

Utilisation of university E-learning-assisted social media in learning contemporary Indonesian literature

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Abstract

This study aims to describe (1) the use of university e-learning-assisted social media in learning contemporary Indonesian literature during the COVID-19 pandemic and (2) students' understanding of contemporary Indonesian literature taken from the source of university e-learning-assisted social media. This research is a qualitative descriptive study. The subjects of this study were the lecturer and third-semester students in the Indonesian Language and Literature Education study programme, Faculty of Language and Arts, Universitas Pendidikan Ganesha. This research used observation, documentation and semi-structured interview techniques. The data analysis technique used the Miles and Huberman's analysis technique. The results showed that the implementation of contemporary Indonesian literature learning utilising literary works whose sources were from university e-learning-assisted social media had the TPACK (Technological Pedagogical Content Knowledge) principle and the students had good skills in analysing the structure, themes and social problems in literature.

Keywords: Social media, literature learning, e-learning, Covid-19

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1. Introduction

The COVID-19 pandemic had caused death, illness, psychological suffering and poverty (Akat & Karataş, 2020; Browning et al., 2021). This is a tragedy that has been undergone by society. In the world, deaths due to COVID-19 had reached 2.5 million people as of 24 February 2021. Meanwhile, in Indonesia, deaths due to COVID-19 and comorbidities had reached 35,254 million people as of 24 February 2021. Death due to COVID-19 also frequently raised problems, from the seizure of bodies of COVID-19 victims by their families, refusal to bury the bodies of COVID-19 victims, disputes between groups because they were not treated the same due to social restrictions policies to the distribution of social assistance.

In a broader context, the COVID-19 pandemic has caused people's lives to change in various fields, such as economics, social, religion, education etc. The world economy was bad, for example, Indonesia experienced inflation (Susilawati et al., 2020), people lost job opportunities and many people became poor. In the social field, the COVID-19 pandemic changed social relationships due to social distancing (Long et al., 2022; Naser et al., 2021). It was similar in worship. People changed the way they prayed in temples, mosques, churches, pagodas or other places (Ismail et al., 2020; Pillay, 2020). In the field of education, schools and colleges were temporarily closed (Akat & Karataş, 2020; Aksoy, 2022; Sutarna et al., 2022). In addition, learning was conducted in distance learning/online learning/emergent learning (Barbour et al., 2020; Meskill & Anthony, 2020; Zalut et al., 2021), including the implementation of learning in college.

The implementation of learning at the university level in Indonesia, especially at Universitas Pendidikan Ganesha, was performed in an emergent learning due to the COVID-19 pandemic. The lecturers and students did not have professional preparation yet in preparing tools and implementing online learning at the beginning of the COVID-19 pandemic. As a result, the lecturers and students continued their learning in an emergent remote teaching when the initial establishment of learning from home was decided (learning from home/work from home) in 2019. Emergent remote teaching was chosen in a state of crisis (Barbour et al., 2020; Shulga et al., 2021) because lecturers and students had not been supported by online learning systems, including learning management system (LMS), Internet or effective online learning platforms. In this context, students who came from various regions (provinces) in Indonesia had different geographical areas and the signal state became the main problem for conducting online learning (Istiningsih, 2022). Therefore, learning at Universitas Pendidikan Ganesha, especially in the Indonesian Language and Literature Education study programme in a contemporary literature course in 2019 was only conducted asynchronously, which was through social media and WhatsApp. Social media was used to download contemporary Indonesian literary works and WhatsApp was used to deliver learning instructions. Contemporary literature learning outcomes in 2019 showed low results, where students were not able to properly find the structure and content of contemporary literature, did not think critically, were not communicative yet and individualistic. Literary analysis by students was shackled by autonomous structuralism thinking, whereas contemporary literature was very much bound by a real sociocultural context and had a vital role in life, which is literature as a key to understanding people, society and life and literature provides the deepest character (deeper insight) that will open up a wise window to grow (Ramanathan, 2018). Such a learning condition was a problem due to the disrupted system caused by the COVID-19 pandemic, and hence the university education unit tried to deal with this problem (Zalut et al., 2021). In addition, the failure of

online learning in universities was due to a lack of pedagogical content knowledge (Haryanto, 2020) and at that time, it was a difficult period to adapt for students (Shulga et al., 2021).

In this regard, in 2020, Universitas Pendidikan Ganesha facilitated the lecturers and students with professionally organised e-learning. The e-learning had been equipped with various tools that supported online learning activities, either asynchronous, synchronous or online blended learning. On the other hand, the Indonesian government had also supported the online learning system, for example, by facilitating various online learning platforms, providing free quotas for students and improving network quality in various regions in Indonesia. This condition was very supportive of learning (Stosic et al., 2020), especially on contemporary literature by utilising social media assisted by university e-learning (e-learning undiksha). This method was taken as an effort to improve the TPACK, covering technical and administrative aspects of online learning, design, facilities and the meaning of online learning (Zalat et al., 2021). E-learning is a learning activity that uses various electronic devices connected to the Internet and can be carried out synchronously and asynchronously (Zalat et al., 2021). With this e-learning, learning became more student-centred, creative and flexible (Singh & Thurman, 2019) and so contemporary literature learning became more interesting for students during the COVID-19 pandemic. The use of university e-learning-assisted social media is considered important because social media has a lack of management as LMS which is often used in universities (academic) because social media is indeed used more in the context of social networking (Balakrishnan et al., 2015). Moreover, the use of social media is seen as an innovative effort that needs to be taken by teachers so that learning objectives can be achieved optimally (Setyawan et al., 2020).

