

The Design of Literature Learning Innovation based on a Modern Digital Model for Generation Z Students

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Abstract. One form of literary learning that can be applied to members of Generation Z is the adoption of a digital-based learning model, which involves designing an application that contains literary materials and content. The use of such applications in literary learning is optional, as teachers can employ this digital device as an alternative or in combination with conventional learning. Hence, literary learning with this digital device should cover a larger portion during lessons based on the characteristics of current Generation Z students, who are generally more interested in learning with electronic visual forms. This will allow teachers to only serve as facilitators to direct the teaching of all elements of instructional materials that have been incorporated into the digital application. Therefore, teachers' position becomes less central because the learning is more student-centered. The design of literature learning using this digital device is one of the efforts of innovation to answer the challenge of science and technology in education.

Keywords: Innovation, Learning Literature, Digital, Generation Z

1. Introduction

Technological developments such as "flood" are definitely powerful and cannot be prevented from affecting various aspects of human life. Although humans enjoy being dragged into the flood wave technologies, they may not be mentally ready due to the rapidity of developments. This speed is marked by numerous inventions, specifically in the information technology (IT) field, which sprung a surprise to the humans who were still adapting to the prior artistic era. Hence, they were forced to learn and adapt quickly before the appearance of further discoveries.

Meanwhile, the rapid technological developments required by learning processes have been presented through various digital devices to satisfy the different needs and characteristics of students in this information-free era. The digital age has extensively provided diverse information through digital and electronic devices connected to the internet network. This available information can be used as a source of learning in the classroom and presented through various forms and means, including visual through writing, audio, or audiovisual. In addition, these digital devices provide current information that offers the latest developments. It can be processed by teachers and serve as interesting material for students, thereby preventing literature teaching classes from seeming monotonous.

Generally, monotony is an issue in very diverse literature learning classes. Teachers often complain about students' lack of motivation concerning literary texts in many ways, such as poor listening and reading skills, unappreciation, writing unproficiency, and various other

phenomena. However, this is the effect of teachers' limited knowledge of the latest methods, techniques, and media that can be explored in literary learning. Teachers also exhibit less innovation and creativity towards forming interesting classes, and their duties are limited to thinking. Although their teaching methods are monotonous and conventional, the task is concerned as completed once the class has been held. This has been a major problem in literature education that hinders students from displaying interest and motivation towards learning.

This phenomenon is irrelevant to current digital era students who are already influenced by the development of communication and information technology and tend to prefer the most challenging activities. These students enjoy acquiring information and other interesting material present in digital devices rather than listening to presentations by teachers, where the dominant discourse is implemented in the absence of other facilities that support the visual learning process. Therefore, the pattern of knowledge transfer in literature classes should be modified to suit the characteristics of these students. The form of interaction between teachers and students should also be reformed and more directed towards the provision of instruction that enables students to individually construct their knowledge about literature and composition. Hence, teachers are no longer concerned as a source of information, but as facilitators.

The skills involved in processing and presenting information as teaching materials using various electronic devices and existing technologies will greatly support learning advanced literature. Such information is packed with interesting systematics and corresponds to the stages/phases of students' cognitive, affective, and psychomotor development. Therefore, this research described the theoretical literature relevant to learning and explored theory books sourced from parents and previous investigations by experts on learning innovation in the digital age. The theories and ideas derived from these references were adapted into literary learning and integrated with various phenomena about the development of technology and the mindset of the current generation to promote the creation of innovation in teaching literature. At the end of the discussion, a basic design of the literature teaching for Generation Z was described using a digital device, which is the core objective of this research.

2. The Characteristics of Generation-Z Students in Learning Literature

Every generation has beliefs, values, cultures, perspectives, interests, and different skills for life and work. The generation born in the early 2000s, along with the rapid development of technology, is called Generation Z or the net generation. According to the generation theory presented by experts, these individuals were born between 1995 and 2010 and are the children of generations X and Y. Their characteristics include high sensitivity to technology and communication, meaning they have an advantage in the information and knowledge development field. They also tend to multitask by performing several jobs simultaneously and are pleased with issues that require quick decisions. Therefore, the proximity of generation-Z and alpha generation students with technology and the digital world is inseparable such as two sides of a co-dependent currency.

Although students in the digital age possess skills and outstanding expertise in the art and entertainment fields, their logic and language abilities are poorly trained because they focus on digitization. Social interaction in the real world is minimally performed as these individuals are more likely to interact virtually. Indirectly, this will lead to self-centered students that wish to obtain faster results with little effort. The development of digital technology has resulted in the formation of an instant mindset that cannot find a causal relationship between problems in life.

