The Existence of Digital Literary Criticism and Its Contributions in Preparing Literary Criticism Teaching Materials Post Covid 19 Pandemic

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A B S T R A K

Bahan ajar kritik sastra yang diberikan di kampus hanya terfokus pada teori dan sangat sedikit kesempatan untuk mengapresiasi teks sastra secara langsung melalui kegiatan membaca dan memahami kritik sastra yang dimuat di berbagai sumber. Pembelajaran apresiasi sastra, termasuk kritik sastra, hendaknya tidak hanya sekedar menghafalkan teori-teori sastra, tetapi juga melalui praktik seperti membaca dan menikmati karya sastra secara langsung, sekaligus mengapresiasi karya sastra yang dibaca. Tujuan penelitian ini adalah untuk menganalisis eksistensi, serta kontribusi kritik sastra digital dalam penyusunan materi ajar Kritik Sastra. Rancangan yang digunakan dalam penelitian ini adalah kualitatif. Teknik analisis data yang digunakan adalah deskriptif kualitatif melalui triangulasi data. Hasil penelitian ini menunjukkan bahwa dalam rentang waktu satu tahun rata-rata jumlah kritik sastra yang terpublikasi di media digital. Data tersebut menunjukkan bahwa kritik sastra digital masih tetap eksis memberikan warna dalam khazanah sastra terlepas dari dinamika pasang surut jumlah kritik sastra yang terpublikasi melalui media digital. Berdasarkan informasi yang diperoleh melalui penyebaran kuesioner diketahui berkontribusi dalam penyusunan materi ajar kritik sastra. Terkait dengan ketertarikan mahasiswa terhadap kritik sastra digital dalam materi ajar kritik sastra berhasil mendapatkan respon dengan kategori tinggi. Kesimpulan, kritik sastra digital memperkaya dan memperluas cakupan materi ajar Kritik Sastra, membuatnya lebih dinamis dan adaptif terhadap perkembangan terkini dalam dunia sastra dan pendidikan.

A B S T R A C T

Literary criticism teaching materials provided on campus only focus on theory and very few opportunities to appreciate literary texts directly through reading and understanding literary criticism published in various sources. Learning literary appreciation, including literary criticism, should not only be about memorizing literary theories, but also through practices such as reading and enjoying literary works directly, as well as appreciating the literary works read. The purpose of this research is to analyze the existence and contribution of digital literary criticism in the preparation of teaching materials for literary criticism. The design used in this research is qualitative. The data analysis technique used is descriptive qualitative through data triangulation. The results of this study show that in the span of one year the average number of literary criticism published in digital media. The data shows that digital literary criticism still exists to provide color in the literary treasury regardless of the dynamics of the ups and downs of the number of literary criticisms published through digital media. Based on the information obtained through the distribution of questionnaires, it is known to contribute to the preparation of teaching materials for literary criticism. Regarding students' interest in digital literary criticism in literary criticism teaching materials, they successfully received a response with a high category. In conclusion, digital literary criticism enriches and expands the scope of teaching materials for literary criticism, making it more dynamic and adaptive to the latest developments in the world of literature and education.

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1. INTRODUCTION

Literature as an educational medium that is rich in life values, in every presence it should be able to improve in quality. Improving the quality of literary works will contribute to maintaining and maintaining a civilization. Quality literary works certainly contain value in forming good character for society. Various quality literary works are believed to contain moral values as "raw materials" for education and character formation. That the values that the author wants to convey through his work are closely related to feelings and are rich in life values (Budiharso & Tarman, 2020; Mystakidis et al., 2021). The quality and quantity of literary works is influenced by various factors. The creation of literary works is very diverse, although many of these factors are the forerunners to the birth of a literary work because of the anxiety of writers in responding to political, social, economic, traditional and cultural conditions (Jameson, 1986; Sohayle M. Hadji Abdul Racman, 2019). To be able to improve the quality of literary works created by authors, requires active attention and contribution from readers, especially literary critics. Stated that the role of literary critics in efforts to improve the quality of literary works cannot be ignored. One of the functions of a literary critic through his criticism is to evaluate literary works so that the quality is expected to improve further than before. Without literary criticism, the works produced by authors will grow wild and be less able to make a meaningful contribution to society. Suggests that there are at least two reasons for criticism of literary works. First, related to increasing the weight of literary works. Second, maintaining the author's existence when producing work that is considered deviant (Dergaa et al., 2023; U.N, 2020).