In addition, the problems caused by the COVID-19 disaster are very often expressed or responded to by the public in the form of contemporary literary works (Washaly, 2021) which are uploaded on social media. Social media has been used as a place to express social problems in the public sphere (Baker, 2014), quickly and widely (globally) (Nair, 2020). In this context, all media are seen as platforms for communicating and expressing ideas/thoughts, such as literary works (Brienza in Backer, 2014). Social media can facilitate a dialogue between literary authors and their readers/listeners quickly, in real time, and as a 21st-century trend (Screva-Pavlovska, 2017). This is different from printed literature which takes a long time to be able to provide comments (Nair, 2020). Started in the 21st century, social media platforms have dominated and become a trend. The number of social media users by the Indonesian people since 2020 (the COVID-19 pandemic) has increased sharply.

Based on the survey, in 2020, social media users in Indonesia are 160 million. The social media used are YouTube, WhatsApp, Facebook, Instagram, Twitter, Line, FB, LinkedIn, Pinterest, We Chat, Snapchat, Skype, TikTok, Tumblr, Reddit and Sina Weibo (Haryanto, 2020). The distribution percentage is shown in Figure 1.

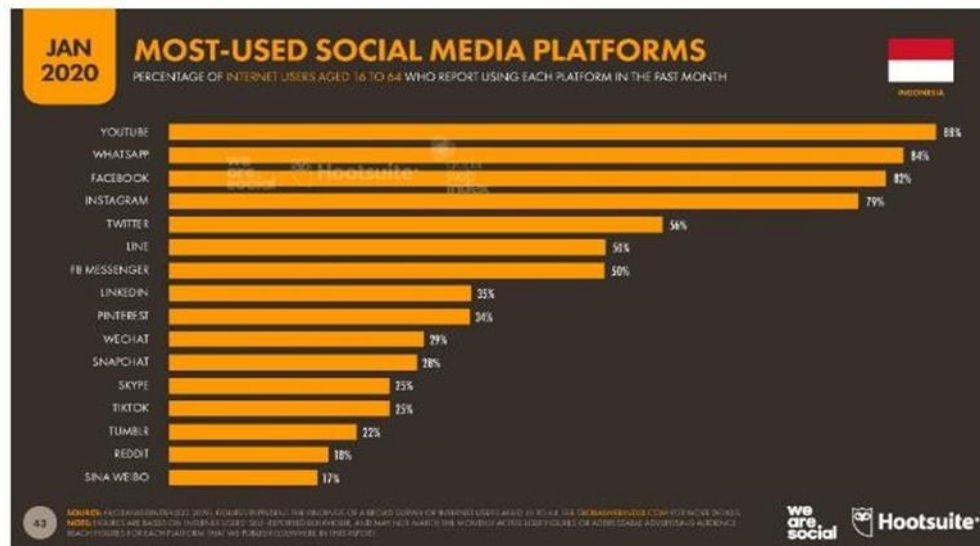


Figure 1

Distribution of Social Media Usage in 2020

Based on Figure 1, the top five social media rankings used by Indonesian people are YouTube (88%), followed by WhatsApp (84%), Facebook (82%), Instagram (79%), Twitter (56%) and Line (54%). The large number of social media users indicates that the expression of problems occurring as a result of the COVID-19 pandemic is also high. Based on the initial observations on the use of social media for literary works during the pandemic, provisional data were obtained and are presented in Table 1.

Table 1

Use of Social Media for Publication of Contemporary Indonesian Literary Works

No.	Social media	Literature genre	Total	Description
1	YouTube	Drama; Poetry	30	Various themes
2	Facebook	Poetry; Short stories	35	Various themes
3	Instagram	Drama; Short stories; Poetry	60	Various themes
4	Blog	Poetry; Short stories	65	Various themes
5	Line	Poetry; Short stories	30	Various themes

Table 1 shows that public’s interest in using social media as an effort to express all problems in the form of literary works is very high. This condition can occur in connection with the increasing community online activities during the COVID-19 pandemic and the high level of psychological, social, economic, educational and security problems experienced by the community.

The use of social media in expressing anxiety and problems due to the COVID-19 pandemic through literary works is very different compared to publishing literary works in print (offline). When viewed

from the space of imagination that may appear, the appearance of literary works on social media (online) is very creative. The author uses images, colours, music, photographs or animations that reinforce the impression or meaning of the uploaded literary work. In addition, social media literary works directly receive comments, likes or shares from their readers/listeners. This can happen because social media can be used to interact with people in groups (Miller, 2016, p. 2), even on a global scale (Thorne, 2014). Therefore, social media (online) literary works have different characteristics from offline (printed) literary works. The results of the study (Sartini et al., 2019) showed that poetry published on social media, such as Line, displayed various features of images, photos and paintings. One of the images in Sartini et al.'s (2019) study is shown in Figure 2.



