

# The Enormous Amount of Indonesian Cyber Literature Readers: The Form of Literacy Improvement?

1st Purwati Anggraini<sup>1</sup>, 2nd Suyatno<sup>2</sup>, 3rd Tengsoe Tjahjono<sup>3</sup>

{ purwati.20014@mhs.unesa.ac.id<sup>1</sup>, suyatno-b@unesa.ac.id<sup>2</sup>, tengsoetjahjono@unesa.ac.id<sup>3</sup>}

Universitas Negeri Surabaya and Universitas Muhammadiyah Malang, Jl. Lidah Wetan Surabaya, Indonesia dan Jl. Raya Tlogomas 246 Malang, Indonesia<sup>1</sup>, Universitas Negeri Surabaya, Jl. Lidah Wetan Surabaya, Indonesia<sup>2, 3</sup>

**Abstract.** Cyber literature is literary work utilizing up-to-date technology. Many new authors use the cyber literature platform facility as a medium in publishing their works. One of the most used platforms is the Wattpad. Authors on Wattpad bring various themes, and its readers reach tens of millions. The problem is determining the correlation between the huge number of Indonesian Wattpad readers and the literature awareness, especially cyber literature. This issue is interesting as a survey result on literacy level conducted by the Program for International Student Assessment (PISA) in 2019 revealed that Indonesia was 62nd of 70 countries. The survey result proves that Indonesia still has a low literacy level. Based on a survey of university students in Malang, East Java, the respondents were not fully aware of cyber literature due to low literacy and interest in reading, particularly cyber literature.

**Keywords:** cyber literature, reading literacy, university students.

## 1 Introduction

Cyber literature in Indonesia has developed significantly, marked by new authors publishing their works. The increasing trend is because writing, editing, publishing and distributing literary work have been easier with the help of technology. Many applications and social media facilitate this urge. At the same time, groups of people who want to write become more significant on social media. These people interact, learn, and even publish their work together, both online and printed. All activities are accessible subject to the device availability connected to the internet, such as laptops and other gadgets. Besides, society's desire to write literary work also holds the main support for developing cyber literature.

The development of cyber literature comes with the emergence of social media account of various cyber authors. Social media aims at reducing the distance between authors and readers. Besides, this platform also serves a promotion function and loyalty from the readers in following to read the authors' works. Social media contains communication about the authors' works, small quizzes to strengthen the bond between and among readers and authors, moreover,

personal information uploaded about the authors. The functions social media serves also becomes a marketing strategy from the authors.

The efforts done by the authors seem to produce the expected result. Currently, there are numerous novels sold on the Pre-order system. The system commonly comes in interesting packages such as T-shirts, key chains, bookmarks, calendars, and other merchandise. Apart from the sales system, the authors' success can be reflected by the number of readers logged in to their accounts and followers on social media. Thus, the internet holds a significant role in facilitating authors to produce qualified literary works for the readers, and at the same time to market their works worldwide faster, easier and cheaper.

The increase of authors in literary work should represent their quality in the writing field. An author's sensibility in viewing a particular social issue and phenomena is a skill needed to offer an interesting work of literature. Based on research conducted by Noor [19], an author's creative process is inseparable from the surrounding society that serves reality functioned as the source of ideas. Various information and experience are obtained through their interaction and access to information technology facilities. An author can present his/ her creativity through the profound function or benefit their work can serve [10]. Besides, an author can utilize his/ her imagination to produce a work at its best [31]. Several authors have presented a creative process in various ways; one of them is John Dami Mukese, a poet who represented his deep sensitivity toward social reality in the Flores community into a literature work [23].

As explained earlier, the life reality surrounding the author is an endless inspiration source for authors. Thus, author needs to wrap the issue into attractive story. Dee Lestari also experienced the same while writing *Aroma Karsa*, her novel. Two factors affect Dee Lestari throughout her creative process: her inner drive to write and her craving for reading [7]. Observing the surroundings and a rich experience in reading and intensive interaction with society will improve an author's creativity [17]. The mentioned factors shape an author mindset throughout the production process of a literary work [2].

Creativity in the post-modern era appears in the form of theme ideas and how an author invites the readers to enrich the story itself and attract and bind his/ her readers with the story being written. The cyber authors' attempts seem successful as more readers are attracted to read the cyber literary works. One particular cyber novel may have millions of readers and will probably keep increasing as several cyber works of literature are free of charge.