Also, the friendships formed virtually in cyberspace lead to the inability to distinguish between communicating with older persons and their age mates. As a result, parents and

educators in this digital era feel overwhelmed and reluctant to teach this, while students are becoming more individualistic, selfish and experience more difficulties adapting to the real world. The lack of social interaction with others is preventing students from learning basic life values, such as tolerance, kindness, honesty, diligence, and respect.

Learning for Generation Z students will be difficult, providing educators continue to apply styles of the past, such as the "sitting-listening-memorizing" method [1]. However, this is not the time to make children sit, listen, summarize, and write down their homework in a notebook. Instead, teachers should abandon the old ways and progress with the times by successfully guiding Generation Z as the face of the future. Innovation is required in teaching these children because they possess a different concept of thinking, and their environments are not solely constituted by the real world but also the virtual.

3. Ideal Learning Literature in the Millennial Age

Literature education, which includes poetry, drama, and prose, has its peculiarities for language teaching, as the learning involves literary and imaginative aspects of human creativity. It involves the display of literary works in front of readers, listeners, and spectators with touches of beauty that are strung into motion, song, or dialogue in writing or speech [2]. Literary education is definitely important because it teaches moral values besides literature, authors, and the content of the work. It is also closely related to the four language skills, namely listening, speaking, reading, and writing. However, there is an occasional presumption that literature teaching is considered to hold little attraction and use for some students due to the media or methods used by teachers. These methods do not stimulate the motivation of students to learn more and teach, thereby becoming a trigger for the unappreciation of literature.

In teaching literature, teachers must use appropriate means to improve students' appreciation. This has become more important in this present era, as teachers are dealing with Generation Z students who are generally too busy with digital devices. The challenges involved in teaching literature are numerous as students possess weak literature sensitivity and taste compared to the high demands of this educational subject. Therefore, teachers must utilize various strategies to incite the willingness to compose that is embedded in Generation Z students.

Literary learning should remain current, and teachers must be skilled at maximizing all technological devices that facilitate literature education. In using such devices and concepts, the essence of the lesson should not be lost, and priority should be given to sensitivity and taste. The design technology is only used as a facility to support the learning process, meaning that the content of literary concepts and essence must be maintained.

4. Integration Development of Technology in Learning Literature

Technology can improve the quality and range of education when used wisely. It is directly proportional to the direction of futuristic education, which is open, two-way, diverse, multidisciplinary, and concerned with competitive labor productivity [3]. The utilization of technology, specifically in learning literature, can change its conventional tradition or culture. As indicated by [4], information technology in learning can be a self-learning system (instruction-independent) or combined to produce a direct delivery method (face-to-face in class) that relies on teachers' presence.

Learning technologies have been classified into two, namely technology-based and technology-based web learning. According to [5], technology based-learning is principally

composed of two aspects, namely audio (audiotape, radio, voice mail, and phone) and video information technology (videotape, text, and messaging). Meanwhile, web-based technology learning comprises information data technology, such as bulletin boards, the internet, email, and telecollaboration. In learning, a combination of written technologies, including audio/data, video/data, and audio/video, are often employed.

According to [6], three factors must be realized in the use of information technology to improve the quality of subject teaching, including literature. First, students and teachers must have access to digital technology within educational institutions. Second, quality and useful materials must be provided for teachers and students. Third, teachers must possess knowledge and skills in using learning facilities and digital media to help students achieve academic standards and develop their potential.

The integration of technology into the learning process plays an important role in literary education. As stated by [4], designed electronic learning has three functions, first, it is an optional element of learning that can serve as a supplement. Students and teachers can choose to utilize electronic or conventional learning as there is no obligation in accessing the electronically designed learning materials. Hence, students who use these devices will obtain more value in terms of knowledge, creativity, and experience. Second, it is as a complementary learning element programmed to assist in the completion of the course material. Third, it is also as a replacement for conventional learning methods when utilized fully in the learning process.

Therefore, the integration of technology into literature education is expected to contribute to improving the quality of literature teaching. According to [4], the benefits of this integration include (1) increasing the level of interaction between teachers and students, (2) allowing the learning to occur anywhere and at any time, (3) extensive coverage and reach, and (4) facilitating the improvement and delivery of learning materials.