Figure 2

Social Media Tools

The existence of various features in social media literary works, interpretation or meaning of the work is carried out holistically, including text (diction), illustrations, colours, likes, comments, shares and other features provided by social media and used by writers/readers (Nair, 2020). The number of literary authors who use social media to publish contemporary Indonesian literary works is very important to get a response from students majoring in Indonesian literature education learning contemporary literature. Some of the underlying reasons are (1) students must be brought closer to the problems of Indonesian society so that students have the same feelings as the surrounding community. Students who are close to the problems of the community will not feel alienated from the environment and they will be able to contribute to problem-solving. This thought is also highly relevant to the characteristics of TPACK, one of which is the material must be authentic (Istiningsih, 2022). (2) Students need to respond to the development of online (contemporary) literary media not just printed literature. Literary works published on social media (online) display dynamic literary works, as if there is a direct commentary space between writers and readers of the social media. Furthermore, technological developments also affect the appearance (literary devices) of online literature, such as pictures and videos that must be understood by students. (3) Students are greatly facilitated by social media because they use social media every day to communicate. Students who are familiar with social media use it as a learning resource or a form of technological and social adaptation amid the panic caused by the COVID-19 pandemic. This information technology adaptation is of high importance for students to support their learning success (Shulga et al., 2021) and to educate students to be strong people in the

field of technology and pedagogy with TPACK principles (Istiningsih, 2022). Moreover, online learning has provided benefits to students, such as a sense of comfort, responsibility, respect for others and awareness of values (Meruyert, 2022). Another basic reason is that information and communication technology has provided several benefits, such as guiding students in accessing information effectively, making students strong in self-directive learning, making students creative, collaborative and critical, as well as making learning better quality (Fu, 2013). Critical thinking can also be established in students on issues uploaded on social media, such as literary works (novels) (Panko, 2022).

The purpose of this study is to describe (1) the implementation of learning contemporary Indonesian literature that utilises university e-learning-assisted social media, (2) describe students' understanding of contemporary Indonesian literature from social media sources, including (a) the structure of contemporary literary works, (b) distribution of literary themes and (c) community problems during the COVID-19 pandemic. This research can provide theoretical benefits and practical benefits. Theoretically, this research can bring literary concepts into existence, such as post-modernism theory, contemporary literature, semiotics and sociology of literature. In addition, theoretically, this research brings into existence the concept of cyber literature. Meanwhile, the practical benefits of this research are as follows: (1) it can increase the treasures of Indonesian cyber literature studies; (2) it can be used by literature teachers as learning materials; (3) it can be used by students to increase creativity in making contemporary Indonesian literature in social media; (4) it can increase cyber literary literacy knowledge by general readers; and (5) it can contribute to the development of Indonesian literature history which has not intensively mapped the realm of Indonesian literature on social media.

2. Related Research

Several researchers had conducted similar research. Sartini et al. (2019) conducted a study on the features of youth poetry on Line. The research, which was a descriptive design with a literature review technique, showed the result that teenage poetry published on Line used the image features in each upload, such as using photos, illustrations and paintings. The research of Sartini et al. (2019) focused on Line features or tools, while the content and interpretation aspects of readers were not discussed, even though the content and reader's interpretation of social media literary works are very crucial to study. Another researcher who studied the literature on social media is Wahyuni (2020). Wahyuni's (2020) research focused on describing the language style, tools and responses of young short story readers on the Wattpad application. Wahyuni's (2020) research examined aspects of the contemporary structure of Wattpad, but the study was not related to literary learning in the context of class or learning. In this context, Wahyuni's (2020) research was not to increase students' understanding of contemporary literary works in the context of the classroom, emergent remote teaching, TPACK principled learning or related to university e-learning. Therefore, Wahyuni's research is different from this research. Other researchers who conducted studies on literary works on social media are Kartikasari et al. (2014). Kartikasari et al. (2014) conducted a study on mini-fiction on social media. They examined the social, author and literary work aspects of these mini-fictions. The result of their research showed that mini-fiction represents social changes and social realities that occur in society (Kartikasari et al., 2014). The research of Kartikasari et al. (2014) examined social media literary works, but focused on the sociological study, while the structural aspects of contemporary literature were ignored, even though the development of Indonesian literature in the context of cyber literature requires the results of a critical

study of contemporary literary structures. In addition, Kartikasari et al. (2014) did not link their research with e-learning and COVID-19.

3. Literature Review

3.1 E-learning

E-learning is not a new phenomenon amid the development of the latest technology, and universities have been using it for a long time (Bhuasiri et al., 2012). E-learning or online learning is a tool or a set of tools that can make teaching and learning activities more student-centred, innovative and flexible (Dhawan, 2020). In online learning, asynchronous and synchronous activities are connected through Internet.

E-learning provides various advantages. These advantages include providing access to information, better content services, standardisation of content, being more interactive and a sense of comfort. In addition, e-learning can also reduce the high costs of carrying out learning (Bhuasiri et al., 2012). The various technologies used by teachers in online learning are an effort to increase students' understanding of learning, including improving students' interaction (Ybyraimzhanov et al., 2022).

3.2 Social media

Social media is a website and application designed to be easily followed by the user community to share their thoughts quickly, efficiently and in real time (Hudson, 2020, p. 1). Social media is very unique and interesting because social media has a wide network and is uncensored. Social media is a social network communication media (social networks). Contemporary literary authors always want to get a response from readers/other social media users, at the same time express themselves as well as the problems that befell during the COVID-19 pandemic. This condition can be connected with Kalinina et al.'s (2021) opinion that social media (social networks) users always want to show themselves to the world, are always confident and want to be judged by others.

There are several types of social media, some of which are (1) social networks, (2) media networks, (3) discussion networks and (4) review networks. Social networks are used to communicate opinions, for example, Facebook and Twitter. Media networks are more often used to exchange videos and photos, such as Instagram and YouTube. Discussion networks are used for sharing ideas and discussing deeper topics, such as blogs. Review networks are used to review products, such as Yelp and TripAdvisor.

