

### Digital Literature

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**Abstract** - The purpose of this library research is to describe (a). Principles of digital literary learning, (b). The concept of digital literary learning, (c). Assessment of digital literary learning. The method in this research uses a library study design. This research data is in the form of verbal exposure that contains information about digital literary learning, both regarding the underlying principles and alternative concepts of digital literary learning. This research data collection uses instruments in the form of recording or recording data. The data recording matrix is arranged based on needs and contains two elements, namely the description of the data source and the quoted data or data citation. The results of this study show that the Principles of digital literary learning include (a) Tradition, (b) Textuality, and (c) Methodological. The concept of digital literary learning refers to the theory of constructivism learning. That learners build knowledge and meaning from their experiences. Because learners have extensive backgrounds, experience, and skills, knowledge is built individually as learners work to understand the problems they face. Appropriate digital literary learning assessments use test assessments based on Bloom's taxonomy.

**Keywords:** Literary Learning, Digital Technology, Digital Literature

#### I. INTRODUCTION

Literary learning is expected to make a positive contribution in the era of globalization. Both in competition between nations and partnerships with other nations. In general, higher education aims at (a). the development of the potential of students to become human beings who believe and obey God Almighty and have a noble character, healthy, knowledgeable, capable, creative, independent, skilled, competent, and cultured for the benefit of the nation; (b). the production of students who master the branches of science and/or technology to meet the national interests and increase the competitiveness of the nation; (c) the production of science and technology through research that pays attention to and applies the value of the humanities to benefit the progress of the nation, as well as the progress of civilization and the welfare of mankind; and (d). the realization of community service based on reasoning and research work that is useful in advancing the general welfare and educating the life of the nation (President of the Republic of Indonesia, 2012). In particular, alluded to learning in the Higher Education Law number 12 of 2012 article 13 paragraphs 1 and 2, namely: (1). students as members of the Academic Community are positioned as adults who have their awareness in developing their potential in Higher Education to become intellectuals, (2). Students as intended in paragraph (1) actively develop their potential by learning, the search for scientific truth, and/or mastery, developing, and practice of a branch of Science and/or Technology to become cultured scientists, intellectuals, practitioners, and/or professional.

The use of digital technology in learning is an unavoidable inevitability. Digital technology is described as a tool that can enhance collaboration and motivate learners to re-engage with education and enable them to develop their multimodal skills. The utilization of digital technology is focused on a local perspective toward the global as the series responds to

increasing demands and expectations. The exploration of digital technologies leads to the scientific method to achieve the practical goals of applied science. Praktek, digital technology can improve the competence of students in constructing their way of learning freely and developing their multimodal skills. Accelerated exploration of digital libraries and hermeneutics through digital technology is a new approach and experimental effort. This will be needed by almost all people and students in the era of globalization. Especially the community and learners who are based on knowledge and technology. On the other hand, the choice of digital sastra as learning to answer problems in the era of globalization. The basis of consideration taken, namely (1). Digital literature is an alternative to multidisciplinary learning with a new author's package, especially in multimedia packaging, and multimodal and interactive aesthetics, (2). Digital literature is an innovative study with a focus on engineering, visual dynamics, and materiality to allow for a new definition of literary works, (3). Digital literature represents and shapes global topics as transcultural phenomena based on the theoretical development of phenomenology, hermeneutics, and social practice, (4). Digital literature by displaying cartography provides a dynamic interaction experience through narrative prose, poetry, and other literary forms in social and cultural contexts, (5). Digital literature is a medium of communication of human culture through text, images, video, and sound, (6). Digital literature is an important alternative for writers and literary activists in Indonesia. Thus, digital literary learning in this regard is not like literary learning, i.e. understanding definitions, elements, and meanings through various approaches to literary works, but rather leads to multidisciplinary learning, especially in multimedia packaging, multimodal and interactive aesthetics (Montoro, 2015).

In general, the problem with this research is how is digital literature learning? In particular, the problem of this research is how: (a). Principles of digital literary learning, (b). The concept of digital literary learning, (c). Assessment of digital literary learning. Understanding the basic framework is needed by novice researchers when carrying out their daily duties as (prospective) teachers and (candidates) lecturers in learning.