The rapid development of cyber literature is in line with the vast-growing of technology. This growth is also known as the new era of disruption. In 1997, Clayton M Christensen introduced the disruption theory where technology has innovation and created new market share to replace the existing one [12]. Several new authors have benefited from the advanced technology in producing their works. The convenience of producing the work surely benefits the authors as they can observe the readers' interest in the cyber platform. Thus, the more readers are attracted to read the work, the more urgent it is for the author to continue writing and pack it in various ways of marketing on social media. The transformation of writing media should affect Indonesian literature to develop more rapidly and become significant within modern literature periodization. Besides, the vast-growing cyber literature should increase youth literacy, especially university students. Nevertheless, the assumption requires validity as the LSI survey

result proves that the global cyber literature does not significantly affect the development of cyber literature in Indonesia.

The number of cyber readers that reach millions of people do not equal the total population in Indonesia. Advanced technology does not directly attract people to read more literary works. The fact is reflected through a survey result by Lembaga Survey Indonesia (LSI) that found the reading interest of literary work in Indonesia reached 6.2% (December, 2017). The survey covered 1,200 Indonesian aged above 17 years old [3]. The survey proves that the number of people interested in literary work does not equal the population aged above 17 years old. What about university students' interest in cyber literature? The question is significant in finding the data on university students' literacy level towards cyber literature developing vastly.

Several studies on cyber literature development have been conducted in Indonesia. One of them focused on children folklores -10-. The study found that the utilization of children literary works as a medium to develop language creativity has not reached its maximum potential. Children imagination in language creativity needs more elaboration and development through children literary work using attractive language style accordingly. Qualified and acceptable literary works mean producing an appealing story, but also word choice and language style should be considered to attract more readers. Thus, cyber literature significantly depends on the quality of the work itself.

There have been several studies conducted on the development of cyber literature. Some studies found that cyber literature was not good; nevertheless, many readers responded positively and considered that not all works were bad [4]. Therefore, it is strongly suggested that lecturers encourage the students to read more cyber literature based on several established criteria that aim to assist the students in finding qualified and benefitting cyber literary works. Additionally, the encouragement also increases the students' literacy on cyber literature, especially the students of Indonesian Language Education and Indonesian Literature study programs.

## 2 Research Method

This study applied the qualitative descriptive research method. The object of the study was students of the Indonesian Language Education study program of Universitas Muhammadiyah Malang that were academically active during the odd semester of 2021/2022. The study was held from November 10 to 20, 2021, by distributing google form questionnaires. The total respondents were 264 students that ever accessed or often read cyber literature on various online platforms. The following is the respondent distribution of the research.

**Table 1. Research Respondent Distribution**

No	Student grade (semester)	Number	Percentage
1	I	47	17,8 %
2	III	44	16,7 %
3	V	53	20,1 %
4	VII and above	120	45,5 %

The questionnaire attempted to investigate the students' cyber literature level of the Indonesian Language Education study program. The study is significant as these students must expose themselves to literary works and appreciate and review them. Since students currently live and grow in the cyber era, this research focuses on the cyber literature. The questionnaire was arranged based on several indicators believed to affect reading awareness and indicate the students' literacy on cyber literary works. The analytical techniques were by observing the questionnaire results, describing data, interpreting data, conclusion-drawing, and reporting it in a scientific article.

### **3 Result and Discussion**

The rapid advancement of technology causes students to prefer reading through gadgets or laptops to libraries as one of the effects of the cyber era. The vast usage of technology marks this era in all aspects of life, one of which is literature production. Many literary works are published online to facilitate people and readers to access the work more accessible and more quickly. Thus, this facility becomes an open opportunity for authors to write and publish their works online [32]. Facilitating this need caused many platforms to emerge online for both authors and readers, including the Wattpad.

Cyber literature presents in many forms. There are also additional creativity elements on it, such as visualization in poems [5]. This addition is rarely found in non-cyber works. Thus, the current technology has a vast effect on the literary-based creative industry. Nevertheless, the cyber literature does not take over the part of non-cyber literary production, which still runs based on the printed and cyber publications [14]. There are many printed novels taken from cyber literary works.