5. The Presence of Digital Literature as a Source of Literary Education

The development of digital literature is considered as an alternative for the appreciation and dissemination of literature in this era of information technology. Reading literary works through a computer, laptop, notebook, device, or smartphone has begun to develop into a lifestyle for every generation in this millennial era, specifically Generation Z. Although digital literature is not the first choice for technology consumers, it is indirectly digital literature in tune with the use of smartphones in their daily life. Therefore, digital literature is expected to become an alternative favored by many people with the development of creativity and passage of time.

As described by [7], digital literature is a website or page that is open and can be accessed for free by anyone, at any time, and anywhere, using an Internet connection. Digital literature provides free membership for those who are interested in further interaction. It also offers platinum membership to the lovers of literature and culture of various social circles, educational backgrounds, and philanthropists willing to assist the device through a once-in-a-lifetime purchase.

In addition, [7] stated that digital literature is established with the main goal of becoming a publication container, as every Indonesian writer desires that his work be digitally published on a trusted page. These trustworthy pages point to the work's aesthetic quality and selection process, which determines the literary piece to be published online.

With the growing number of digital literature, teachers can create related teaching and learning resources for Generation Z students. Online literature is currently a source of abundant learning, thereby requiring teachers to be clever in filtering and selecting the works that will be taught to students. Since the digital world has become an inseparable part of Generation Z's

lives, teachers can more easily and freely engage these students by accessing literary works online.

Besides conventional learning methods, literary skills can be improved through the utilization of digital devices. Numerous videos of literary appreciation are scattered on the internet, including poetry reading, videos and musicals, drama performances, rhymes, short stories, storytelling, etc. These videos can be used as a model for students to learn literature appreciation, while teachers are required to be more creative in guiding Generation Z students to access and select the right video content to serve as a model.

By using digital devices, teachers will not lack resources for teaching literature, and their activeness will only be required in accessing digital works to be adopted as learning materials. Therefore, teachers of Generation Z students are expected to master and use all kinds of digital devices and possess the knowledge for accessing online sites related to literature. The inability of teachers to access ideal learning technology will result in the suboptimal achievement of literary learning for Generation Z students.

6. The Use of Instructional Design and Digital Devices to Learn Literature in Modern Times

The employment of a technology-based learning literature paradigm is expected to produce modern developments in learning that correspond to the demands and the times. Modern learning, concerning the use of Internet media and computerization, is expected to improve the intellectuality of Generation Z students. According to [8], the use of the Internet and various computer applications is the hallmark of modern learning that can provoke changes in the old paradigm.

Interaction involving Generation Z members and digital devices, such as computers, laptops, notebooks, tablets, gadgets, smartphones, and others, is a science that investigates the design, evaluation, and implementation of interactive computer systems for human use and the exploration of the main environmental factors. The interaction referred to this is the two-way communication between humans and digital devices to create a specific goal to be achieved through a bridge that serves as the interface. As stated by [9], the concept of human and computer interaction consists of three components, first, man (human) is the most important component in the human and computer interaction process. Humans function as the subject and object that is seen as an information processing system. Second, the computer, a component that acts as a servant of man in relation to the interaction between humans and computers. It acts as a participant that facilitates the functioning of a program in the interaction process, which is categorized into two areas, batch and interactive interactions. Third, interaction, the communication process between humans as the users and the computer system, which acts as a participant that runs a program. The interaction process is grouped into the same areas mentioned above.

After observing the closeness and interaction between Generation Z with digital devices, an appropriately designed learning system based on digital technology, including for the literature teaching, became necessary. The process demands every student to possess a digital device, either a smartphone, tablet, gadget, etcetera. Designing education in collaboration with digital devices is more effective in satisfying the current learning needs. In learning literature, concepts and theories have been simplified by applications that contain texts, images, audio, video, and many others. Such applications are implanted into students' digital devices, which can be easily accessed and can promote literature visualization, in order to adjust the characteristics of the learning process.

There are several advantages of application-based literature learning models. First, convenience, as users can access learning content, including quizzes, journals, games, etc., anywhere. Second, collaboration, which ensures the implementation of learning at any moment in real-time. Third, portability, as users guide RAM is replaced by learning that can be arranged and connected. Fourth, compatibility, learning is designed for use on mobile devices, and fifth, interesting, through the combination with games to create more fun [10].

The following describes the basic scheme and menu of literature learning for Generation Z students, designed as an application in digital devices, such as cell phones, gadgets, smartphones, laptops, computers, and other electronic communication devices.

