Digital Literacy: Utilization of Social Media as a Media for Course Assignments for Indonesian Language and Literature Education Students

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Abstract. This research aims to describe various forms of social media content that can be utilized as assignments in the teaching of Indonesian language and literature. The method used is qualitative descriptive with data analysis techniques employing literature review. The main focus of this study is to provide a concrete overview of assignments that can generate a product from students. The results categorize assignment types based on stages in UKBI (Indonesian Language Ability Test) and identify 10 types of content that can be adapted into Indonesian language and literature materials. The conclusion drawn from this research is that social media can serve as an excellent assignment medium with various contexts that can be creatively, innovatively, interactively, and productively developed.

Keywords : Digital Literacy, Social Media, and Assignments

I. INTRODUCTION

The corona pandemic period which has hit several countries in the world, including Indonesia, has taught us many important things, one of which is the issue of digitalization. Like it or not, the Corona pandemic has helped almost all levels of society to become 'Digital Literate'. Almost all aspects require optimal use of digital, such as offices, commerce, and without exception education. Currently the pandemic period has passed. Our country managed to get through these tough times well. The spilled tears have transformed into a spirit of change, both from changing mindsets and changing lifestyles.

We can observe changes in the world of education from several aspects such as the learning aspect, research aspect, and service aspect. We can monitor this easily through the development of research and service articles published in scientific journals. The issue of digital literacy is still very popular in the world of education. Much research and dedication focuses on this issue.

Fitri Nurbaiti, from Djuanda University conducted a research entitled *Digital Literacy as a Learning Media.* The research aims to find out how effective e-books are in learning. The method used is a qualitative method with a descriptive approach. The data collection technique uses literature study. The research subject is digital competence as a learning tool. The results of this research show that digital literacy in e-book learning is very useful because it does not seem monotonous and n is able to increase interest in reading   (1).

Learning Media a n Literacy-Based Digital in Listening Learning Courses is the title of research conducted by Aida Azizah and her colleagues from Sultan Agung Islamic University, Semarang. The descriptive method has been chosen as the method in this research. The aim of this descriptive research is to factually describe the results of listening learning. The results of his research show that the use of digital literacy as the ability, knowledge and skills in using digital media found around him to be used as a learning medium as well as getting healthy entertainment to prepare one's identity in facing the next digital developments (2).

The next research was carried out by Hetilaniar from PGRI University Palembang. This research with judul *Implementation of Digital Literacy in Indonesian Language Learning Based on Local Wisdom* uses a qualitative descriptive method. The results of the research are data about

accessing, analyzing, evaluating, creating, reflecting and acting in the use of technology and the benefits of technology to increase students' interest in digital literacy in Indonesian language learning on folklore material based on local wisdom. It is definitely stated in this research that The use of technology to increase digital literacy in Indonesian language learning can utilize local wisdom, which aims to maintain the existence of local culture so that it is not forgotten and is not drowned out by the presence of foreign culture (3).

Student Perspectives on Digital Literacy in the Instagram Application as an Indonesian Language Learning Media is the title of research conducted by Muhammad Wahyu Nugroho from the Indonesian University of Education. The research still uses the same method as previous research, namely using a qualitative descriptive method with data collection techniques using survey techniques. The results of the research show that the student perspective shows positive results regarding digital literacy in the Instagram application as a medium for learning Indonesian (4).

The next research was carried out by Suprihatma from Selamat Sri University with the title Implementation of Digital Literacy in Indonesian Language Courses Based on Local Wisdom. The research method used is descriptive qualitative and the research results show that the skills that can be obtained through digital literacy are based on local wisdom, namely learning Indonesian using technology and using local wisdom from local culture as information or reading material (5).

Some of the articles above focus on the implementation of digital literacy as a learning medium, qualitative descriptive methods , and the results are varied but overall uh and show positive positive results. This research still raises the issue of digital literacy and uses the same method. The difference between the current research and previous research is that in this research the researcher will emphasize describing the forms of assignments that can be given to students by utilizing social media, whether from educational social media, student social media, or institutional social media. Assignments are giving assignments to students to measure or facilitate students in acquiring or increasing knowledge(6). Assignments are intended to provide opportunities for students to demonstrate their individual competence even though assignments are given in groups (7).

Therefore, this research is very important to carry out because it does not only focus on the learning process a ran but refers to learning outcomes, namely assignments that produce work products from students. From the results of this research it is hoped that educators and students will receive a concrete example of an assignment with Indonesian language material. It is also hoped that in the future i k and students will be enthusiastic about promoting digital literacy by making positive use of social media, especially in the world of education education.

