

## LEARNING POETRY APPRECIATION STUDIES IN THE ERA OF DIGITAL LITERATURE POST-PANDEMIC COVID-19

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### ABSTRAK

Dampak pandemi COVID-19 menyebabkan pembelajaran tetap berlangsung secara online dan offline pada perkuliahan dengan Tahun Ajaran 2021-2022. Tujuan dari penelitian ini adalah untuk menjelaskan proses dan respon siswa terhadap pembelajaran kajian apresiasi puisi yang dilakukan secara *online offline* di era sastra digital dan pascapandemi. Penelitian ini merupakan penelitian kualitatif dengan teknik pengumpulan data berupa wawancara, observasi dan angket. Teknik validasi menggunakan triangulasi teori, metode dan review informan. Teknik analisis data menggunakan model interaktif miles dan hubermann. Hasil penelitian menunjukkan bahwa: (1) Mahasiswa antusias dengan sistem *blended learning* dengan pembagian 7 pertemuan tatap muka dan 7 pertemuan online. (2) pertemuan *offline* digunakan untuk membahas teori, sedangkan *offline* digunakan untuk saling menghargai video puisi yang telah dibuat teman. (3) Respon siswa terhadap sistem pembelajaran pembelajaran apresiasi puisi online yang menggabungkan dua platform sekaligus yaitu zoom dan youtube menunjukkan bahwa 13% sangat senang, 65% senang, 15% biasa, 6% tidak senang, dan 1 % sangat tidak senang. (4) pendapat mahasiswa tentang tantangan menjadi pembelajar di era sastra digital, dan (5) aplikasi yang dijadikan referensi pembuatan video bacaan dan musikalisasi puisi.

**Kata Kunci:** pembelajaran sastra, era digital, pascapandemi, proses, respon siswa

### ABSTRACT

*The impact of the COVID-19 pandemic has caused learning to continue to take place online and offline in lectures with the 2021-2022 School Year. The purpose of this study is to explain the process and response of students to learning poetry appreciation studies which are carried out online offline in the era of digital literature and post-pandemic. This research is a qualitative research with data collection techniques in the form of interviews, observations and*

*questionnaires. Validation techniques use triangulation of theories, methods and informant reviews. Data analysis techniques use miles and hubermann interactive models. The results showed that: (1) students were enthusiastic about the blended learning system with the division of 7 face-to-face meetings and 7 online meetings. (2) offline meetings are used to discuss theory, while offline is used to appreciate each other's poetry videos that friends have made. (3) student responses to the online poetry appreciation study learning system that combines two platforms at once, namely zoom and youtube, showed that 13% were very happy, 65% were happy, 15% were ordinary, 6% were unhappy, and 1% were very unhappy. (4) student opinions on the challenges of being a learner in the era of digital literature, and (5) applications that are used as a reference for making videos for reading and musicalizing poems.*

**Keywords:** *literature learning, digital age, post-pandemic, process, student response*

## INTRODUCTION

Raden Mas Said Surakarta State Islamic University is one of the universities that takes a policy to carry out online and offline lectures in the first semester of learning in 2021/2022. The lecture scheme is divided into two stages, namely seven online meetings and seven offline meetings by taking into account health protocols and classroom capacity. Seven offline meetings were conducted in advance for poetry appreciation study courses and seven online meetings were held after midterm. The output of this course is the study of one of the poems using one approach in literary works, one video of poetry reading or musicalization of poems (students can choose one of them) and appreciation of the poems of friends that students listen to via Youtube.

Seven offline meetings are used to examine theories in the approach to poetry studies, and how to read or

musicalize poems accompanied by discussions in class. Furthermore, in exchange for the midterm test (TTS) scores, students are asked to be able to study one of the poems from a well-known Indonesian author using one of the appropriate approaches. After the TTS is completed, students are required to upload the results of the video of the reading or musicalization of the poem to *Youtube*. And henceforth the appreciation will be carried out with zoom media.