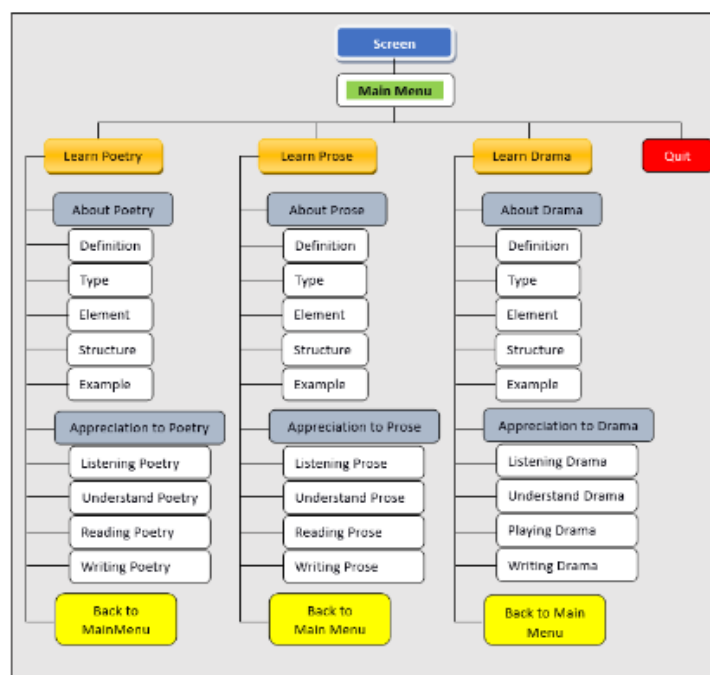


Figure 1. Instructional Design for Modern Literature using Digital

The scheme is basic and can be further developed according to each user's needs, and teachers can fill each submenu with appropriate material. For example, in the learning of "Poetry," teachers can include material on definitions, types, elements, structures, and examples, which will be learned during the educational process. The submenus titled "About Prose" and "About Drama" can be designed similarly. Also, teachers can add other supporting content, such as audio and video recordings on the submenus designated "Listening to Poetry," "Listening to Prose," and "Listening to Drama." The videos added should be chosen and selected according to the needs and characteristics of students' learning objectives. In the submenus entitled "Understand Poetry," "Understand Prose," and "Understanding Drama," teachers can add material, such as clues for comprehension tests. The instructions should be written in a language that is easily understood by the Generation Z students who possess fast-thinking abilities, and teachers can add interesting pictures as complements to the hints.

Furthermore, the submenus named "Reading a Poem," "Reading Prose," and "Role-play" can be filled with steps, ordinances, instructions, and video tutorials, while "Writing Poetry," "Writing a Prose," and "Writing Drama" can contain steps in writing literary elements. This will guide and lead students to write poetry, prose, and drama appropriately.

This scheme could also further the creation of technological advances and be equipped with chat and discussion forums among students and with teachers. As stated by [11], direct interaction through the technology-based, web and digital learning systems can use (1) chat, a medium of direct communication between students and occasionally with teachers through text. (2) Application sharing, using a specific application that allows a group to collaborate and work directly on a document by performing remote editing. (3) Audio/video conferencing, through a specific software application that enables audio/video conference communication. Additional amenities to these technological creations will increase the utility and attraction of these applications for student learning. These amenities, such as chats and discussion forums, can be used by students outside to perform classroom learning. Hence, the habitual use of social media and digital devices by Generation Z students can be exploited for scientific discussion activities through the application of literary learning.

Meanwhile, several aspects involved in instructional design should be included in the digital literary elements that constitute an application's content. According to [10], the facilities in applications containing learning material should comprise access to documents, quizzes, tutorials, audios, and videos, archives of subjects, presentations of student work, and participation by the learning community.

By learning the concepts of digital literature, education can occur continuously without time and space limitations. Literary education will be implemented in the classroom as well as the home, allowing students to discuss interesting information about literature with their teachers and friends regardless of location. Therefore, the concept of continuous literary learning at any time or place and by anyone can be materialized through digital devices.

7. Conclusion

The development of communication technology has facilitated various digital devices to rapidly access disclosed information, which can be used as an abundant source in learning literature. Therefore, language and literature teachers require skills to gather information in creating learning materials for students. The integration of digital technologies in the educational process, specifically in teaching literature, has a significant impact on improving the quality of learning. According to previous research, the integration of technology in learning positively affects the quality and quality of learning, as well as the interest and motivation of students. In this research, the application of technology development on digital devices into literary design and learning was described. This design was aimed at adapting literature concepts to suit the characteristics of Generation Z students learning in this digital era. These students are in the digital age and depend on various digital devices to process information. Finally, the development of digital devices for literature-based learning must be accompanied by teachers' knowledge, technology mastery, and skills.

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