Literary criticism is a type of literary activity that involves conducting in-depth analysis, interpreting meaning, and providing an assessment of literary works (García-Peñalvo, 2022; Mardiani & Baharuddin, 2023). As an object of literary study, literary criticism has a major role in analyzing, evaluating and interpreting literary texts. Etymologically, the word "critical" tends to refer to an understanding related to considerations based on standard and standard measures. Literary criticism can be said to be an act of judging (judging whether it is good or bad or of artistic quality or not) literary works (García-Peñalvo, 2022; Lim et al., 2022). Stated that literary criticism is actually a literary study whose focus is related to the formulation, classification, explanation and evaluation of literary works. Furthermore, stated that the task of a literary critic, apart from explaining the advantages and disadvantages of a literary text, should be to be able to provide an opinion regarding the quality of a literary text. Criticism is also considered important in efforts to develop literature, considering that references related to Indonesian literary criticism research are inadequate (Affandi Arianto et al., 2021; Fitriani Lubis et al., 2020). Based on this view, it can be said that literary criticism does not only talk about the activity of assessing the strengths and weaknesses of a literary work, but must be able to provide critical thinking about literary works (Bugg, 2020; Hutauruk & Puspita, 2020). The development of literary criticism in Indonesia is an active contribution from Jassin who is called the "Pope of Indonesian Literature". The title "Pope of Indonesian Literature" was given to him because he had the most complete literary documentation of his time. Apart from that, foreign writers also have important contributions regarding the development of Indonesian literature, such as Teeuw and Aveling (Wieringa, 2020, 2021). The presence of literary criticism in Indonesia from the beginning of its existence until now has been full of dynamics and has given rise to various kinds of polemics. Apart from the existing dynamics and polemics related to the existence of literary criticism in Indonesia, that the development of Indonesian literary criticism is truly amazing. It is proven that in 2023 there will be around 1,700 studies on literary criticism (Indonesia) (Google Scholar) and 45 journals related to literary studies. Based on these data, it is truly unwise to say that literary criticism is currently at its nadir or is in "suspended animation". Its existence is even more developed than the previous period because it does not only depend on one media (Hutagalung, 2021; Siraj et al., 2022).

Currently digital media is possible as an alternative medium in literary criticism. The intelligent machine system (artificial intelligence) is able to accommodate all types of manuscripts including literary criticism with various variations and creations for publication in unlimited quantities. Based on internet searches, it is known that in general literary criticism found in the media consists of 1 - 2 paragraphs, and is written by various groups (Karnouskos, 2020; Mühlhoff, 2020). Supriatin further said that based on the existing symptoms, it could be said that the literary criticism that developed in this media was general criticism because it was more open. Tanaka suggests that there are two types of literary criticism, namely, academic literary criticism and general literary criticism. Academic literary criticism has a more closed characteristic which includes professional critics and academics, while general literary criticism has an open character because it is written by the general public who are used to writing in various mass media such as newspapers, magazines or other media that are easily accessible to the wider public. Based on this opinion, it can be said that digital literary criticism can be classified into general literary criticism (Bilbao-

Aiastui et al., 2021; Uri & Coiro, 2020). Talking about Indonesian literary criticism cannot be separated from global literary criticism. The resonance of global literary criticism has clearly had an impact on the development of Indonesian literary criticism (Damono et al., 2024; Plyth, 2020). This strong resonance is caused by digitalization which has an impact on the world of literature and is the background to the emergence of the term digital literary criticism which seeks to elevate literature in the context of digital/digital mass media and social media (Hollstein & Rosa, 2023; Linkis, 2020).