II. METHOD

The research method is a series of actions or scientific methods for obtaining data with certain goals and uses (8) . This research 1uses a qualitative method with a descriptive approach using design design qualitative descriptive research which describes or explains the data that has been collected using words. The data used in this research is in the form of text the analysis is described descriptively. Because the activities in this research will produce descriptive data in the form of written or verbal people and behavior that can be observed either directly or indirectly. In the descriptive approach, the collected data is presented in the form of words and images instead of numbers (9).

Study data collection techniques literature. The literature study method is a series of activities related to reading, taking notes and collecting library data which is used as a reference for finding results and discussion in this research (10) .The subject of this research posts from various social

media accounts and data from this research are posts from various social media accounts that contain scientific elements in the field of Indonesian Language and Literature.

III. RESULTS AND DISCUSSION

A. Forms of Assignment for Indonesian Language and Literature Material

Assignments for material related to Indonesian language and literature are very diverse. Because language and literature themselves are still in a general form we can analogize it to a 'Tree of Knowledge' where on the tree there are various' branches knowledge' which in each branch has its own branch of knowledge and in each' branch knowledge' there are' leaves knowledge' which although They look the same but they all have differences in terms of detail. However, to make it easier to understand the forms of these tasks, we can refer to the pattern used to measure ability/proficiency in language, which we often know as the Indonesian Language Proficiency Test (UKBI).

UKBI is a test tool to measure a person's level of proficiency in Indonesian, both spoken and written. UKBI consists of five sections, namely Section I Listening, Section II Responding to Rules, and Section III Reading, Section IV Writing, and Section V Speaking which are carried out online. It is further explained that UKBI material includes four language skills, namely listening, reading, writing and speaking. Apart from that, UKBI tests Indonesian language rules. The five materials are presented into five testing sections, namely Section I Listening, Section II Responding to Rules, Section III Reading, Section IV Writing, and Section V Speaking (11).

Therefore Indonesian language and literature assignments can be grouped into these 5 aspects. Listening, speaking, reading, writing, responding to rules/theoretical understanding of language science. To make it easier for us to understand, we can make the following diagram to see the relationship between each form of assignment.
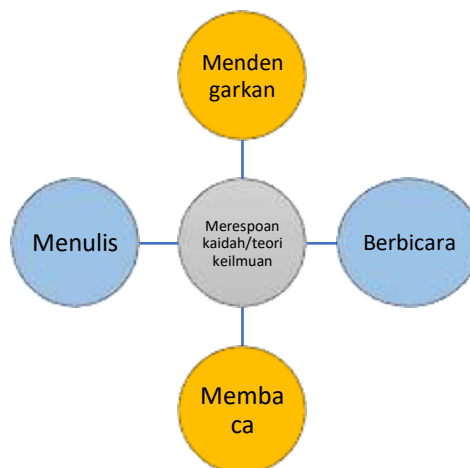

Figure 1. Five Forms of Assignment on Indonesian Language and Literature Material.

In the chart image above, the color yellow shows a form of skill that is information-obtaining or passive and the blue color shows productive skills that produce information. Meanwhile, the gray color shows skills in mastering rules or theories which have lines that connect to the other four language skills, indicating that the scientific rules or theories included are also related to the other four language skills.

Assignments related to listening skills can be in the form of monologues or audio and audio-visual narratives, conversations or dialogues in the form of audio or audio-visual. Forms of speaking

assignments, based on Brown's concept, speaking assignments include first, *intensive speaking* can be reading aloud assignment, second *responsive intensive* in the form of expressing feelings and responses to something, and third *interactive speaking* such as interview activities. Reading skills assignment in the form of including *perceptive reading, selective reading,* and *interactive reading*. Meanwhile, writing skill assignments can be in the form of imitativewriting assignments, assignments can be in the form of dictating words. Second, intensive writing for text assignments (12).

B. Forms of Indonesian Language and Literature Assignments Using Social Media Content

This chapter sets out specific instructions for writing manuscripts in full, including article sections, chapter systematics and contents.

