

# E-literary Texts: Reading Materials for School Literacy Movement

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## Conference Paper

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E-literary Texts: Reading Materials for  
School Literacy Movement

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## Abstract

This research aimed to describe the efforts to provide good and appropriate e-literary texts and for reading material for the school literacy movement, and describe implementation and significance that students should obtain in relation to the mentioned objective. A qualitative descriptive method was used. The data collection techniques used were documents, in-depth interviews, and recordings. The validity of the data is checked by triangulation of data, researcher, method as well as theories. The data were analyzed using content analysis and text analysis. The result was that e-texts can be made available by searching for the materials on the Internet. The choice of e-literary texts for reading material can be done by analyzing their appropriateness in relation to the learners' level of education. The theme of literary text content must be directed at the character building that is suitable for the school literacy movement program. The program can be applied on an ordinary level, with a 15-minute activity spent reading non-academic books before the learning time begins. The benefit for students is that they will be able to develop cultural literacy and their character building.

**Keywords:** e-literary text, reading material, school literacy movement

## 1. Introduction

The results of reading comprehension ability tests at elementary and secondary level show that Indonesian students are still far below the level of their peers in other countries. In the literacy test, Indonesian students ranked 45 out of 48 countries in the PIRLS (Progress in International Literacy Study), while in the PISA (Program for International Student Assessment), Indonesia ranked 65 out of 68 countries [1, 2]. Based on this evidence, the government announced the School Literacy Movement (Gerakan Literary School (GLS)) from elementary to middle school. The GLS is implemented with the aim of improving students' reading ability so as not to be left behind if compared to

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other countries. The program is organized and implemented simultaneously throughout Indonesia. Students are required to read every day before the lesson begins.

The books for these students to read in the GLS program are not yet available in all schools, especially private schools. Private schools should provide more books than in the previous program. It requires improvisation from schools and teachers to provide reading materials in these activities. However, what has not been considered is a more economical reading material, i.e. the reading material that can be obtained from the Internet. All kinds of scientific material can be found on the Internet.

As we know, advances in electronic technology have penetrated all areas, including the worlds of economy, industry, finance, politics, social affairs, defense, communications, education, and culture. Use is made of electronic devices or computers to make transactions. This era is better known as the "digital era." In the world of education, it is used for the advancement of education. The emergence of e-books, e-learning, e-teaching, e-technology, e-engineering, e-literature, etc. proves that electronic technology such as computers, tablets, and mobile phones has become an integral part of human life, in the world of education. All the materials that exist on the Internet can be used as reading material in the GLS.

Currently, it cannot be denied that almost all students have electronic devices, especially smartphones, to explore the virtual world and find everything they want. With these tools, students can easily access any scientific material and browse to find out about all the aspects of life they desire, including searching for books related to school lessons currently provided by the government known as "digital school books" [3]. Digital school books are provided for elementary, junior, and senior high school students. Thus, the lack of availability of reading materials can be overcome by searching for digital reading materials. What about literary materials, especially for reading materials in the GLS program?.

In this digital era, various literary works, such as prose, poetry, and drama, can also be accessed easily. Only, if the digital school books provided by the government while the works of digital literature is not the case. Literary texts are mostly provided by literary enthusiasts that are managed in a blog. The existence of e-literary texts makes it easier for students to access the works. The students do not need to spend a lot of money and special time on getting those literary books. Thus, obtaining literary reading material is very easy. This can expedite the GLS program in terms of reading materials.

In this article, the discussion will focus on reading materials in the form of e-literary texts for alternative reading material in the GLS program. This choice is related to the purpose of the GLS program, which **is to cultivate the character of the learner and the**

**culture of the school literacy ecosystem.** This reading material should be mandatory. Literature contains values of moral education that can be absorbed by the learners. Thus, two main purposes of the GLS can be fulfilled at once by reading e-literary texts.

