

***Integration of Cyber Literature and Reading Skills Critical in Literature Courses in PBSI Project Wisnuwardhana University***

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**Abstract**

*The progress of science and technology has pushed the writing of literary works into a world without boundaries known as cyber literature. Cyber literature tries to answer the challenges of modernization by becoming a space for imaginative expression. Everyone can express their ideas and imagination on cyber literature. Cyber literature is an interesting medium to study through critical reading activities. At the tertiary level, critical reading skills are raised in the CPL Study Program. In the Indonesian Language and Literature Education Study Program, Wisnuwardhana University, the CPL Study Program is revealed in Literature CPL – MK which can be integrated with cyber literary media and critical reading skills. The Literary MKs are Literary Theory and Aesthetics, Fictional Prose, and Fictional Prose Appreciation. Learning to read critically using cyber literature can be grouped into six structured activities, namely (1) interpreting, (2) analyzing, (3) reasoning, (4) evaluating, (5) explaining, and (6) self-managing. The six activities are a gradual and continuous series.*

**Keywords:** *integration, cyber literature, critical reading.*

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**Introduction**

Literary work is a cultural product that has gone through all the eras of human development from the era of oral, written, printed traditions and now the age of information based on sophisticated digital technology. Along with the development of this technology, the writing of literary works began to go beyond the boundaries, because at first it was difficult to follow. Literary works develop their existence through the Internet, blogs, YouTube and social media in android applications.

The cyber-literary movement emerged in the 1990s and experienced a resurgence in the 2000s with the publication of the book *Gratitude Graffition* May 9, 2001. *Gratitude* is an anthology of cyber poetry brought to life by members of the Multimedia Sastra Foundation, namely Medy Loekito, Soekri Munaf, Tulus Widjarnako, Nanang Suryadi, Cunong, and Sutan Iwan (Noorfitriana, 2017). Cyber literature is believed to be able to contribute to the development and progress of literature in Indonesia. In addition, the existence of cyber literature also reflects the dynamic reality of today's society.

The birth of cyber literature has become a separate identity for Indonesian literature. Cyber literature tries to answer the challenges of modernization. Apart from encouraging the development of Indonesian literature, cyber literature can also become a space for expression imaginative where everyone can express their thoughts and imagination through poetry and prose (Nursalam, 2017). Cyberliterature is literature with unique storytelling and writing, such as short fiction and serial stories. Narrative works in the form of minifiction, but not in full form, because the use of cyber media in writing works is adjusted. For example on social media, there are restrictions on the added status column. The use of captions on Instagram is limited to 2200 characters, Facebook has a post space limit of 63,206 characters without photos and videos, while Twitter has a limit of 280 characters per column. It's not uncommon for Twitter users to share their stories in the form of threads or series of stories.

Cyber literature is one proof of the rapid development of science and technology in a more modern direction. This development requires each individual to master various abilities, one of which is critical reading. Critical reading is intelligent, attentive, in-depth, evaluative and analytical reading. Priyatni and Nurhadi (2017) argue that critical reading is a reading activity that involves critical thinking skills. A critical thinker is always asking probing questions, being open-minded, and drawing logical conclusions from evidence. According to Hidayat (2018), there are 3 stages in critical reading, namely analysis, interpretation and evaluation of written content. The purpose of analysis is to find a way of writing by looking for certain parts. Interpretation is finding the meaning of a written formula.

At the tertiary level, critical reading is a skill that must be mastered. Especially for students of the Indonesian Language and Literature Education Study Program (PBSI) who were initially exposed to various kinds of texts. By mastering critical reading, PBSI study program students can gain an in-depth understanding of the content of the text. This deep understanding includes the ability to reason, logic, solve problems, to analyze complex things. Critical reading can be integrated with currently developing cyber literature. Cyber literature provides a variety of text forms for critical reading.

## **Method**

The method used in this research is descriptive qualitative method. This method is used to solve problems by collecting information, compiling data, classifying, analyzing data, interpreting data and research results as they are in accordance with the knowledge obtained in research. Ratna, (2012: 53) states that descriptive analysis means providing additional meaning, not only describing but also providing detailed meaning, meaning and understanding as well as adequate explanation.