The presence of digital literary criticism has apparently given rise to a polemic between young writers and senior writers who firmly reject the presence of digital literary criticism in the world of literature. Young writers see more of a positive side regarding the presence of digital literary criticism (Masschelein, 2021; Wananga, 2023). Some of the reasons stated by young writers regarding the presence of digital literary criticism are as follows. First, the quality of digital literature will be further improved when the reading process continues to be carried out continuously. If conventional media is said to be the only indicator of quality or quality of work, then the increase in the quality of digital literary works can also be seen based on the increase in the number of digital literary works that are able to penetrate newspaper and magazine editors (Humprecht et al., 2022; Rodríguez-Abitia et al., 2020). Second, the development of the quantity of Indonesian digital literature is marked by the increasing number of works circulating in the digital world. Third, increasing the coverage area for digital literature is an indicator of the easier it is for people to access literary works that are not limited by space and time. Fourth, in terms of type, it cannot be concluded that digital literary criticism is a new genre of literary criticism, digital literary criticism is an alternative in analyzing and assessing literary works (Basilotta-Gómez-Pablos et al., 2022; Furenes et al., 2021). Contradictory conditions related to digital literature were expressed by senior writers who actually doubted its existence. They say that digital literature will not live long. Digital literature is just a passing trend. It is considered that the presence of digital literature will not have any influence on Indonesian literary life. Indonesian literature, its works and criticism published in magazines, newspapers and in book form will continue to exist, it will not die just because digital literature appears (Cramer & Jandrić, 2021; Rebora et al., 2021). Based on the polemic that occurred, it is important to carry out a study, especially regarding the extent of consistency in digital literary criticism after Covid 19. The reason this study was carried out after the Covid 19 pandemic is because digital literature during the Covid-19 pandemic occupied a very strategic position (Priyono et al., 2020; Type et al., 2021). Readers and writers can interact better at every opportunity because of easy access and reach at that time, so digital literature is said to be able to build a literary ecology (Mustofa & Lestari, 2023; Schwabe et al., 2021).

In Bali, especially regarding the existence of literary criticism, it can be said that there is still very little interest in it, whether it is written through print media or published through digital media (Awan et al., 2021; Padilla-Rivera et al., 2020). Based on information obtained through interviews conducted by Supartika with editors of several mass media published, in terms of quantity the number of literary criticism writers is still very minimal compared to other literary genres. Minimal does not mean nil, its existence is still maintained amidst the dynamics of the ups and downs of its appearance in conventional and digital mass media. Based on this, it is important to carry out this research to find out to what extent the existence of digital literary criticism is able to fill the spaces of literary activists in Bali. The media that is the object of study is Tatkala.co, which based on initial observations consistently presents literary criticism written by various groups (general public/academics). It is hoped that the data obtained based on a study carried out over a period of one year will be able to provide additional references related to efforts to develop literary criticism teaching materials as one of the subjects taught at the tertiary level in Bali (Usman & Anwar, 2021; Zein et al., 2020). Based on observations and interviews conducted with several respondents, information was obtained that the literary criticism teaching material provided on campus only focused on theory and there were very few opportunities to appreciate literary texts directly through the activity of reading and understanding literary criticism published in various sources. Learning literary appreciation, including literary criticism, should not only involve memorizing literary theories, but also through practices such as reading and enjoying literary works directly, and at the same time appreciating the literary works read (Olave & Sociology, 2022; Tyson, 2020). The presence of digital literary criticism published in mass media should be able to contribute to the preparation of literary criticism teaching materials so that literary criticism learning will be more contextual, because contextual learning is a holistic learning process that aims to teach students to understand teaching material more meaningfully by linking it to context. real life (Budiman et al., 2020; Hakim et al., 2020). To find out to what extent the presence of digital literary criticism contributes to the preparation of literary criticism material, this research is considered important to carry out as an additional reference regarding the contribution of digital literary criticism in the preparation of literary criticism material.