This is interesting because this *blended learning* is part of the legacy of the teaching era of the COVID-19 era. Blended learning is one of the alternatives to face the recovery of learning after covid-19. This is in accordance with the decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56 / M / 2022 Concerning Guidelines for Curriculum Implementation in

the Context of Learning Recovery which provides freedom for the education level to choose for themselves the path to achieve learning objectives that have been learning loss so far so that it needs to be weighed and refined. In order to recover learning losses that occur under special conditions, education units or groups of education units need to develop a curriculum with the principle of diversification in accordance with the conditions of educational units, regional potentials and students. Marie (2021:1) mentions that education stakeholders should adopt innovative teaching methods as mixed learning methods in teaching and learning processes at the teacher education level and hold workshops for teachers to improve teaching and learning processes.

The use of zoom, Youtube, video editing and offline media is a learning mix that produces lecture outputs / outputs by paying attention to the achievement of course objectives. However, this mix also has its own challenges in dealing with students and their environment. Blended learning with all the pluses and minuses brings lecturers and students to new experiences for the need to evaluate the provision of the lecture stage in the following year. The advantages of blended learning according to Umus (2022) are in the context of pedagogical development of what was originally traditional for modern pedagogy, increasing access and flexibility, and increasing the cost-effectiveness of education. In addition, Thomas Khun in (Malau, 2021) stated that learning by prioritizing *e-learning* activities to be accessible by conducting learning without being hindered by time and place is a new paradigm in learning

after the Covid-19 pandemic. This is in accordance with the research of Sy Rohana & Syahputra (2021) showing that this learning model is theoretically suitable to be applied in schools and in post-colleges new normal, but further research is still needed in the field to test its effectiveness. Müller and Mildemberger (2021:1) produced research showing that learning that combines online and offline results in mixed learning with reduced time more effective than conventional classroom learning. Distance education aims to gain an understanding of the "world of life" (Becker and Schad 2022:296).

Online learning tools both carried out in synchronous and asynchronous must be prepared by paying attention to the combination of aspects of technological skills, pedagogy, and content knowledge (Nurjaya & Yasa, 2022). This study examines students' enthusiasm for blended learning, responses, opinions and the implementation of blended learning by paying attention to aspects of technology and pedagogy. Meanwhile, it is related to making videos of poetry readings and musicalizations related to knowledge of the content.

## DISCUSSION

Learning in the post-pandemic recovery era requires the creativity of educators and students to consider the "souvenirs" given in the era of the COVID-19 pandemic. Blended learning was chosen to align between the rector's circular and the lecture objectives set out in the RPS. Synchronous learning is carried out with zoom media. While asynchronous is done with youtube, assignment collection in *google classroom* and some directions from

*whatsapp* group. Subject on poetry appreciation studies in semester 5 class of 2019 Tadris Indonesian, Faculty of etiquette and Language (Fakultas Adab dan Bahasa), UIN Raden Mas Said Surakarta was taken by students by applying system *blended learning* by distributing 7 face-to-face meetings and 7 online meetings. Offline meetings are used to discuss theory, while offline is used to appreciate each other's poetry videos that their friends have made. Based on the results of the google form distributed to 94 students who took it, it showed that students were enthusiastic about this learning system. Students' responses to the online poetry appreciation study learning system that combines two platforms at once, namely Zoom and Youtube, showed that 13% were very happy, 65% were happy, 15% were ordinary, 6% were unhappy, and 1% were very unhappy.

Most students **are happy** when attending poetry appreciation studies lectures because *youtube* is able to become a supporting medium when the explanation of *the zoom* media is not understood, and *the zoom* media allows direct interaction unlike when using *youtube* media. The reasoning about the flexible and efficient time supporting the use of youtube provides many references to the work of large and rotatable literati repeatedly which builds students to be able to work. Meanwhile, as many as 15% feel normal to use feeling ordinary because they think that face-to-face lectures are more interesting, not monotonous and boring. Students who expressed displeasure with the lecture used the two media on the grounds of network difficulties,

consuming internet quota and unclear material.

Judging from the results of filling out *the google form* by students, it can be concluded that some of the challenges of learning literature in this digital era are as follows.

