century is the advancement of information technology which is growing very rapidly and the declining character of the younger generation.

Education is the root of the formation of a cultured and humanist golden generation. It is undeniable that the comfort, tranquility, and peace of a nation can only be realized with superior education. Many things have been tried

by the government to fix it. However, the result was still nil. This includes learning literature. Studying literature can also be interpreted as learning culture because literature is never separated from a culture. Literary work is a recording of the culture of a particular society which includes organizations, institutions, law, work ethic, art, religion, and so on. Therefore, studying literature means learning the culture of the producer community (Setianingsih, 2012 & Udu, 2015).

Contents in literature are closely related to life which can be used as a means to teach the values of life to the audience as a means to form a person with humanist and competent character. The story of life or the story that is shown in literature is a miniature of life that is built with all the culture of the author's life. Literary learning that is able to present creative models of authors through the meaning-making process is expected to be able to encourage the learning community to maintain traditional values, cultural identity, and the accumulation of local knowledge that is expected to grow, develop, and interact with energy intake from sources. external (Sayuti, 2012). This reason makes literature the most effective means to introduce, teach, and preserve the nation's cultures and humanist values which have begun to erode through education. The noble values in literature are a means to instill critical thinking

skills, communication skills, creative, and innovative skills that can be used to face global challenges.

The position of literature which is very strategic to shape the character of a capable and competent digital generation is not yet in accordance with the expected goals. Literature learning is mostly still taught with teaching materials that are glued to textbooks and have not optimized the use of technology. A small part of literary learning has indeed been carried out by e-learning, but the benefits of this condition are still not fully realized, especially in forming a generation of quality and humanist characters. Based on the description of current educational problems that are still not optimal in preparing the digital generation, it is necessary to analyze the digitization of teaching materials in literary learning as a reinforcement of humanist values. The purpose of this study is to explain the role of digitizing teaching materials in literature learning as a reinforcement of humanist values.

METHODS

This research approach is descriptive analysis with research steps: identifying literary learning materials, classifying data during the learning process, analyzing the implementation of digital-based literary learning, and concluding data from the results of analysis of digital-based literary learning. The research data is in the form of information on the literary learning process in schools and the use of digitalization as a reinforcement of humanist values. Data collection instruments & techniques: observation sheets, interview guides, and data cards. Analysis of the data used qualitative analysis which includes identification, reduction, analysis, and generalization.

RESULTS AND DISCUSSION

Digitizing Literature Learning

The rapid development of technology requires the current generation to have good digital literacy skills. Digital literacy skills are needed to prepare the 21st century generation based on four main pillars, including (1) digital culture, (2) digital safety, (3) digital ethics, and (4) proficient in digital media (digital skills) (Mukhadis, 2013). The concept of literacy includes not only the ability to read but also reads with meaning and understanding, while digital literacy includes the mastery of ideas, not the ability to simply press buttons. Digital literacy is the ability to understand and use information

from various digital sources (A'yuni 2018). Digital literacy is also defined as the ability to use technology and information from digital devices effectively and efficiently in various contexts such as academics, careers, and everyday life (Martin, 2018).

Digital literacy involves several aspects, namely (1) knowledge assembly, namely the ability to build information from various reliable sources. (2) The ability to present information including critical thinking in understanding information with awareness of the validity and completeness of sources from the internet. (3) The ability to read and understand non-sequential and dynamic information material. (4) Awareness of the importance of conventional media and connecting it to networked media (internet). (5) Awareness of people's network access that can be used as a source of referrals and assistance. (6) Use of filters on incoming information. (7) Feel comfortable and have access to communicate and publish information (Herlina, 2017).

Digital literacy will create a society with a critical-creative mindset and view. They will not be easily consumed by provocative issues, become victims of hoax information, or victims of digital-based fraud. Thus, the social and cultural life of the community will tend to be safe and conducive. Building a digital literacy culture needs to involve the active role of the community together. The success of building digital literacy is one indicator of achievement in the fields of education and culture.

Being digitally literate means being able to process a variety of information, be able to understand messages and communicate effectively with others in various forms. In this case, the form in question includes creating, collaborating, communicating, and working according to ethical rules, and understanding when and how technology must be used to be effective in achieving goals. This includes awareness and critical thinking about the various positive and negative impacts that may occur due to the use of technology in everyday life. Digital media consists of various forms of information at once such as sound, writing, and images. "Digital literacy should be more than the ability to use various digital resources effectively. Digital literacy is also a certain way of thinking" (Tamburaka, 2013).

The digital generation also needs to be equipped with 21st century skills needed in the future, namely character quality. The character of the 21st century generation must be oriented to

strengthening Pancasila students who are embedded in an attitude of faith, fear of God Almighty, and noble character. In addition, the 21st century generation must also be able to be independent, work together, think critically, and have a global view of diversity. Literature learning is expected to make a positive contribution in the era of globalization. Both in international competition and in partnership with other nations. The use of digital technology in learning is a necessity that cannot be avoided. Digital technology is described as a tool that can enhance collaboration and motivate students to re-engage with education and enable them to develop their multimodal skills (Flavin, 2017).

The use of digital technology is focused on a local to global perspective as a series of responding to increasing demands and expectations. The exploration of digital technology leads to the scientific method to achieve the practical goals of an applied science. Practically, digital technology can increase the competence of students in constructing their learning methods freely and develop their multimodal skills. Accelerated exploration of digital libraries and hermeneutics through digital technology is a new approach and experimental effort (Steggle, 2013). This will be needed by almost all communities and students in the era of globalization. Especially the community and students based on knowledge and technology.