3.3 Contemporary literature

Contemporary literature began to develop after the Second World War. Contemporary literature has the characteristics of resisting aspects inherited from the Second World War, including canon literature. Contemporary literature in this case leads to ideology (Lindsay, 2019). Resistances in contemporary literature can be in the form of a person or national identity, gender roles (Sarup, 1993) or cultural heritage of colonialism. In line with these characteristics, contemporary literature develops with contemporary approaches, such as feminism, post-modernism or post-colonialism.

With the current technology, contemporary literature continues to develop and undergo updates. In the context of social media, contemporary literature is supported by likes, shares and comments, and is equipped with pictures, music and others. Comments on stories or texts by readers/social media users, not only responding to texts but also complementing existing stories, for example, appear in stories on Wattpad. The meaning between the reader and the text can occur as a form of direct interaction

between readers/social media users with literary texts (Iser, 1991), and readers and authors can converse at the same time on social media (Nair, 2020).

4. Research Method

4.1 Research design

The design of this research is qualitative and descriptive. Qualitative descriptive design is used to describe the first and second objectives of the research. In this case, the researcher describes the research results by using words/phrases/sentences.

4.2 Subjects and objects of research

The subjects of this research are the lecturer and students who took the course of Contemporary Indonesian Literature in the Department of Indonesian Language and Literature Education, Faculty of Language and Arts, Universitas Pendidikan Ganesha. They was 1 lecturer and 52 students in semester 3.

Meanwhile, the objects of this research are (1) the implementation of contemporary Indonesian literature learning by utilising university e-learning-assisted social media and (2) students' understanding of contemporary structures, themes distribution and social problems in contemporary Indonesian literature during the COVID-19 pandemic on social media.

4.3 Data collection techniques

The data collection of this research was carried out through (1) observation techniques, (2) interview techniques and (3) documentation study techniques. Data collection through observation techniques was carried out during the contemporary literature learning process organised by the teacher. Researchers joined university e-learning which was used in learning. Documentation study was carried out with content analysis of students' assignments uploaded on e-learning tools (Assignment) and student grade documents made by lecturers and semi-structural interviews were conducted with the lecturer and students.

4.4 Research instruments

The instruments used in this research are the learning implementation observation sheet guide, which contains statements based on TPACK (Koehler et al., 2013); semi-structural interview guidelines; and (3) a document study observation guide, which is used to review students' assignments. This guide is drawn from the thoughts of contemporary literary figures, such as Raman Selden, Madan Sarup, Wallace Martin and Brian McHale. The document or assessment rubric guide for assessing student assignments contains types of themes for social media literary works during the COVID-19 period, types of cyclical plots in social media literary works, (3) fragmented characters, (4) possible zones, (5) the up-to-date social media literature and (6) the types of problems contained in social media literature.

4.5 Data analysis techniques

The data analysis techniques of this research used were data collection, data reduction, data presentation and conclusion drawing and verification (Miles & Huberman, 1994).

In the data collection technique, the researcher collected data in connection with the implementation of contemporary Indonesian literature learning that utilised university e-learning-assisted social media and students' interpretations/analysis of contemporary Indonesian literary works

that they took/downloaded from social media, including contemporary structure, distribution of literary themes and social problems during the COVID-19 pandemic.

In the data reduction technique, the researcher selected the data. The data that did not match the problem were discarded. Therefore, the data used were in the form of learning implementation data, contemporary structures of literary works, literary themes and social problems during the COVID-19 pandemic.

In the data presentation techniques, data presentation was carried out on the research results. The presentation of the research data on the research results was chosen so that the main data displayed were in connection with the implementation of learning, contemporary structures, themes and social problems found in contemporary Indonesian literary works during the COVID-19 pandemic.

The last technique was the technique of conclusion drawing and verification. The conclusion of this research was based on the results of the data analysis carried out. Conclusions were made about the implementation of contemporary Indonesian literature learning using university e-learning-assisted social media and students' understanding of contemporary structures, themes and social problems in Indonesian literary works during the COVID-19 pandemic. Verification was carried out by re-checking the data, theories and views of literary and social media experts.

5. Result and Discussion

5.1 Results

5.1.1 Utilisation of university e-learning assisted social media in contemporary literature learning

Social media provides various content, such as economics, education, law, history and others. Contemporary Indonesian literature is one of the contents provided by social media. Content is created by literary authors to express their thoughts, including COVID-19.

In learning contemporary Indonesian literature, social media was used by students to get material, in the form of contemporary literary works that raised the issue of the COVID-19 pandemic. Before accessing social media, students got orientation first from the teacher. After that, they had a discussion. These activities were carried out through Universitas Pendidikan Ganesha e-learning (e-learning undiksha). In maximising students' initial understanding of the materials and assignments, the lecturer used e-learning undiksha as a medium of communication. E-Learning undiksha is a LMS that was used to carry out online learning during the COVID-19 pandemic (Suartama et al., 2022). E-Learning undiksha has activity tools that can be used by lecturers–students, such as *File* tools for storing/accessing learning materials; *Link* tools for sharing URLs from YouTube, Google Drive and other sources; *Forum* tools for discussion; and *Assignment* tools for giving/collecting assignments. Furthermore, e-learning undiksha is also synchronised with *Zoom* and *Google Meet* which support synchronous learning. Several tools in undiksha e-learning are shown in Figure 3.