However, it is possible that many teachers do not know about or have not digital literary works. It is also possible that they already know that they must be available on the Internet, but they are reluctant to use them as a teaching material because there is no obligation in the curriculum to read literature. If so, then it is unfortunate because the benefits of reading literature are very large. If you look at some schools that still have very limited collections of literary works, the presence of e-literary texts can overcome this problem. E-literary texts can be literacy materials that are easily obtained.

E-literary texts have become the right literary material because today students can read literary works in an easy and convenient way [4-6]. Literature needs to be appreciated given that current learners tend to be less knowledgeable or even literary blind because literature is rarely mentioned by the teacher. The reason for this is that there are very few literary works in the curriculum and their availability in schools is also limited. Therefore, time alternatives need to be found in the provision of literary reading materials that specifically address the literature. The only chance is through the GLS. The results of this study are expected to be useful for teachers, students, and educational units.

For that reason, this research describes the effort to procure electronic literature text as right and good reading material in the GLS, along with the implementation of activities and benefits that can be obtained by learners related to the GLS activities, i.e. reading and reading materials are in the form of e-literary texts. The benefits of the results of this study are expected to cultivate the character of learners [7, 8] and the culture of school literacy ecosystems so that they become lifelong learners [1, 2].

## 2. Materials and Methods

### 2.1. Materials

The electronic literary texts or digital literary texts referred to in this paper are literary works including literary works contained on the Internet or works that are digital in nature such as those contained in computers, tablets, or mobile phones [9-14]. Electronic literary texts also include literary works in both print and digital versions.

In this digital era, e-literary texts are more favorable than print literary texts because they are easy to access and cheaper.

E-literary texts include prose, poetry, and drama that are valuable and widely available on the Internet. Many literary works can be uploaded over the Internet, making it easy for literature enthusiasts to enjoy it. Because of this effort, literature is not a rarity anymore for the fans, especially students and teachers of the Indonesian language. With easy access to literature through electronic or Internet devices, it is possible for it to be used in the world of education for learning materials, especially character education.

The GLS is a government program that aims to nurture students' morality through the culture of school literacy ecosystems so that they become lifelong learners [1, 2]. The GLS handled by Kemdikbud is implemented in all schools from elementary to secondary schools. Books related to GLS guidelines and implementation have been published online and socialized to teachers, educational units, and stakeholders.

The GLS is implemented on the basis of the nine priority agenda (Nawacita), especially the 5th, 6th, 8th, and 9th [1]. The 5th Nawacita aims to improve the quality of human life and society; the 6th aims to improve people's productivity and competitiveness in international markets so that the nation of Indonesia can advance and rise with other Asian nations; the 8th aims to conduct a character revolution of the Indonesian nation; and the aim of the 9th is to reinforce diversity and strengthen Indonesia's social restoration. These four points of the Nawacita are closely related to the literacy component as capital for the establishment of qualified, productive, and competitive human resources, character, and nationalist. Literacy is also encouraged in many different countries, so the literacy of their students is ranked high in the world [15-17].

## 2.2. Methods

A qualitative descriptive method was used. The data collection techniques used were documents, in-depth interviews, and recordings. This technique was applied to collect the e-literary text materials. The in-depth interviews were conducted by interviewing students and Indonesian language teachers to find out their interests and literary themes as well as the probability of implementing the activities. The recording technique was used to collect data taken from the Internet. The validity of the data is checked by triangulation of data, researcher, method as well as theories.

### 3. Results

E-texts can be made available by searching for materials on the Internet. Some websites provide various e-literary texts, i.e. prose, poetry, and drama [13, 18, 19]. The choice of e-literary texts is related to the availability of books in educational units, and these are usually very limited or even nonexistent. This e-literary option is expected to overcome the lack of availability of reading materials in schools. If there is insufficient computer equipment this can be done with the current mobile phones that every learner has. If students have no Internet quota, they can use the Wi-Fi that every school now provides. Of course, these mobile phones can only be used for literacy. Utilizing e-literature can solve the problem of the shortage of reading material.