2. METHODS

This research uses a qualitative research design. The reason for using a qualitative research design is because qualitative research is research that aims to understand social phenomena through comprehensive depictions. The form of presentation is through elaboration of words, conveying detailed views based on information obtained from sources, and based on a natural and comprehensive setting. Stated that qualitative research uses a scientific setting which aims to interpret phenomena through the use of existing methods. Qualitative research seeks to describe and discover narratively related to activities and the impact that actions have on life. Through a qualitative design, this research tries to find factual data and tries to interpret the consistency of digital literary criticism in Bali and its contribution to the preparation of literary criticism teaching materials. The subject of this research is digital literary criticism found in digital media, as well as its contribution to the preparation of literary criticism teaching materials. Data collection methods in this research were carried out by means of literature study, online data searching/internet searching, and distributing questionnaires. Literature study is a data collection technique carried out through reviewing literature, books, notes and reports related to the problem being studied. Regarding library studies, researchers adhere to an open library system. This means collecting data or information through reading materials related to the problems being studied. Apart from literature study, this research also uses internet searching techniques (searching via the internet). Internet searching is the process of browsing/searching for data via the internet which aims to obtain information in references, journals, articles and online legislation related to research topics (Ebrahimzadeh et al., 2020; Xiao et al., 2020). Internet searching makes it very easy for researchers to find data related to literary criticism contained in digital media. Interviews were conducted with online media managers who facilitate digital literary analysis and criticism activities, and questionnaires were distributed to determine the extent of the contribution of digital literary criticism in preparing literary criticism teaching materials, as well as student responses regarding the use of digital literary criticism in learning literary criticism.

The analytical method used in this research is descriptive qualitative. Data analysis techniques are carried out throughout the research process from the time the researcher goes into the field to collect data. To overcome errors in data collection, information triangulation was carried out both from data sources and method triangulation. The data analysis technique used in this research is as follows. 1. The grouped data collected is then arranged in the form of narratives, so that it forms a series of meaningful information in accordance with the research problem. 2. Data reduction: categorizing and reducing data, namely collecting important information related to the research problem, then the data is grouped according to the problem topic. 3. Presentation of data: interpreting data, namely interpreting what informants have interpreted regarding the problem being studied. 4. Conclusion drawing (verification): drawing conclusions based on the narrative structure that has been prepared in the third stage, so that it can provide answers to research problems. Of the four stages of data analysis above, each part in it is related to each other, so that one stage is interconnected with the other stages.

3. RESULT AND DISCUSSION

Results

This Based on in-depth observations and research related to the existence of digital literary criticism contained in digital media for the period January - December 2023, it is presented in the diagram below.
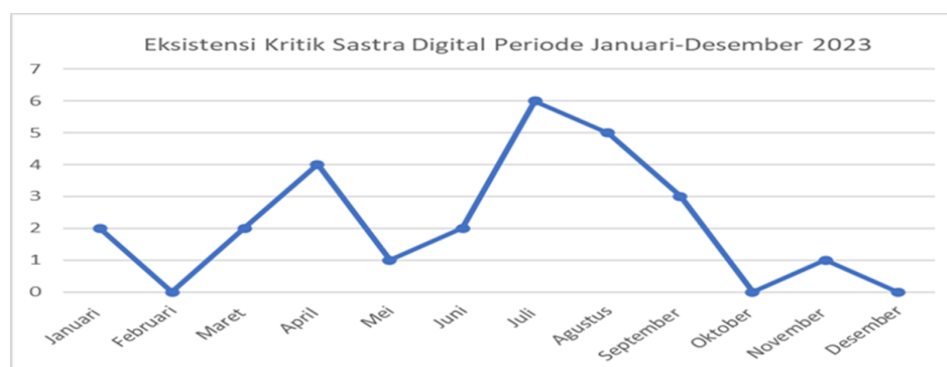

Figure 1. Digital Literary Criticism for the Period January - December 2023

The graph above shows the existence of digital literary criticism in digital media in Bali from January to December 2023. The number of digital literary criticism published in January, March and June was 2. In May and November, 1 piece of literary criticism was published digitally. There was an increase in quantity regarding digital literary criticism in September by 3, and in August by 5. The most significant increase was in July, namely 6 literary criticisms, while in February, October and December there were no literary criticisms published digitally. Within one year, the percentage of literary criticism publications in digital media was 8.5%. Information related to the contribution of digital literary criticism in learning literary criticism is known based on questionnaires distributed online to lecturers. The questions contained in the questionnaire are as follows: (1) Have you ever heard of the term digital literary criticism, (2) Through what information is digital literary criticism obtained, (3) What is the contribution of digital literary criticism in preparing literary criticism teaching materials, (4) Intensity The use of digital literary criticism is utilized in compiling literary criticism teaching materials.