## II. METHOD

The method in this research uses a library study design. The research design was selected with several basic considerations. First, the principle of digital literature learning is believed to be able to answer the challenges of the global era through the search for thoughts in libraries both offline and online. Second, the concept of digital literacy learning through certain approaches, models, strategies, techniques, and assessments can also be found in various libraries, both in the form of research results and the ideas of experts. Third, technically, researchers will take advantage of available libraries, given: (a) researchers are directly dealing with text, (b) library data is ready-made, and (c) library data conditions are not limited by space and time. The realization, the research of the results of library studies is the appearance of scientific reasoning arguments that explain the results of library studies and the results of researchers' thoughts on a problem or topic of study. Literature review research is carried out through a critical and in-depth review of relevant library materials. A library study is done by collecting data or information from various library sources. Library materials are treated as a source of ideas for exploring new thoughts or ideas, or as basic materials for deducting from existing knowledge so that new theoretical frameworks can be developed or as the basis for problem-solving. This research data is a verbal exposure that contains information about digital literary learning, both regarding the underlying principles and alternative concepts of digital literary learning. The data is obtained from sources in the form of books, scientific journals, and articles both offline and online. The data source is selected based on considerations: (a) the credibility of the owner of the idea or publication (author or institution), (b) the accuracy of the source, especially concerning novelty, detail, and completeness, (c) objective, balanced and grateful, and (d) the availability of complete information about the data source for tracking and communication. This research data collection uses instruments in the form of recording or recording data. The data recording matrix is arranged based on needs and contains two elements, namely the description of the data source and the quoted data or data citation. The data source description contains information about the author and year of publication, the title and type of publication, the language used, and the place of publication. Meanwhile, the data citation column is a clause quote or sentence or sentence that contains information that is expected to answer the formulation of research problems. Data analysis is carried out through three steps, namely the preparation, analysis, and inference steps.

### III. RESULT AND DISCUSSION

In line with the formulation of the problem, the results and discussion of this study are presented in three major themes, namely (a). Principles of digital literary learning, (b). The concept of digital literary learning, (c). Assessment of digital literary learning, including external guidelines that can be used.

#### **Principles of digital literary learning**

There are three dimensions of the principle of digital literary learning, namely (1) Tradition, (2) Textuality, (3) Methodological. The dimension of tradition is interpreted as a change in tradition from offline (offline) to online (online). Digital technology systems need to be mastered by individuals to carry out digital literary learning. The dimension of textuality is related to the concentration of attention. Where the determination of text is based on several models (explicit or implicit) of important parts of the text and the working structure of the text that precedes certain aspects. The methodological dimension deals with the model of digital literary exploration to access and solve the design, typical of ideals, archetypes in such literature. The methodological aspect is a bridge to understanding digital literary objects and appreciating their meaning, especially those related to ways of accessing and solving problems. The dimensions of the principle of digital literary learning in its implementation are interconnected and cannot even be separated from one dimension to another. These dimensions together build the integrity of the actions and events carried out by individuals in accessing and solving important parts related to design, typical ideals, and archetypes in digital literature. That means that digital learning should create independence and a learning climate that can develop the dimensions of principles to the maximum.

Related to the principle of digital literary learning, the above dimensions need to be criticized. These dimensions are only in the scope of approaching digital literary objects. While in fact, digital literary learning is not only charged with objects. As a social process, the dimensions of the principle of digital literary learning ideally also include the dimension of cultural principles, the dimensions of operational principles, and the dimensions of critical principles. The preservation of consciousness, motivation, skills, and passion is very important to be fostered. That means that going forward it is necessary to develop special coaching efforts including awareness, motivation, and passion.

#### **The concept of digital literary learning**

Digital literary learning concepts refer to the theory of constructivism learning. The theory posits that learners build knowledge and meaning from their experiences. Because learners have extensive backgrounds, experience, and skills, knowledge is built individually as learners work to understand the problems they face. Three principles of constructivism theory are (1) personal experience, (2) active learning, and (3) social interaction.

First, personal experience is related to the beliefs created by educators in building knowledge-based on experiences that learners face in the real world. Knowledge does not look the same for every individual. It is unique and exists in a variety of skills. To cultivate this type of learning environment, educators who utilize constructivist design theory present students with problems and activities relevant and meaningful to them. This allows learners to make connections with previous experiences. Educators facilitate and guide learning by helping learners make meaningful connections between past experiences and their new information.

The second is active learning. In an active learning environment, learners are more than just passive recipients of the information. Learners actively engage in their learning by solving problems and analyzing complex questions. Educators create an active learning environment using problem-solving and project-based learning models. Both of these learning models provide learners with a real-world context in which they must gain knowledge through exploration and investigation. In addition, the learning process is more active in involving learners based on realistic and relevant contexts. Assessment design also uses authentic assessments that require students to utilize critical thinking skills to apply what they have learned.