Electronic literature works are in the form of foreign and Indonesian literary texts. Thus, there are works of Indonesian literature that can be accessed in digital format via the Internet. Literary works are scattered around various websites as a choice of material. There is an e-literature fan community that collects digital literary works that are reserved for fans. Examples of literary works can be found in the form of romances or novels such as *Sitti Nurbaya* (by Marah Rusli), *Salah Asuhan* (by Abdul Muis), *Layar Terkembang* (STA), *Tiga Menguak Takdir* (Asrul Sani), *Sedih dan Gembira* (Usmar Ismail), *Burung-burung Manyar* (YB Mangunwijaya), *Laskar Pelangi* (by Andra Hirata), *Negeri 5 Menara* (by Ahmad Fuadi), *Pak Guru* (by Awang Surya), *Sepatu Dahlan* (by Khrisna Phabichara), and others. Poetry works include works by Rustam Effendi, Amir Hamzah, STA, Chairil Anwar, Rendra, Taufik Ismail, and so forth. Literary works in the form of dramas aired in the form of soap operas are also widely found, and the works can be chosen that contain character education.

The choice of e-literary texts for reading can be made by analyzing the appropriateness of the learners' level of education. The works of e-literary texts are tailored to the educational level of the learner. Teaching materials at the level of education are selected by Indonesian language teachers in accordance with their respective levels. The teacher through digital media prepares this material. The results of interviews with 10 teachers show that five people often read literature through the Internet, three participants sometimes read if necessary, and two people know there is material but have not yet read any.

The theme of literary texts should be directed at character building that is suitable for the school literacy movement program. All the teachers interviewed said they knew there was character education that could be obtained from literary reading. Four people love the theme of heroism, five people are happy with love and family themes,



and one participant likes family and religious themes. Teachers must show the values of character education contained in the literary works that are read by the students. Teachers should also evaluate students in reading in order to know the seriousness of students in reading and its benefits for students.

The program can be applied on the ordinary level, since the current curriculum for Indonesian subjects has very little literary content, and it is necessary to seek literary literature through the GLS program. Through this program students appreciate the works of literature to obtain the positive aspects of literature works. This program can be implemented twice a week for 15 minutes each time through a habituation program in the GLS stage [1, 2].

The benefit for students is that they will be able to develop their cultural literacy and their character building. The habit of reading e-literary texts for 15 minutes before advanced lessons can have tremendous benefits for the growth of students' character education. Characters performed by story characters can be a guide for students to help them choose good characters and leave unfavorable characters. Another benefit of reading e-literature is that it fosters a culture of literacy for students in order to improve the ranking of Indonesian students in the world.

#### 4. Conclusion

Literary learning in primary and secondary schools is currently lacking because it is dominated by language skills. This can lead to further literature from the students. Literature has a very important function, namely it is *dulce et utile* (beautiful and useful). In terms of this function it can be explained that "beautiful" is associated with fun, so it will bring entertainment for readers, while "useful" means it can have a positive effect on its readers because literature contains educational values and useful life values and adds inner wealth to the reader. In this regard, it is important that literature is appreciated by the students so that they have a great inner wealth in the face of life by utilizing the school literacy movement proclaimed by the government.

Teachers should increase their knowledge related to e-literary texts to search for appropriate reading materials for students in the implementation of the GLS program. In this digital age, electronic literary texts or digital literature can be obtained easily on the Internet so that would be possible for reading materials. Reading material in the form of electronic literary texts can also be implemented because of the devices to access digital literature that almost all students have. Teachers are also required to be able to provide reading material from e-literary texts appropriate for students. What

is chosen must be in accordance with the educational level of the students. Teachers must also be innovative in presenting the reading material in order to make it more attractive for students to read e-literature. Teachers not only find the material but also understand the contents and can explain the value of the character education it contains.

Through devices held throughout the day, students are encouraged to read the literary works that their teacher has chosen to maximize the benefits for themselves. Literary works are a must-read for students in the time period that has been designed by teachers escort. With such habituation, students are expected to successfully increase their literacy and become literate lifelong learners. In addition, character education can also be obtained in the literacy activities of e-literary texts in accordance with the purpose of holding the GLS.

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