- a. It requires students to look for other references because in the digital era there is a lot of information that can be obtained but still thinking critically.
- b. Prone to acts of plagiarism and copyright infringement.
- c. Literature is required to be able to balance the digital era which is developing very rapidly.
- d. It requires students to be creative and innovative in making, studying, and preserving literature that has been and the development of literature that is increasingly free and diverse.
- e. Both lecturers and students are required to be able to fully understand the development of the times that occur, both in the fields of science, *IT*, and literature itself.
- f. It is necessary to master, compete, and be able to explore literary learning with existing technology.
- g. It demands to think about how to make a literary work more enjoyable for many people and more beautiful by utilizing existing digital media.

In addition, the main challenge for some students in learning literature in this digital age is laziness from within themselves and their lack of curiosity regarding literary learning.

While Carman (2005) explained the five main keys in the blended learning process by applying

the learning theory of Keller, Gagné, Bloom, Merrill, Clark and Gery, namely: *Live Event*, direct or face-to-face learning synchronously in the same time and place or the same time but different places, *Self-Paced Learning*, which combines with self-paced learning that allows learners to learn anytime, anywhere online. *Collaboration*, combining collaboration, both educator-student collaboration and collaboration between students, *Assessment*, educators must be able to concoct a combination of types of online and offline assessments both test and non-test (class projects), and *Performance Support Materials*, make sure the learning materials are prepared in digital form, accessible to learners both offline and online. In this case, the learning carried out in this study qualifies to be called *blended learning*.

Haughey (1998) revealed that one of the models for developing Blended Learning learning, namely the *Web centric course model*, is the use of the Internet that combines distance and face-to-face (conventional) learning. Some of the material is delivered through the Internet, and partly through face-to-face whose functions complement each other. In this model, educators can provide instructions to students to learn the subject matter through the web they have created. Learners are also given directions to look for other sources from relevant sites. In face-to-face, learners and educators have more discussion about the findings of the material that has been studied through the Internet. In this case, this poetry appreciation learning can be said to be part of the blended learning model web centric course because face-to-face, zoom,

youtube and google classroom complement each other in answering the lecture objectives and the final project of the course.

### **Applications Study Support**

Student of TBI 5<sup>th</sup> semester UIN Surakarta, totaling ninety-four peoples, stated that not all of them often read on reading applications such as *Wattpad* / *Webtoon*. Students prefer to read print media such as comics or novels that have been recorded. Moreover, they also prefer to watch videos/movies. But for those who often read using reading applications, here are the names of these reading applications and their reasons.

- a. **Wattpad App** – The reason is that reading stories in this app is free, the display for reading is also convenient, as well as the *genre* is also very complete. Wattpad is used to read or write books. even for some people, wattpad is a place for new writers to start their careers before becoming famous writers.
- b. **Tumblr App** – The reason is that this application is widely used by young writers nowadays to express their feelings. As well as being a means of learning vocabulary or stringing words through this application. This service allows users to post multimedia or other content in the form of short blogs. Tumblr has a menu of options for posting, such as text, photos, videos, quotes, links, chat and audio. Users can also re-blog, which means discussing posts from other people's blogs. In addition we can do status updates on social networking sites through Tumblr, Tumblr can also group photos that users