The third, is social interaction. The process of interacting with peers as well as educators helps learners build

new understandings or think about existing ones. Because individual experiences are different, social interaction allows learners to hear other perspectives and ideas. In this process of interaction, learners must work to understand the new ideas presented as they consolidate new information with their own experiences. To cultivate this type of learning environment, the main role of educators is to act as a facilitator or mentors. Educators should create a collaborative learning environment where learners feel comfortable sharing ideas and discussing. Often group projects are a key component of constructivist learning theory. Group projects require learners to communicate and collaborate to reach an agreement. Educators should work to guide this group discussion into meaningful communication about the subject matter.

### **Assessment of digital literature learning**

The implementation of literary learning is always influenced by certain approaches in literary science. The use of evaluation approaches in digital literary learning reflects the main reference of the approach. Therefore, in the end, it is reflected in the development and use of its evaluation. The pragmatic approach is an approach in the evaluation of strac skills to measure how well learners use language elements following the context of real communication. The pragmatic approach prioritizes the role of the use of language in the study of literature, including tests. The pragmatic approach associates language with its actual use, which involves not only elements of language such as words, phrases, or sentences, but elements beyond it as well, which are always related in every form of language use. Following his view of language, forms of evaluation of digital literary learning in a pragmatic approach, are considered tests that meet pragmatic traits. These forms of the test always use digital literature (discourse) that contains context, not merely sentences or loose words. Conducting tests using digital literature (discourse) requires the ability to understand literary and non-literary elements as part of the understanding of digital literature (discourse) as a whole. Evaluation is the process of interpretation (interpretation) and decision-making concerning assessment information. Assessment is an ongoing process and covers a wider domain. When learners respond to questions, make comments, or dabble with new structures, that's when educators have assessed the learner's performance. Measurement is the process of obtaining quantitative insight into the high low achievements of a person in language learning. A test is a tool, procedure, or series of activities used to obtain examples of a person's behavior that gives an idea of his or her abilities in a particular area of teaching. The test is an administrative procedure that is carried out at a planned time in a curriculum when educators have gone through all PBM processes to find out the final performance. Therefore, when it comes to eliminating the evaluation of digital literary learning, the four terms cannot be separated because the four have a close relationship. Evaluation of digital literary learning has a variety of alternatives to do, at least before conducting an evaluation related to assessment, measurement, tests, and contests several things need to be considered, namely: (a) types of test assessments and, (b) types of non-test assessments. Because the determination of the type of assessment is important to choose, the next thing that needs to be considered is digital literature as a source of learning and learning media. There are three principles of digital literary learning, namely (1) Tradition, (2) Textuality,

(3) Methodological. Digital literary learning refers to constructivism theory in which learners build knowledge and meaning from their experience and then appropriate tests based on Bloom's taxonomy. Tests based on Bloom's taxonomy concern three domains or domains in the assessment, namely (a) the cognitive realm, (b) the affective realm, and (c) the psychomotor realm. The cognitive realm is any effort that concerns brain activity including the realm of thought processes. The affective realm concerning attitudes and psychomotor realms is anything related to brain activity, physical, or movements of limbs. Because bloom's taxonomy assessment requires three domains simultaneously then the assessment of digital literary learning using the appropriate pragmatic perspective is to use tests based on Bloom's taxonomy.

### **IV. CONCLUSION**

Digital literary learning in developed countries has a high focus on cutting-edge literary studies. This form of focus of attention is shown in the characterization of studies that lead to (1) Tradition, (2) Textuality, and (3) Methodological. This is very different when compared to study practices in developing countries such as Indonesia. Attention to the latest literary studies is still low, both related to science, science, and science gatherings to the preservation of the latest literature. The dimensions of principles related to digital literary learning, these dimensions need to be criticized. These dimensions are only in the scope of approaching digital

literary objects. While in fact, digital literary learning is not only charged with objects. As a social process, the principal dimensions of digital literacy learning ideally also include the dimension of cultural principles, the dimensions of operational principles, and the dimensions of critical principles. The preservation of consciousness, motivation, skills, and passion is very important to be fostered. Therefore, it is necessary to make development and trial efforts to produce digital literary learning assessment instruments that at least meet valid, ajeg, and practical requirements.

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