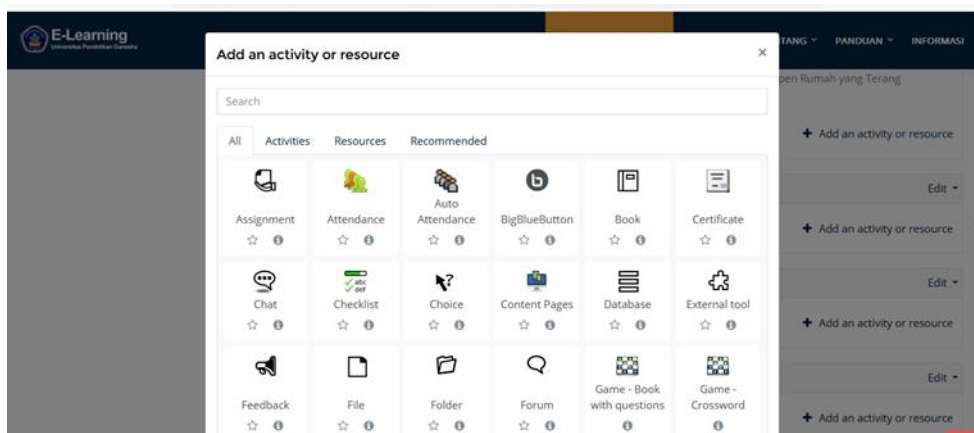


Figure 3

Activity Tools in Undiksha e-Learning

After students understood the material and assignment instructions, they accessed several social media, such as Facebook, Instagram, YouTube, Wattpad, Line and Blogs. In these social media, they chose Indonesian literary works containing the issue of the COVID-19 pandemic.

In the process of finding contemporary Indonesian literary works containing the COVID-19 issue, students communicated with the lecturer if they had problems through *Chat* that had been provided by undiksha e-learning. Moreover, they also communicated through selected social media through comments or likes.

Based on the results of the interview with the lecturer, undiksha e-learning combines student activities on social media with activities in undiksha e-learning so that their activities can achieve learning goals. Although social media provides broad access to communication, social media does not provide tools for managing academic learning, such as LMS. In this context, social media has a role as a provider of material (learning resources) for contemporary Indonesian literature that contains the issue of COVID-19.

5.1.2 Students' understanding of contemporary literature on social media

Social media has been used by Indonesian literary authors to deliver their ideas and experiences in connection with the COVID-19 pandemic. Social media as a learning medium is very sophisticated in which authors can convey their ideas in a fast and broad manner. Moreover, social media has the space and time that can be used by authors in extending ideas through text/letters, images or sound pictures.

To find out students' understanding of the contemporary structure of literary works, the distribution of themes and social problems during the pandemic, the lecturer gave assignments to students. Those assignments were delivered asynchronously through the university's e-learning *Assignment* tools. Those assignments were carried out in several stages. Stage 1 was *Assignment 1*. Students were given the task of finding contemporary Indonesian literary works published on social media from March 2019 to 2020; then they carefully read the literary works they found. Based on the data on the *Assignment* tool, there were 52 works of contemporary Indonesian literature that they had been collected. After the assignments were collected, the lecturer and students met synchronously. The meeting was to ensure that students had read the selected literary works well. Next, in the second stage, students were given the task to analyse/describe the contemporary structure of the selected literary works, find the themes

in the literary work, and the problems faced by the Indonesian society. This task took as many as two times of meetings. Students collected the assignments in *Assignment 2* tools. A total of 52 assignments had been collected in *Assignment 2* tool. In the following meeting, students presented their findings and had a discussion to accomplish the assignments made. In this case, the lecturer gave a direction and guided the students in selecting data and led them to analyse the data. The meeting to present this task was carried out four times. Next, students were given the opportunity to refine their assignments for 2 days. After that, students collected them in the *Assignment 3* tools.

Based on the analysis of documents and selection of contemporary Indonesian literary works collected by students, their understanding of contemporary Indonesian literature on the issue of the COVID-19 pandemic downloaded from social media can be grouped into three components: (1) understanding the contemporary structure of contemporary Indonesian literary works on social media; (2) contemporary Indonesian literature themes on social media; and (3) social problems in contemporary Indonesian literature on social media during the COVID-19 pandemic.

In the *Assignment* tool, students collected assignments. They identified the text structure of poems that they downloaded from social media. In the identification they had made, the text of poetry written on Facebook, Instagram, Line, blog, YouTube and Wattpad structurally used diction that describes the author's thoughts/ideas. In addition to text in the form of words, literary works on social media also use visual and audio images that support the text. The visual images supporting the literary texts are made in motion (video) and still pictures. The pictures are displayed by the author to add aesthetics to the literary work created, as well as to convey ideas as written texts are made. Some examples of literary texts (poems) identified by students are shown in Figure 4.