Data collection techniques are the methods used to obtain data. Techniques In this study there are several stages of data collection that must be carried out in accordance with the archiving materials collected, so that the data collection techniques in this study are in accordance with the rules. Technical issues are determined through the use of other readings that are relevant to several stages in the process. There are two steps in data collection techniques in this study. The first step, preparing readings related to the problem to be studied, so as to minimize the occurrence of obstacles in conducting research. The next step is to decide what is the focus of the research study. The second step, implementation, researchers collect and observe material to make adjustments to what is recorded or studied. The data analysis technique used in this work is the analysis of critical thinking skills which are integrated into the curriculum by utilizing cyber literature media.

## Results and Discussion

### Cyber Literature Concept

The term cyber literature refers to literary works made in the form of old literary works, new literary works, or modern literary works. The presence of cyber media, both online and on social media, makes it easy for anyone to upload their written work. Simply put, cyber literature is any literary activity that uses computers or online media. According to Solihat (2014:42), cyber literature has at least three roles in Indonesian literature. (2) communication between writers (literature) and (3) teaching tools for novice writers.

Another opinion says that the term cyber literature (cyber literature) comes from the word *cyber* which cannot stand alone in English. The word is intertwined with other words such as *cyberspace*, *cybernetic*, and *cybernetics*. Thus, cyber literature or cyber literature can be understood as literary activities that use computers or the internet (Endraswara, 2013: 182-183). The term cyber literature became popular around 2001 in line with the growth of internet culture in Indonesia. The development of cyber literature has opened the flow of "literary democracy" for the purpose of expressing emotions, ideas, imagination, and so on. The virtual world is not just a means of expression, but also a means of criticizing and appreciating literary works, both old and new.

Neuge (1997) in his book entitled *Influence of the World Wide Web on Literature*, stated that cyber literature first appeared in 1990. However, it only became popular in 1998 marked by the emergence of several cyber literature communities using technology such as websites, mailing lists, forums, and blogs. Various social networks also function to develop creativity, including namely *Wattpad*, *Frisso*, *FanFiction*, *Noveltoons*, *tweetlonger*, etc. The internet seems to offer an atmosphere of freedom without censorship to be creative. Anyone can submit work and the whole world can appreciate it. The existence of the internet brings a glimmer of hope for literary activists who have a need to create and publish their works in an unlimited socialization space

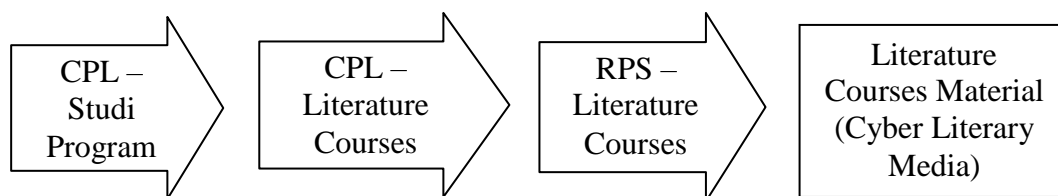
### Integration of Cyber Literature on Critical Thinking Skills

This is in line with the objectives of the PBSI Study Program at Wisnuwardhana University, which is to produce quality graduates as Indonesian language education staff, excellent, creative, innovative, professional speakers and journalists by utilizing science and technology developments and the latest information. PBSI Study Program objectives are structured as a follow-up to Law of the Republic of Indonesia Number 14 of 2005 Article 8, that teachers are expected to master at least four competencies which include personality, pedagogic, social, and professional.

The emergence of cyber literature is the starting point for progress and innovation in the world of literature. Therefore, cyber literature can become a new media that is integrated with critical reading skills. This follows the development of the times that have moved from the manual world to the digital world. At the tertiary level, learning to read critically is first organized into Study Program Graduate Learning Outcomes (CPL Study Program). From the CPL of the Study Program, it is then lowered into CPL – MK. Furthermore, critical reading learning activities are detailed in the RPS (Semester Lecture Plan) – MK. Finally, learning to read critically is outlined in the course material.

If mapped, the integration of cyber literature into critical thinking skills in the Indonesian Language and Literature Education Study Program (PBSI Study

Program) can be seen in the following figure.



The integration of cyber literature into critical thinking skills is included in the PBSI study program's literature course. Several literary subjects (MK) that can be integrated with cyber literature are Literary Theory and Aesthetics, Fictional Prose, and Fictional Prose Appreciation. Cyber literature is used as a medium for implementing the learning of the 3 courses. The expected competence is that students can improve critical reading skills in the media used in learning.