Based on the questionnaire given online to lecturers, it is known that in general respondents know, or have heard of the term digital literary criticism with a percentage reaching 100%. Sources of information related to digital literary criticism were known by 11.1% of respondents through colleagues, 33.3% from the campus environment, and the largest percentage on social media, namely 55.6%. Questions related to the contribution of digital literary criticism in preparing teaching materials revealed that 55.6% of respondents stated that digital literary criticism contributed to preparing literary criticism teaching materials and made it easier for lecturers to deliver literary criticism teaching materials. Meanwhile, 44.4% had never used digital literary criticism as reference material in compiling literary criticism teaching materials. The responses given by students regarding the contribution of digital literary criticism in the material and learning of literary criticism can be known based on the questionnaire that was circulated. 4th semester students of the Indonesian Language and Literature Education Study Program FKIP Unmas Denpasar were able to answer all the questions in the questionnaire with different responses. The first question, related to students' interest in digital literary criticism in literary criticism teaching materials, managed to get a response of 85%. The second question, related to the use of digital literary criticism in an effort to increase students' understanding of literary texts, received a response of 85%. The third question received a response of 75% through digital literary criticism questions. Students have a high willingness to read and study literary works. The fourth question received a response of 80.5% stating that digital literary criticism was able to develop students' critical thinking skills regarding literary texts. The fifth question received a response of 86.5 which stated that digital literary criticism makes it easier for students to understand the concept of literary criticism. The sixth question received the answer that digital literary criticism makes it easier for students to understand phenomena in social life with literary criticism teaching materials. On the sixth question, the response given by respondents was 82%. The seventh question provided the answer that digital literary criticism makes it easier for students to evaluate literary texts, with a response of 80%. The eighth question received a response of 80% through digital literary criticism questions making it easier for students to identify the values contained in literary works. The ninth question received a response of 80% through digital literary criticism questions making it easier for students to determine the boundaries of concepts in literary criticism. The tenth question received a response of 85% with the question that digital literary criticism needs to be implemented in lectures so that literary criticism teaching material is more contextual. The eleventh question states that through digital literary criticism, students can broaden their knowledge regarding approaches to literary criticism that can be used in studying literary works, and received a response of 90%.

Discussion

The President of the Republic of Indonesia Joko Widodo officially announced the revocation of the Covid-19 pandemic status in Indonesia on June 21 2023. (https://setkab.go.id/govt-resmi-cabut-status-pandemi-covid-19/). Through the revocation of this status, Indonesia began to enter an endemic period. This decision was taken in line with the revocation of the public health emergency of international concern (PHEIC) status for Covid-19 carried out by the World Health Organization or WHO. The government also took this decision taking into account the daily confirmation number of COVID-19 cases in Indonesia which is close to zero. Even though the government issued the revocation of pandemic status in mid-June 2023, the existence of digital literary criticism, especially in Bali, can be seen from the beginning to the end of 2023 (Fridayani & Soong, 2021; Tenda et al., 2021). The existence of digital literary criticism after the Covid 19 pandemic, especially in Bali, from January to December 2023, experienced ups and downs. Even though there are dynamics of ups and downs in the number of published literary criticism, it cannot be said that literary criticism written by writers via digital media has "suspended" or, worse, is "dead". The argument is unfounded, because it only looks at it from one point of

view. In fact, if studied from a different perspective, it is optimistic that the presence of digital literary criticism is an effective new medium, and a powerful stimulation in revitalizing the world of literary criticism so that it can increasingly exist (Fridayani & Soong, 2021; Zhang, 2023). In general, digital literary criticism activists in expressing their ideas and thoughts about literary texts through digital media are carried out by academics, journalists and the general public. The approaches used in criticizing literary texts through digital media are very diverse, ranging from mimetic, expressionist, structural, to pragmatic approaches (Dobrin, 2020; Madison & Klang, 2020). Who states that literary criticism approaches can be carried out through mimetic, expressionist, objective and pragmatic approaches. The mimetic approach is used in understanding literary works that relate to reality or reality. The expressionist approach emphasizes poets or writers in creating literary works. The objective approach focuses on the literary work itself. The pragmatic approach is used in viewing literary works that have a specific purpose for the reader (Arbain, 2020; et al., 2021).