Cyber literature, in some ways, urges the readers to be more aware of literary works. The students' literacy significantly determines the quality and quantity of the works they read. The cyber literature measures the comprehension and ability to use information obtained through the internet. It consists of analyzing and evaluating skills on information found through the internet. Cyber literature can control information obtained by society and interpret messages shared online; thus, it can benefit the readers and other people [26].

Nevertheless, advanced technology and cyber literature are not accompanied by university students' improvement. The following survey result supports the finding. The table presents the respondents concerning factors affecting the students' cyber literacy.

Table 2. Factors Affecting University Students' Literacy

No	Affecting factors of students' reading interest on cyber literary works	Yes	(%)	No	(%)	Maybe/ Sometimes	(%)
1	Curiosity towards the development of Indonesian literature	196	74,2	68	25,8	0	0
2	Curiosity on new/ interesting novels	177	67	11	4,2	76	28,8
3	Accessibility through the internet in reading literary works	225	85,2	4	1,5	35,5	13,3
4	Cyber literature enables readers to choose and read literary works	217	82,2	6	2,3	41	15,5
5	Cyber literature is considered of good quality	74	28	15	15,7	175	66,3
6	Social environment supports the cyber literature reading activity	137	51,9	29	11	98	37,1
7	The need for information on educative stories or new knowledge	178	67,4	7	2,7	79	29,9
8	The attempt to finish reading any cyber literature works	134	50,8	7	2,7	123	46,6
9	Reading cyber literature as a need	80	30,3	35	13,3	149	56,4
10	The awareness on the importance of cyber literature	214	81,1	2	0,8	48	18,2

Ten indicators were applied to measure factors affecting the students' literacy on cyber literature. The above table indicates that 74.2% of respondents have a high curiosity about developing Indonesian literary works. The high percentage is a good starting point for students to read the cyber literature more. Their curiosity proves the urge to learn more about the development of the most-recent Indonesian literature. Students' curiosity increases as the internet and gadgets improve the facility in accessing cyber literature. However, it turns out that reading cyber literature is not a necessity for students. This fact is also supported by a social environment that is not always supportive, students who are not hungry for stories that have educational value, and students who do not try hard to finish their readings. One interesting fact is that students are aware of the importance of cyber literature; nevertheless, the awareness is not followed by actively supporting the development of cyber literacy.

In addition to the indicators of factors affecting students' cyber literacy, the following table presents the level of cyber literacy of students of the Indonesian Language Education Study Program.

Table 3. Students' Cyber Literacy Level

No	Students literacy index	Yes	(%)	No	(%)	Maybe/ Sometimes	(%)
<b>A</b>	Students' skills						
<b>1</b>	Students' conversance on finding online information and literature	94	35,6	30	11,4	140	53
<b>B</b>	Accessibility						
<b>1</b>	Internet accessible for cyber literature reading	193	73,1	12	4,5	59	22,3
<b>2</b>	Wifi accessibility for cyber literature reading	154	58,3	24	9,1	86	32,6
<b>3</b>	Personal internet package for cyber literature reading	110	41,7	33	12,5	121	45,8
<b>C</b>	Students' Culture						
<b>1</b>	The determination to read cyber literature	66	25	32	12,1	166	62,9
<b>2</b>	Laptops for cyber literature reading	56	21,2	81	30,7	127	48,1
<b>3</b>	Gadgets for cyber literature reading	179	67,8	13	4,9	72	27,3
<b>4</b>	Frequent reading on cyber literature	55	20,8	36	13,6	173	65,5
<b>D</b>	Benefits						
<b>1</b>	Positive benefits from reading cyber literature	224	84,8	2	0,8	38	14,4
<b>2</b>	The reluctance in reading cyber literature as a part of task from lecturers	22	8,3	170	64,4	72	27,3

There are four dimensions in measuring the students' literacy index. This index was adapted from the reading activity index of the Center of Policy Education Research and Culture, Ministry of Education and Culture, arranged in 2019. The four indexes consist of students' skills, accessibility, students' culture, and benefits. Based on these indexes, students cannot fully access information online, particularly the cyber literature. This finding reflects a significant challenge in the fast-growing era of cyber literature as students should be more skillful in accessing the cyber literature platform and their reading and comprehension skills.