Table 1. Form of Indonesian Bhasan and Literature Assignment on Social Media

No	Assignment Aspects	Assignment Form	Implementation of Tasks on Social Media
1	Listening	Understand commands via audio	Create assignments via audio that are shared on social media
		Understand the content of the story through a video	Analyze a video on social media
		Understand information from either video/audio monologue or dialogue	Find information from videos on social media
2	Speaking	Reading aloud (reading news, reading poetry, and saritilawah)	Independent practice or imitating video 'stickers' of news reading on social media
		Monologues: speeches, lectures, stand up comedy, anchors, drama monologues, and motivators, reviewing films, and promotions	Perform various monologue speaking skills and upload them to social media
		Dialogue: short dramas, interviews, and various forms of discussion, dubbing/voice-over	Perform various dialogue speaking skills and upload them to social media
3	Reading	Find information from text	Find information from videos on social media
		Reading ability/mastery of various techniques in reading	Practice mastering various reading techniques and upload them to social media
4	Writing	Dictation, making summaries/conclusions, writing various forms of literary works, writing scientific papers, and writing letters	Make a summary of an event and upload it to social media, quiz with dictation material
5	Responding to Theories	Mastery of linguistic and literary theories	Videos without sound that show linguistic or literary theories with an attractive appearance and manner, quizzes with various techniques that highlight material about linguistics and literature
		Analysis of language errors	The process of analyzing errors uploaded on social media

Social media provides several forms of creative and innovative assignments. There are many forms of content that we can modify using Indonesian language and literature materials. On social media, there are various types of content that users can post and consume. Here are some common types of content on social media:

1. **Text** : Posts in the form of text or writing which can be in the form of status, quotes, short stories, or important information. The form of the assignment can be in the form of an order to make a summary of the material, stages of doing something, writing a literary work, or the text of a film review which is then posted on social media. Like the following example.
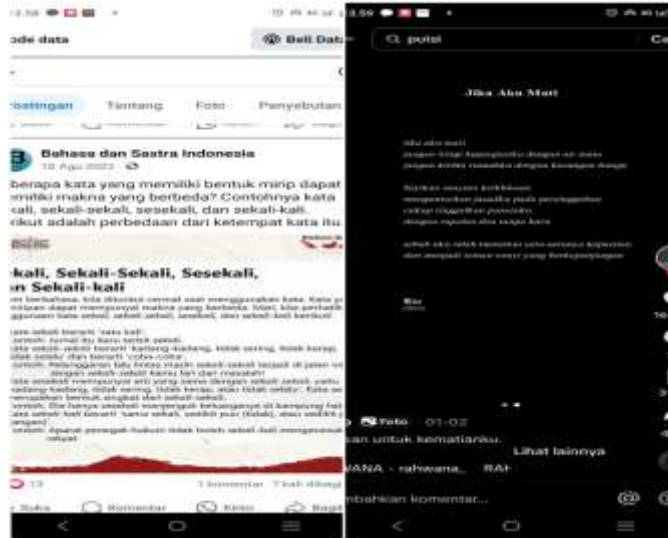

Figure 2. Text posts on social media with Indonesian language learning material

2. **Images and Photos** : Posts in the form of images or photos that can attract users' attention and are used to convey messages or stories.

Figure 3. Example of a post in the form of an image on social media containing Indonesian language learning material

3. **Video**: Content in the form of videos that can be short (such as TikTok or Reels) or long (such as vlogs, tutorials, or video clips). We can take on the task of reading poetry, being a news reader, giving a speech, analyzing songs, translating songs (diction material), and so on into video form and then uploading them to social media.
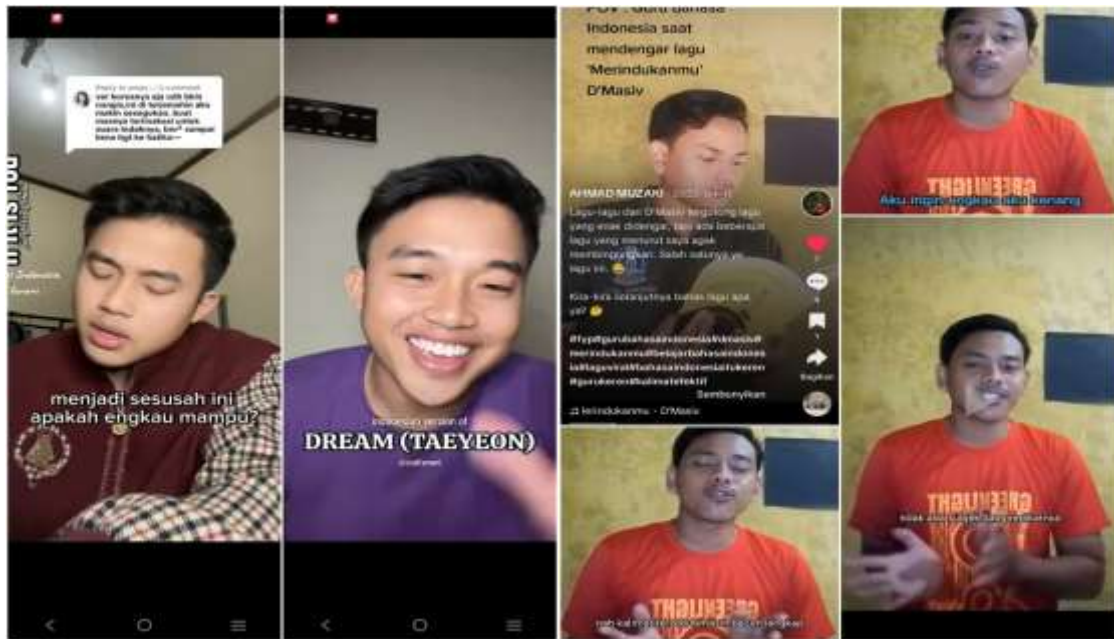
Figure 4. Example of a post in the form of a video interpreting the song   and analyzing the lyrics of the song   on social media containing Indonesian language learning material