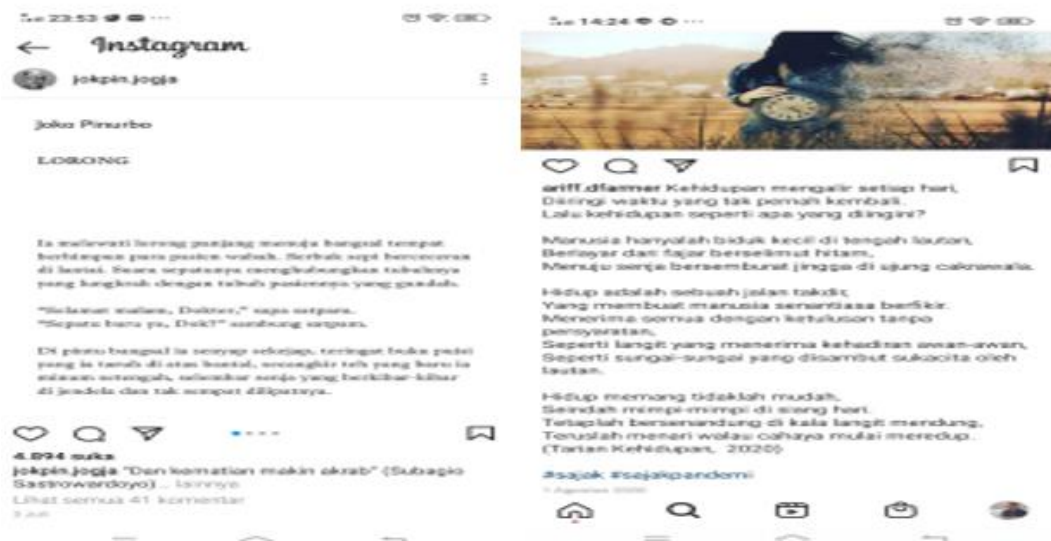


Figure 4

Examples of Contemporary Indonesia Literary Works Collected by Students

In addition to contemporary structures, students analysed the themes in contemporary Indonesian literary works. The theme is the main idea of a literary work written by the author. During this COVID-19 pandemic, the themes of literary works were very diverse in the context of sadness, deep fear, worries and hopes for getting free from the COVID-19 outbreak soon.

The themes of literary works by such authors were spread across literary genres, such as poetry, short stories and dramas uploaded on Facebook, Instagram, Line, Wattpad, YouTube and blogs. Based on the observations and document studies on students' assignment sheets, there are various themes, such as socio-economic, education and health.

Students explained that these socio-economic themes include poverty and separation. They conveyed that the socio-economic themes of literary texts during the COVID-19 pandemic were sadness and poverty.

Other than the socio-economic theme, the author's literary works on social media during the COVID-19 pandemic raised the theme of education. In this education theme, the educational context formed was hopelessness and boredom/saturation.

Meanwhile, students also explained the theme of health, which also coloured contemporary Indonesian literature written by the authors on social media. However, the health theme that was raised led more to excessive worry and psychological disturbance. Psychological disturbance in the context of literary texts was either due to the outbreak of COVID-19 that hit the country or due to one of the relatives being exposed to COVID-19.

Related to the themes of sadness and disturbed psychology, various literary works also conveyed hopes to be free from the COVID-19 pandemic soon. These expectations were poured into the genres of poetry, short stories and drama texts. Several forms of literary texts that raised socio-economic, educational and psychological themes analysed by students are shown in Figure 5.



Figure 5

Examples of Contemporary Indonesia Literary Works Analysed by Students

In addition to contemporary structures and themes, students also analysed the existing problems in contemporary Indonesian literary works. Based on a documentary study of students' analysis of literary works downloaded from social media, students found various problems contained in poetry and short stories about the COVID-19 pandemic issue on social media: Facebook, Instagram, Line, YouTube and blogs. Social problems recorded in the author's literary works on social media during the COVID-19 pandemic as the results of student analysis can be grouped into four categories: (1) termination of employment (*PHK*) and new poverty; (2) boredom and surfeit; (3) psychological condition; and (4) social relationship disorders.

5.1.2.1 Termination of employment (PHK) and new poverty

Literary works published by authors on social media during the pandemic conveyed public complaints because they had experienced employment terminations (PHK). As a result of these employment terminations, people experienced poverty or fell into poverty.

The literary works of authors during the COVID-19 era depicted people falling into poverty because they were terminated from work and even finding work was difficult. They sold their assets to carry on life during the COVID-19 pandemic. Some people were in a new state of poverty, written in poetry, short stories and drama.

5.1.2.2 Boredom/surfeit.

Boredom/surfeit was experienced by the community, for example, tired of staying at home for a long time, tired of studying from home, not meeting friends or tired of the unchanging atmosphere. These were described by the authors through their literary works.

5.1.2.3 Psychological condition

The literary works of social media authors during the COVID-19 pandemic often described/delivered the psychological condition of the Indonesian people. People were described as terribly afraid/worried if they were exposed to COVID-19. Besides being afraid or exposed, they were also afraid if their relatives were exposed to COVID-19. This psychological disorder appeared very frequently in poetry, short stories and dramas uploaded by authors on social media during the COVID-19 pandemic.

5.1.2.4 Disturbance in social relations

The Indonesian society has a very strong tradition of friendship. If there are ceremonial/ritual activities, joint activities are carried out, such as mutual cooperation activities to carry out death ceremonies. In the context of literary works during the pandemic, the authors conveyed either their own anxiety or the surrounding community's anxiety regarding this social relationship.

Relatives of those who died due to COVID-19 must follow the COVID-19 protocol in his/her death ceremony. Many people did not accept this situation. They felt guilty or sinful since they did not take care of the death of their relatives. Therefore, this problem became an inner conflict, as well as a social conflict in society.

Based on the explanation, in short, students' understanding of contemporary Indonesian literary works downloaded from social media is shown in Table 2.