Based on accessibility, students did not experience significant issues accessing cyber literature due to their availability of personal internet package and wifi access. The only issue in this dimension is the uneven distribution of internet connection throughout Indonesia, resulting in difficulty for some students to access it in their rural and remote hometowns. At the same time, from the cultural point of view, students did not experience significant issues in accessing the internet as they were provided with laptops or gadgets connected to the internet. Nevertheless, reading, especially cyber literature, is not yet necessary for most students; therefore, not all students can read the cyber literature works. Reading is a mere leisure activity instead of a need.

Meanwhile, from the benefits point of view, students considered the cyber literature beneficial and did not object to doing it due to the lecturer's assignment. Therefore, a conclusion drawn from the research shows that students were equipped with adequate tools to access and read the cyber literature; nevertheless, the reading habit, particularly cyber literature, had not become necessary for them and that they did not show significant attempts to improve the skills in accessing the works online. In conclusion, the literacy of students of the Indonesian Language Education study program of Universitas Muhammadiyah Malang on cyber literature is considered average.

The survey result is in line with research conducted by Nugroho and Nasionalita [20]. The research indicated that the cyber literacy of senior high school students in Indonesia's four big cities, Bandung, Surabaya, Pontianak and Denpasar, was considered on an advanced level. This result proves that the youth who live during the cyber era has been familiar with technology since early.

Nevertheless, the youth often are not equipped with adequate literacy to filter all information they receive. Thus, cyber literature proper access is necessary for both readers and authors, as individual skills in obtaining, filtering, processing, and sharing information affect the publication of cyber literature and its author [27].

Therefore, training in improving cyber literacy for university students is necessary to equip them with the adequate skill to choose qualified works and for authors to produce a work with noble values. The training should be accessible for both academicians and the public who have a deep concern for the nation development -18-; [6]; [8]. The digital literature training should be according to the established targets to achieve expected goals [11].

The accessibility of technology advancement requires the readers and all elements of the society to choose a suitable reading material, a requirement that seems not to be fully understood by both students and most readers. The result of the study indicates that socialization in cyber literature is necessary to deliver a positive message widely [21]. Students' high level of literacy on cyber literature is indicated by the positive effects the students experience from reading it, such as the ability to choose good reading material independently. This finding is in line with Akbar and Anggraeni [1], who found that cyber literature could help students learn independently.

The internet has both positive and negative effects. Recent studies indicate that technology, particularly the internet, also has significant negative impacts [15]. The research result indicates that harmful contents of the cyber literature are unavoidable; some online media have their style to deliver criminal and erotism content. [18]; [22]. Therefore, all parties must cooperate to improve the students' literacy; parents should guide their children in using the communication tools to access the internet -27-. Academicians, particularly lecturers, should also equip their students with adequate skills to access the cyber literature properly for their benefit. At the same time, the platform owners should filter their content to become beneficial for society.

Students need more activities to improve their literacy, particularly cyber literature, and explore creative literature content [13]. The attempt to improve literacy must become the responsibility of campus and family, schools, and society. The library becomes significant in the attempt to increase the cyber literature level by accelerating the activity. The material development of cyber literature can use the cyber community existing in various social media. The information shared is multi-literacy, including cyber technology, information, multimedia, audiovisual, critical thinking and understanding of etiquette, moral, law, social and cultural issues, and methods to be engaged in the online community in mature and responsible ways [16].

If only the quality of cyber literature shared on the internet could be accounted for, literature canonization carried out by literary activists would not be necessary because it is a mere effort to select reading materials for education. Canonization is a political strategy to achieve certain goals in education through literature in the era of disruption. The basic principle of creating canonical literature is considering the content of ideas that contain philosophical values, historical values, considering psychological aspects, and other moral values [28]. The realization of quality cyber literature work requires guidance and cooperation from various parties. The number of readers determines the quality of cyber literature, and, more than that, it must become a barrier so that people can become better human beings.

Technological advancement urges people to continue to open up and adapt to the latest developments in the cyber world [30]. Many literary works are eventually formatted and uploaded to cyberspace. This situation can help students choose suitable reading materials, such as oral literature that contains moral teachings currently widely found on the internet -32-. Therefore, it is necessary to make efforts in improving cyber literature.