- post into Tumblr.
- c. **Churnoly** App – The reason is because he often reads Boruto comics and has been following Naruto's story since childhood so he won't miss his son's story either. This application is used to make it easier for readers to follow the storyline they want on an ongoing basis.
  - d. **iPusnas** Application – The reason is because in this application there is a large selection of books from Indonesian authors. This application also provides convenience for readers in terms of membership. To become a member of Ipusnas, a person can register using his/her resident identification number. Furthermore, he can borrow books online according to what he wants. If the book runs out because it is borrowed by another reader, the reader will be recommended to take the next queue and can wait a few days. The maximum length of borrowing a book is three days. The loan can be extended if there is no waiting queue. Ipusnas is quite complete for various readings needed by the reading community.
  - e. **Webtoon** Application – The reason is because this reading application is easy to reach, the story is interesting to read and not monotonous when read because there are images that add a lively impression to the reading. The webtoon is a contemporary comic that is loved by millennials because it presents illustrated stories. Webtoons are becoming a trend among young people because they present online comics, are easily accessible, and can be read for free. Besides this reading application also provides reporting of inappropriate content. In this case, of course, age, ethics and knowledge are considered.
  - f. **Kakaopage** Application – The reason is that although this application is almost the same as *Wattpad*, the difference is that there is an animation image there, so that the story can be more real / lively. Kakaopage provides various stories around the world on its platform. Most of the comic content in the KakaoPage application is free. So you can enjoy the story whenever you want. But sometimes the amount of content is limited to certain episodes so you need to pay with cash or points. Besides this application is also possible to get prizes when there is a Kakaopage prize event. prizes can be obtained from KakaoPage Points through events, new user prizes and playing lucky draw games
  - g. **Quora** Application – The reason is because in the application there are various topics that increase student knowledge and can be applied in everyday life. Quora is a question and answer application with the BNBR (Be Nice, Be Respectful) principle. Quora also provides a special feature for users who want to share stories anonymously. Generally, Quora users are people who have a hobby of reading and writing. For them, Quora is an alternative to channel their hobbies, as well as a place to collect money, because if

they are lucky, their writing will be paid for by Quora. Readers become addicted if they read experiences, to interesting stories from various points of view. this is what makes them love this application to get various life lessons.

- h. **Noveltoon Application** – The reason is that the application is not paid and the choice of *genre* is very complete. NovelToon is widely recommended as a free Indonesian novel reading application aimed at teenage readers. When registering for the first time, readers will be asked to choose their gender and year of birth. The goal is for NovelToon to recommend age-appropriate types of novels. In addition to reading novels online, readers can also create their own library by downloading novels and reading offline anytime and anywhere.

Based on the survey results, the average process of making a musicalization video for a poem that will be uploaded on YouTube goes through three stages, namely, *first*, determining the manuscript of the poem to be read, *second*, determining the music used to accompany the poetry reading, *third*, looking for references to examples of poetry readings aforementioned. While reference sources in making musicalization videos or poetry readings show that most of the 78% (73 students) **are looking for references to** the same poetry reading from other poetry readers, while the rest (22% / 21 students) are not looking for references to the same poem readings from other poetry readers, while the rest (22% / 21 students) are not looking for

references to reading the same poem from other poetry readers, while the rest (22% / 21 students) **are not looking for** references to readings of the same poem from other readers of the poem. Broadly speaking, the making of poetry reading videos is carried out by means of, *first*, to read repeatedly in order to better live out the meaning, *secondly*, poetry reading (recorded), *thirdly*, mengedit video poetry reading and *fourth*, upload video to *youtube*. This is in accordance with the research of Rasyid (2020) which is the benefit of the Tik tok application in learning. How to use this application by reciting a poem will be a new breakthrough if you can make good use of it in the learning process. The many supporting features that are able to create a very interesting video will make students enthusiastic in reading a poem, as well as make video listeners interested. In learning this poetry appreciation, students experienced several obstacles from the process of making a musical video, the poetry was the situation around the place where the video *was taken* which was too noisy so that it demanded them to change places or wait for the night time (when the atmosphere was not noisy). However, this technical matter can be above well.

## CONCLUSION

Post-pandemic learning in the poetry appreciation study course of the Faculty of Adab and Language UIN Raden Mas Said was carried out with *blended learning*. This course is carried out seven face-to-face times at the beginning filled with discussions of material or theory, while the next seven meetings are conducted via *zoom*, *youtube* and *google classroom*. Students

responded well to the learning of this poetry study by combining *zoom* and *youtube* resulting in 13% very happy, 65% happy, 15 ordinary, 6% unhappy, and 1% very unhappy. Students who are very happy and happy with *blended learning* state that they are challenged to take lectures with this system, thus giving rise to several applications that become references for compiling videos of musicalizations of poems or poetry readings uploaded on youtube media. Furthermore, poetry appreciation between poetry videos and other friends' poems is carried out with active interaction on *zoom*. This poetry learning needs to be reviewed, re-evaluated so as to facilitate and make input for learning poetry appreciation studies in the following year.

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