4. **Live Streaming**: Live broadcasting that allows users to interact in real-time with their audience. This type is usually not for assignments but more for a distance learning process.

5. **Podcast**: Audio content in the form of episodes that users can access and listen to. The following could be a project assignment where students are asked to create a podchast with the theme of Indonesian language and literature subject matter.

Figure 5. Example of a Podcast.

6. **Infographics**: A combination of text, images and diagrams to convey information or data visually. Like this type of live streaming, it is usually sought after as a medium, not as an assignment.

7. **Memes and Humor**: Funny images or videos that often contain humor or satire on certain situations. We can direct memes and humor into intelligent forms of jokes without negative elements.

8. **Poll or Survey**: Posts that invite users to participate in a poll or survey to get their opinions or feedback.

9. **Articles and Blogs**: Content in the form of articles or blogs that offer in-depth information about a particular topic.
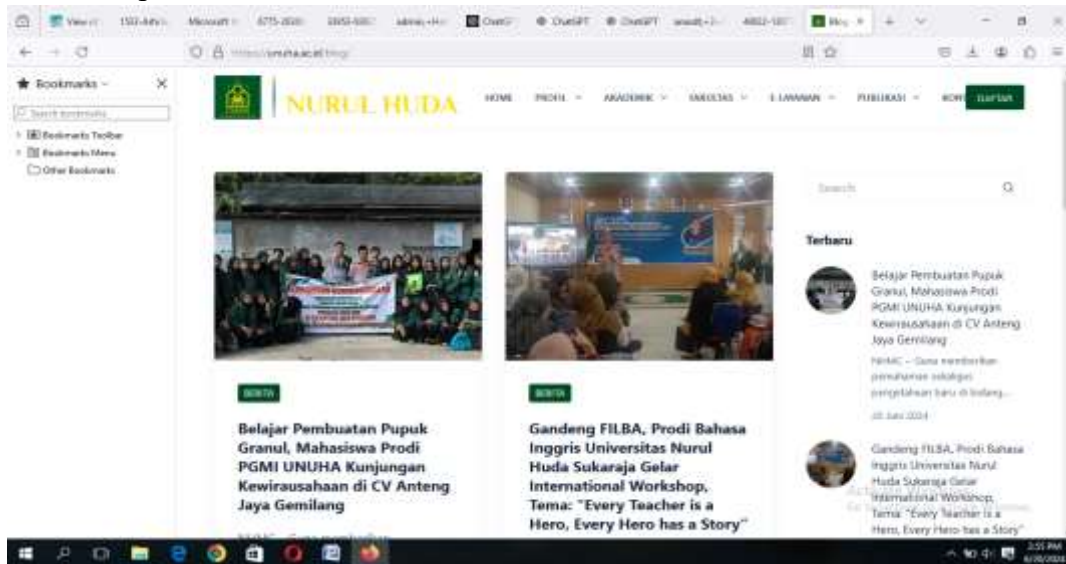

Figure 6 . Blog example

10. **Quiz or Challenge**: Content that invites users to participate in a quiz or challenge for entertainment or educational purposes. We can carry out various forms of action in the form of quizzes or challenges that utilize Indonesian language material in the form of image videos or text videos.

Figure 7. Example of quiz content.

Each type of content is unique and has different purposes in creating interaction, engagement and communication between users on social media platforms. Content in the form of text, photos and videos, podcasts, live streaming, articles/blogs, and quizzes or challenges are 6 of the 10 types of mass media content that we can easily create using Indonesian language and literature material. Below are some examples of posts that contain material that can be used as an assignment in learning Indonesian.

IV. CONCLUSION

The conclusion from the results of this research is that social media can be an excellent assignment medium with various contexts that can be developed creatively, innovatively, interactively and productively. The 10 types of content that are usually uploaded on social media can be modified with five forms of Indonesian language and literature assignments. It is hoped that after researchers, educators and students can optimize the use of social media which is more useful, especially by integrating learning assignments into each content.

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