## 4 Conclusion

An increase in the number of cyber literature readers does not necessarily indicate the students' cyber literary literacy. Several indicators measure the level of student cyber literature literacy related to factors that affect student reading interest and four dimensions in assessing student literacy. The survey result of students of the Indonesian Language Education Study Program, University of Muhammadiyah Malang, indicated that the students' cyber literacy was moderate/enough. The students' curiosity on the developments of cyber literature, its stories and values became the literacy indicators. In addition, adequate facilities also support the students' cyber literacy activities. The obstacles encountered by students in increasing their cyber literacy included the absence of reading habits, particularly the cyber literature, the unsupportive society and environment, and the lack of ability to access the works online. Thus, it is necessary to provide adequate training for students to increase their cyber literacy.

## References

- [1] Akbar, M. F., & Anggaraeni, F. D. (2017). Teknologi dalam pendidikan: Literasi siber dan Self-Directed Learning Pada Mahasiswa Skripsi. *Indigenous: Jurnal Ilmiah Psikologi*, 2(1)
- [2] Ali, A. H. (2012). Proses Kreatif A. Samad Said dalam Penghasilan Karya Kreatif. *PENDETA: Journal of Malay Language, Education and Literature*, 3, 155-180
- [3] Antara News. 11 Januari 2018. <https://www.antaranews.com/berita/677098/Isi-pembaca-sastra-indonesia-capai-62-persen>
- [4] Arifin, N. H. B. H. (2015). Persepsi Masyarakat Terhadap Sastra Siber. Tesis tidak diterbitkan. Kuala Lumpur: Universiti Putra Malaysia
- [5] Artika, I. W., Purnami, N. P., & Wisudariani, N. M. R. (2021). Puisi Audio Visual Youtube: Sastra Siber Dan Industri Kreatif. *Jurnal Pendidikan Bahasa dan Sastra Indonesia Undiksha*, 11(1), 103-115
- [6] Asari, A., Kurniawan, T., Ansor, S., & Putra, A. B. N. R. (2019). Kompetensi Literasi Siber Bagi Guru dan Pelajar di Lingkungan Sekolah Kabupaten Malang. *BIBLIOTIKA: Jurnal Kajian Perpustakaan dan Informasi*, 3(2), 98-104
- [7] Dewanta, A. A. N. B. J., Rasna, I. W., & Martha, I. N. (2021). Proses Kreatif Dee Lestari dalam Penulisan Novel Aroma Karsa. *Jurnal Pendidikan dan Pembelajaran Bahasa Indonesia*, 10(1), 16-27
- [8] Diputra, K. S., Trisiantari, N. K. D., & Jayanta, I. N. L. (2020). Gerakan Literasi Siber Bagi Guru-guru Sekolah Dasar. *Journal of Character Education Society*, 3(1), 118-128
- [9] Fatmawati, N. I. (2019). Literasi Siber, Mendidik Anak di Era Siber Bagi Orang Tua Milenial. *Madani Jurnal Politik dan Sosial Kemasyarakatan*, 11(2), 119-138
- [10] Geria, A. G. A. (2010). Kakawin Nilacandra: Kreativitas dan Filsafat Etika. *Jumantara: Jurnal Manuskrip Nusantara*, 1(1), 141-154
- [11] Jordana, T. A., & Suwanto, D. H. (2017). Pemetaan Gerakan Literasi Siber di Lingkup Universitas Negeri Yogyakarta. *Informasi*, 47(2), 167-180
- [12] Kasali, Rhenald. 2019. *Disruption*. Jakarta: Gramedia Pustaka Utama
- [13] Kurnia, N., & Astuti, S. I. (2017). Peta Gerakan Literasi Siber di Indonesia: Studi Tentang Pelaku, Ragam Kegiatan, Kelompok Sasaran dan Mitra. *Informasi*, 47(2), 149-166