Table 2

Students' Findings on Contemporary Indonesian Literature on Social Media with the Issues of the COVID-19 Pandemic

Indonesian contemporary literature on social media	Student findings
Contemporary structure	Using motion pictures, still images, reader comments, likes, and shares, cyclical plot
Themes	sadness, death, worry, hope to be free from pandemic
Social problems	Termination of employment, falling poor, feelings of surfeit/boredom, psychological disorders, and disorders of social system/social relations

5.2 Discussion

Contemporary literature has a very important role in the effort to understand people's lives (Ramanathan, 2018). In addition to understanding people's lives from social and cultural aspects, as well as politics, studying contemporary literature sharpens students' thought to think critically as well as to provide creative solutions to problems faced by society (the nation), including contemporary literary works that they read from social media. In this context, students communicate in cyberspace. Cyberspace represents people's personal lives in a virtual social world in computer web and networks (Nikishina et al., 2021). Learning contemporary literature through university e-learning-assisted social media is inseparable from 21st-century learning. 21st-century learning emphasises communicative, collaborative, creative and innovative problem-solving aspects. In this context, studying contemporary Indonesian literature is closely related to the use of online media because online media can increase criticality, problem-solving, develop a tolerance for differences and being collaborative (Rahma et al., 2021).

Based on the results of observations, interviews and a study of learning documents made by the lecturer, learning contemporary Indonesian literature using university e-learning-assisted social media has been carried out in accordance with the TPACK principle. It means the lecturer had combined the principles of technology, pedagogy and content knowledge in the learning. In this context, diverse knowledge was integrated by the lecturer: technology, pedagogy and content (Koehler et al., 2013). To carry out learning effectively, the lecturer had chosen online learning technology, such as university e-learning, which has various activity tools according to their functions, to conduct discussions and presentations using synchronous facilities, to save material using File tools, to save links using Link tools, to convey messages using Chat tools, and to ask for students' written discussions using Forum tools. To take material for contemporary literary works, they used social media. The learning process carried out by the lecturer can be said to have comprehended the condition of the students, the progress of students thinking, including the students' criticality, and so the lecturer carried out online discussions via Zoom or Google Meet. In this context, the lecturer already understood the aspects of technology, pedagogy and content. Learning that applies the TPACK principle is packaged very dynamically (Koehler et al., 2013). Therefore, the lecturer already had the character of a 21st-century teacher (Jan, 2017).

Broadly speaking, the steps for learning contemporary Indonesian literature using university e-learning-assisted social media are described in Figure 6.

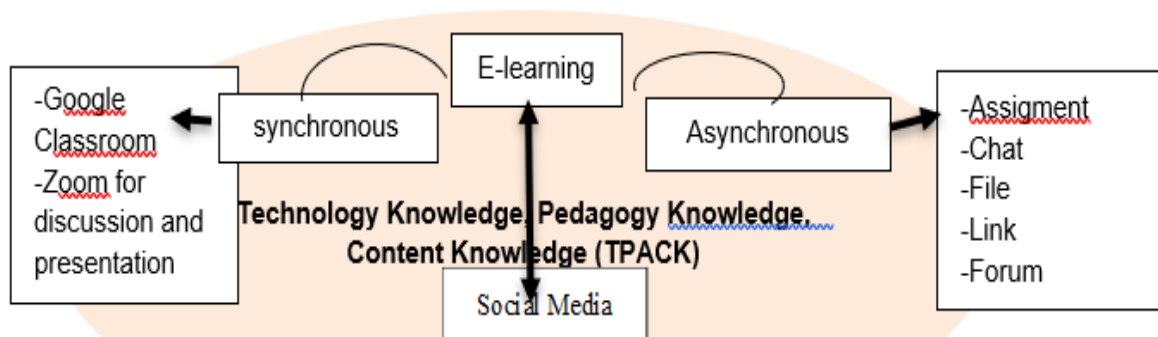


Figure 6: Learning Process of the University e-Learning-Assisted Social Media

Meanwhile, students' understanding of contemporary Indonesian literature on social media included contemporary structures, themes and problems faced by Indonesian people during the COVID-19 pandemic. Concerning students' understanding, the structure of contemporary Indonesian literature had been identified/analysed well by students. Contemporary literary works have the characteristics of a cyclical structure, unlike the canon Indonesian literary structure published by the Dutch colonial *Balai Pustaka*. In poetry, for example, the structure of the poem has 1 sentence or only a few phrases. In the short story genre, the characters created by the author appear suddenly.

The themes that exist in these literary works had been identified and analysed properly and the problems faced by society as presented in contemporary Indonesian literary works had also been well analysed by students.

Students' understanding of analysing contemporary structures, themes and problems of society in contemporary Indonesian literature was evaluated by the teacher. The principle of assessment used the assessment guidelines that had been established by the Department of Indonesian Language and Literature Education, namely the Assessment Procedure with the *Penilaian Acuan Patokan* (PAP) (PAP-based reference assessment). Based on the scoring document made by the lecturer, the percentage of students who were able to study/analyse literary works is shown in Figure 7.