Learning in the 21st century includes all learning including literary learning which has the potential to strengthen aspects of its skills. The application of literary learning is in line with the opinion of Kuncahyono (2020:155) which states that literary learning emphasizes on optimizing the activities of students without being limited by space and time. 21st century literary learning cannot be separated from the demands of 21st century learning, namely learning that integrates technology as a learning medium to develop learning skills. Frydenberg & Andone (in Wijaya, Sudjimat, 2016:267) states that to face learning in the 21st century, everyone must have critical thinking skills, knowledge and skills of digital literacy, information literacy, media literacy and mastering information and communication technology (Syahputra, 2007). 2018:1279-1280). Based on this, 21st century literary learning is required to change both teaching materials, learning media, facilities, and learning models provided to students to face increasingly stringent global demands.

21st century literature learning collaborates

literature with digitalization as a solution for learning literature and answering problems in the 21st century. The basic considerations taken are (1) digital literature is an alternative to multidisciplinary learning with new author presentation packages, especially in multimedia, multimodal and interactive aesthetic packages (Montoro, 2015). (2) Digital literature as an innovative study with a focus on study of technique, visual dynamics and materiality so as to allow new definitions of literary works. (3) Digital literature represents and shapes global topics as transcultural phenomena based on the theoretical developments of phenomenology, hermeneutics and social practice (Llamas, 2015). (4) Digital literature by displaying cartography provides a dynamic interaction experience through prose narratives, poetry and other literary forms in social and cultural contexts (Thomas, 2013). (5) Digital literature as a medium of human cultural communication through text, images, video and sound (Riel, 2012). (6) Digital literature has become an important alternative for writers and literary activists in Indonesia. Thus, digital literature learning in this regard is not like literary learning, namely understanding definitions, elements, and meanings through various literary approaches, but rather leads to multidisciplinary learning, especially in multimedia, multimodal, and interactive aesthetic packaging (Montoro, 2015). Digital literature learning in the 21st century has been carried out in several universities with maximum results. From the total sample of 4 majors in Indonesian Language Education, it is known that 1 school is very often, 2 schools often, 1 school sometimes, and 0 never uses technology in learning literature.

The Impact of Digitizing Teaching Materials in Literature Learning as Reinforcement of Humanist Valu

Digital literature learning can create awareness in developing one's potential to become intellectually active and able to develop potential through digital literature learning by searching for scientific truth. These learning objectives can be achieved if learning is directed at lifelong learning (Sudarsana, 2016).

Digital literature learning has a good impact on the achievement of humanist characters. Implementation of digital literature learning. The impact of digital literature learning is to learn literature more deeply, through ebook or e-journal sources, or other online media. In an age that has advanced information and

communication technology, learning should be done anytime and anywhere. Not only during class hours, but also outside learning hours. Not only with the teacher, but by reading various information on the internet to add insight and knowledge that is still narrow. This proves that literature in the digital era is true, bringing benefits for oneself who participates in an online discussion event or webinar. In essence, the development of the digital world brings diversity in terms of benefits that can be felt as it is today. Can easily dig up information, get to know, and know literature in depth.

According to Arini & Nuryatin (2018:40) Humanist character develops through the steps of knowledge, execution, and habit. People with humanistic character are not limited to knowledge alone. A person who has humanistic knowledge is not necessarily able to act according to his knowledge, if he is not trained and becomes habits of doing good. Humanistic character also affects the emotional environment and habits of a person. So there are three components of a good humanistic character, namely humanistic knowledge, feelings of humanism or strengthening humanistic emotions, and humanism to act or act humanely. This is necessary so that students in the education system can understand, feel, live, and practice humanist values. In relation to the humanist value learning strategy, one alternative that can be used is done as follows.

First, the humanist learning strategy develops and implements in order to achieve humanist treatment in the form of the ability to respect dignity, human rights, regardless of whether they belong to a primordial faction of ethnicity, region, religion, nation or other people. Second, the teaching materials focus on various humanitarian issues which must be addressed. Selected information that causes cognitive conflict, dissatisfaction with what is right, and results in differences of opinion can move students' minds. Third, the development of good and bad attitudes, feelings of love, kindness and empathy for others, meaning that there are expressions of attitudes and values that need to be provided with facilities. A sense of humanism will greatly influence a person to do good. Fourth, learning steps or procedures depend on the induction of cognitive problems about the value of life, as well as an open attitude to the minds of others or friends who are above the child's own level of thinking. Fifth, a humanistic approach to formal institutions requires the creation of an atmosphere of learning

activities that respect and uphold security for rights, regulations that ensure that every student has access to the same legal guarantees and receives treatment in accordance with existing and applicable rules, and targeted efforts to achieve social justice, solidarity for the weakest learners. Sixth, the events experienced when learning is not limited to referring to the syllabus, but emphasizes the process of building a variety of knowledge, skills, expressed and implicit values as a complete educational goal. Seventh, proficiency in making decisions, a sense of humanism and nationalism becomes a concrete behavior that needs to be raised and developed in everyday life.

CONCLUSION

The strategic position of literature to shape the capable and competent character of the digital generation has not met the expected goals. Literature learning is mostly still taught with teaching materials that are fixated on textbooks and have not optimized the use of technology. The digital generation also needs to be equipped with the 21st century skills needed in the future, namely character quality. The character of the digital generation must be oriented towards strengthening humanist values. Literature learning in the 21st century collaborates literature with digitization as a solution to learning literature and answers problems in the 21st century. Digital literature learning in the 21st century has been widely implemented in several universities with maximum results. From a sample of 4 Indonesian Language Education majors, it was found that 1 school had it very often, 2 schools often, 1 school sometimes, and 0 never used technology in learning literature. Learning digital literature has a good impact on achieving humanist character. Implementation of digital literature learning. The impact of learning digital literature is that learning literature becomes more in-depth, through ebooks or e-journals, or other online media.

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