- [14] Kurniawan, M. A., & Merawati, F. (2017). Sastra Indonesia Pasca Orde Baru: Perkembangan Industri Kreatif Sastra pada Era Siber. *Membongkar Sastra, Menggugat Rezim Kepastian*, 102. Prosiding Seminar Nasional HISKI 2017
- [15] Limilia, P., & Aristi, N. (2019). Literasi Media dan Siber di Indonesia: Sebuah Tinjauan Sistematis. *Jurnal KOMUNIKATIF Vol*, 8(2), 205
- [16] Mardina, R. (2011). Potensi Digital Natives dalam Representasi Literasi Informasi Multimedia Berbasis Web di Perguruan Tinggi. *Jurnal Pustakawan Indonesia*, 11(1).
- [17] Maulidina, B. H, Suryanto, E., dan Wardani, N. E. 2019. Konsep Proses Kreatif dan Kritik Sosial dalam Novel Babad Ngalor-Ngidul Karya Elizabeth D. Inandiak. *Widyaparwa*, Volume 47, Nomor 2, Desember 2019
- [18] Muthoharoh, M., & Prastyaningsih, H. (2020). Melestarikan Budaya Literasi Karya Sastra Melalui Literasi Siber di Era Milenial. *Lingua Rima: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 9(1), 99-104
- [19] Noor, R. (2015). Proses Kreatif Pengarang Chicklit dan Teenlit Indonesia. *HUMANIKA*, 22(2), 10-24
- [20] Nugroho, C., & Nasionalita, K. (2020). Indeks Literasi Siber Remaja di Indonesia Siber Literacy Index of Teenagers in Indonesia. *Jurnal Pekommas*, 5(2), 215-223
- [21] Rahmawan, D., Mahameruaji, J. N., & Anisa, R. (2019). Pengembangan Konten Positif Sebagai Bagian dari Gerakan Literasi Siber. *Jurnal Kajian Komunikasi*, 7(1), 31-43
- [22] Ridhani, H. A., & Wati, R. (2021). Konten Kriminalitas dan Erotisme yang Berbalut Sastra dalam Cyber. *Literasi: Jurnal Bahasa dan Sastra Indonesia serta Pembelajarannya*, 5(2), 326-335
- [23] Sehandi, Y., & Bala, A. (2021). Membaca Jejak Proses Kreatif Penyair Nusa Tenggara Timur, John Dami Mukese. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, 4(1), 23-36.
- [24] Silvana, H., & Darmawan, C. (2018). Pendidikan Literasi Siber di Kalangan Usia Muda di Kota Bandung. *Pedagogia*, 16(2), 146-156.
- [25] Soleh, D. R. (2020, October). Pembelajaran Sastra Lisan Berbasis Soft Skill dalam Penerapan Literasi Siber. In *Seminar Nasional Pendidikan Bahasa dan Sastra* (Vol. 1, No. 1, pp. 160-166).
- [26] Sujana, A., & Rachmatin, D. (2019). Literasi Siber Abad 21 Bagi Mahasiswa PGSD: Apa, Mengapa, dan Bagaimana. In *Current Research in Education: Conference Series Journal* (Vol. 1, No. 1, pp. 003-013).
- [27] Sukur, F. M. (2020). LITERASI SASTRA SIBER REMAJA LANGGAS. *Seminar Internasional Riksa Bahasa*. Retrieved from <http://proceedings.upi.edu/index.php/riksabahasa/article/view/1004>
- [28] Trianton, T. (2019). Disrupsi dan Kanonisasi Sastra. Esai dipaparkan dalam forum Sarasehan Sastrawan Banyumas pada Selasa, 19 November 2019 di Aula Pendapa Wakil Bupati Banyumas. Esai ini juga dimuat pada Rubrik Cakrawala, Tabloid *Minggu Pagi*, No. 38 Tahun 72, Minggu IV Desember 2019, halaman 07.
- [29] Wahyuni, D. (2016). Kreativitas Berbahasa dalam Sastra Anak Indonesia. *Madah Velume*,
- [30] Wirawan, Y. (2017, April). Teknologi Siber dan Studi Sejarah. In *Makalah disampaikan Seminar Dies ke-24 Fakultas Sastra "Cerdas dan Humanis di Era Siber: Perspektif Bahasa, Sastra Dan Sejarah*. Yogyakarta: Universitas Sanata Dharma.
- [31] Wulandari, W. M. (2020). Kreativitas Unsur-unsur Intrinsik Cerita Fantasi. *BASINDO: Jurnal Kajian Bahasa, Sastra Indonesia, dan Pembelajarannya*, 4(2), 178-188

[32] Yusanta, F. B., & Wati, R. (2020). Eksistensi Sastra Cyber: Webtoon dan Wattpad Menjadi Sastra Populer dan Lahan Publikasi bagi Pengarang. *Literasi: Jurnal Bahasa dan Sastra Indonesia serta Pembelajarannya*, 4(1).