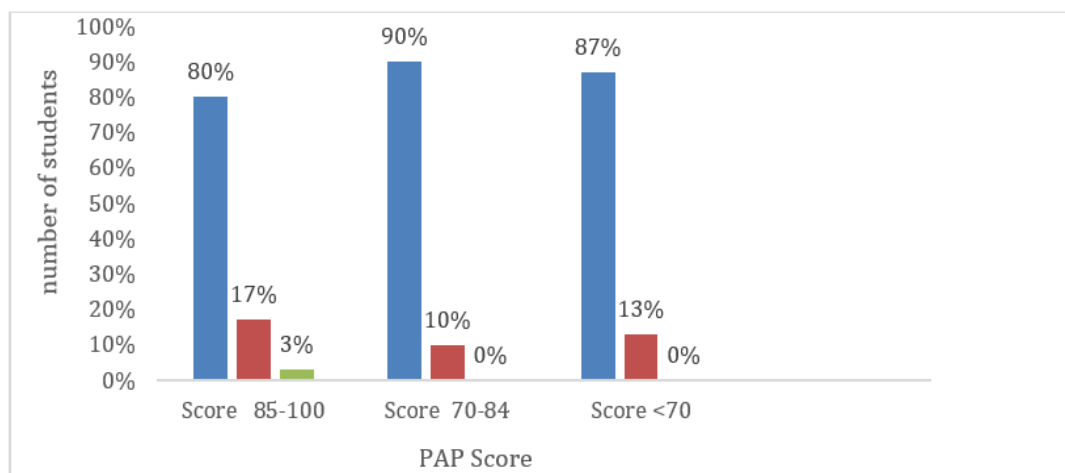


Figure 7

Percentage of Students' Ability in Analysing Problems in Indonesian Literary Works on Social Media

Figure 7 shows that students already had competence in analysing the structure, themes and problems of contemporary Indonesian literary works on social media, even during the COVID-19 pandemic situation. This means that learning contemporary Indonesian literature could still be conducted effectively amid the limitations caused by the pandemic. This condition was strongly supported by online media, namely university e-learning-assisted social media that had been used. In this context, social media had provided an effective source of learning material to students amid social restrictions and provided a space for interaction between social media users so as not to limit students' creativity and criticality. Undiksha's e-learning also contributed greatly to shaping students' competence in analysing contemporary Indonesian literary works. Undiksha's e-learning as an LMS (Suartama et al., 2022) has provided various activity tools that teachers and students can choose from, such as File, Assignment, Chat, Forum and Link, as well as Google facilities, such as Google Meet. All of these tools facilities can improve students' understanding of lesson plans, task instructions and inputs, as well as

problem-solving experienced by students. Thus, university e-learning has helped students with social limitations due to the COVID-19 pandemic to study effectively in higher education. Social media and Undiksha's e-learning have functioned as an integrated online system that contributes to each other, which is social media functions as learning resources (Thaariq, 2020), and Undiksha's e-learning functions as an LMS that regulates the course of learning contemporary Indonesian literature. This integration shows that the TPACK principle has been implemented optimally by the lecturer. The integration of social media and e-learning in this university is shown in Figure 8.

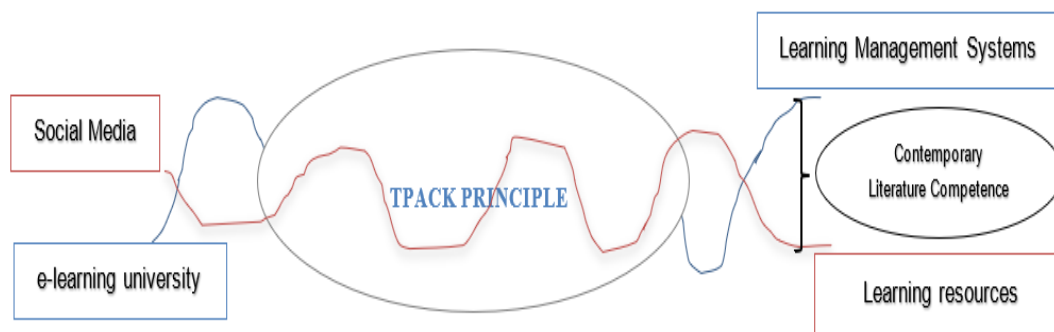


Figure 8

Integrated Roles of Social Media and University E-Learning

6. Conclusion

Based on the explanation above, several important points can be drawn. They are as follows:

- (1) The implementation of learning by utilising social media in learning contemporary literature on the issue of the COVID-19 pandemic was carried out in seven meetings with the assistance of university e-learning (e-learning undiksha). The implementation of contemporary literary learning utilising university e-learning-assisted social media carried out by the lecturer and students followed the TPACK principle.
- (2) Students had a comprehension of contemporary Indonesian literature on social media, such as poetry and short stories that raised the issue of the COVID-19 pandemic. Students' understanding of contemporary literary works by utilising university e-learning-assisted social media was manifested in their skills in finding social media contemporary literary structures, themes and problems. (a) Poetry texts written on Facebook, Instagram, Line, blog, YouTube and Wattpad, structurally used dictions describing the author's ideas/thoughts. In addition to text in the form of words, literary works on social media also used visual and audio images that supported the text. (b) The themes of the latest Indonesian literary works spread on social media during the COVID-19 pandemic were socio-economic, education and health.
- (3) The problems faced by the Indonesian people were termination of employment (PHK) and new poverty, boredom at home, psychological problems and disruption of social relationships.
- (4) Contemporary Indonesian literature on social media conveys various thoughts/problems, one of which is COVID-19. More in-depth studies on other aspects, such as humanity and education, are highly recommended for other researchers so that the contribution of contemporary Indonesian literature on social media to society will increase.

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