Digital literary criticism is a reference source that can be used by lecturers in preparing literary criticism teaching materials. His contribution is clear in preparing teaching materials to make them more contextual, so as to arouse students' interest and motivation in studying literary criticism. Respondents can find out information regarding the presence of literary criticism through information provided by colleagues, from the campus environment, and through social media. Based on the sources of information obtained by respondents regarding digital literary criticism, social media provides the largest contribution in informing about the existence of digital literary criticism which can be used to prepare literary criticism teaching materials. It cannot be denied that digitalization and social media have changed the landscape of literary criticism. That literary debates in newspapers are starting to turn into literary debates through social media. This opinion seems to be in line with that expressed who stated that cyberspace makes it possible for anyone to comment on various existing topics (Barrinha & Renard, 2020; Pawlicka et al., 2021). Digital literary criticism has enormous potential in efforts to prepare literary criticism teaching materials. Teaching materials are learning facilities or tools consisting of learning materials, methods, evaluation techniques that are designed systematically in order to achieve learning objectives (Basilotta-Gómez-Pablos et al., 2022; Petrovych et al., 2021). Good teaching materials should be based on a contextual approach. The contextual approach is an approach taken by linking the material taught with the social life of students. Through this approach, students will feel familiar with the teaching material provided, so they can increase their motivation in participating in the learning process. Teaching materials that are arranged contextually will be able to arouse students' interest and motivation in participating in class learning. Contextual teaching materials can speed up and make it easier for students to understand the material because they contain many examples that are relevant to students' daily lives (Kaminski & Sloutsky, 2020; Sambayon et al., 2023).

Regarding the use of digital literary criticism in preparing teaching materials, it is known that in general respondents (lecturers) use digital literary criticism in preparing literary criticism teaching materials, and only a small percentage do not utilize digital literary criticism in preparing literary criticism teaching materials. This shows that the presence of digital literary criticism contributes and is useful as an additional reference in compiling more current and contextual literary criticism teaching materials (Rinekso et al., 2021; Іванюк & Овчарук, 2020). The responses given by respondents regarding their intensity in utilizing digital literary criticism in compiling literary criticism teaching materials show that digital literary criticism is often used as a reference source in compiling literary criticism teaching materials. Digital literary criticism is very easy to access, and very relevant in preparing literary criticism teaching materials (Furenes et al., 2021; Pangrazio et al., 2020). The responses given by students regarding the use of digital literary criticism in learning literary criticism were very diverse. In general, students are more interested and enthusiastic in participating in literary criticism learning through the use of digital literary criticism in literary criticism material. Students' understanding in conducting studies of literary works can be better than before. Digital literary criticism also plays a role in training students' abilities to think critically about literary works. Apart from that, digital literary criticism also plays a role in increasing students' understanding of the concept of literary criticism, as well as being able to analyze the values contained in literary works. This research has the advantage that it is very relevant to the current situation, where the COVID-19 pandemic has accelerated digital transformation in various fields, including education and literary criticism. This helps address the latest needs and challenges in the preparation of teaching materials. By implication, this research encourages the integration of digital elements into the Literary Criticism curriculum, utilizing digital platforms and methods to enrich teaching materials. However, this research also has its limitations. The research may have time constraints that limit the depth of analysis of the contribution of digital literary criticism.

4. CONCLUSION

The results of this research show that literary criticism published via digital media after the Covid 19 pandemic has become a dynamic with ups and downs in publication. The results of this research also prove that digital literary criticism still exists in coloring literary activities with the quantity of publications in one year. In the context of learning literary criticism, it is known that digital literary criticism contributes to the preparation of literary criticism teaching materials, and the responses given by students regarding the implementation of digital literary criticism in learning literary criticism are very positive. Students are more interested and enthusiastic in taking part in literary criticism learning through the use of digital literary criticism in literary criticism material. Students' understanding in conducting studies of literary works can be better than before. Digital literary criticism also plays a role in training students' abilities to think critically about literary works. Apart from that, digital literary criticism also plays a role in increasing students' understanding of the concept of literary criticism, as well as being able to analyze the values contained in literary works.

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