The integration of cyber-literature media on critical reading skills first appeared in the CPL Prodi (Graduate Learning Outcomes). This can be seen in the following table:

General skills	
Ku 1	Able to apply logical, critical, systematic and innovative thinking in relation to the development or application of science and Technology, which pays attention to and applies human values in accordance with their fields.
Ku 3	Able to examine the consequences of the development or application of science and technology, which considers and applies humanistic values according to their knowledge, based on scientific principles, procedures and ethics, to create solutions, ideas, plans or Art criticism.
Special skill	
Kk 2	Able to appreciate, express, create Indonesian literary works orally and in writing.
Kk 3	Able to analyze and apply theories, concepts, approaches in learning Indonesian language and literature; as well as creating Innovative learning models for learning Indonesian language and literature.
Kk 4	Able to design and carry out research on the implementation of Indonesian language and literature education through an integrated approach.
Knowledge P1	Mastering theoretical concepts in the field of education, pedagogical knowledge of Indonesian language and literature, and the ability to formulate problem-solving procedures.

The Study Program CPL (Graduate Learning Outcomes) is revealed in the CPL – Literary MK which can be integrated with cyber literary media and critical reading skills. The Literary MKs are Literary Theory and Aesthetics, Fictional Prose, and Fictional Prose Appreciation. The following is the integrated LiteratureCPL – MK table.

Literary theory and aesthetics course	
P1	Mastering theoretical concepts in the field of education, pedagogicknowledge of indonesian language and literature, as well as the ability to formulate problem-solving procedures in the field of literary theory and aesthetics: 1. Analysis of literary history; scope of literary history; and literature; problematic history of indonesian literature; the formand content of classical malay literature and its cultural development; insight into the aesthetics of poetry, prose, dramain each period of development of indonesian literature;indonesian literary events; the development of indonesian poetry; dramatic development; appreciation of indonesian literary works. 2. Implementation of literary history in learning literature.
Kk 2	Able to appreciate, express, create indonesian literary works orallyand in writing.
Fiction prose course	
P1	Mastering theoretical concepts in the field of education, pedagogicknowledge of indonesian language and literature, as well as the ability to formulate problem-solving procedures in the field of fictional prose: 1. Understand the basic concepts, understanding, and nature ofprose fiction 2. Understand the types and studies of fiction prose 3. Understand the approaches in fiction prose 4. Understand advanced fiction studies 5. Analyze and assess fictional prose 6. CREATE FICTIONAL PROSE
KK 3	ABLE TO ANALYZE AND APPLY THEORIES, CONCEPTS, APPROACHES IN LEARNING INDONESIAN LANGUAGE AND LITERATURE; AS WELL AS CREATING INNOVATIVE LEARNING MODELS FOR LEARNING INDONESIAN LANGUAGE AND LITERATURE.
FICTION PROSE APPRECIATION COURSE	

P1	MASTERING THEORETICAL CONCEPTS IN THE FIELD OF EDUCATION, PEDAGOGIC KNOWLEDGE OF INDONESIAN LANGUAGE AND LITERATURE, AS WELL AS THE ABILITY TO FORMULATE PROBLEM-SOLVING PROCEDURES IN THE FIELD OF FICTIONAL PROSE APPRECIATION: 1. APPLY THEORETICAL CONCEPTS THAT ARE APPROPRIATE TO LEARNING INDONESIAN LANGUAGE AND LITERATURE INCLUDING THE PRINCIPLES/APPROACHES OF LITERATURE; 2. RESEARCHING ISSUES RELATED TO INDONESIAN LITERATURE ACADEMICALLY WITH HIGH REASONING POWER.
KK 2	ABLE TO APPRECIATE, EXPRESS, CREATE INDONESIAN LITERARY WORKS ORALLY AND IN WRITING.

Integration of cyber literature into critical reading skills can be developed through mapping of literary RPS MK material. Literary MK material is developed with cyber literary media such as *Webnovel*, *Noveltoons*, *Fizzo Novel*, and *Wattpad*. Cyber-literary media is provided by many providers because in this era people are in great demand to enjoy literary texts. The cyber literary media is not only read, but also deeply understood through critical reading activities.

#### **Application of Critical Reading with Cyber Literature Media**

Based on the cognitive level of critical thinking processes, critical reading skills can be divided into six levels gradually, viz. skills of (1) interpreting, (2) analyzing, (3) concluding, (4) evaluating, (5) explaining, and (6) self-regulation (Facione, 2015). Each of these skills has several sub-skills. When connected with cyber literary media, the sub-critical reading skills include:

1. Interpret
  - a. Categorizing types of cyber literature
  - b. Explain the contents of the story in cyber literature
  - c. Classifying the meaning of stories in cyber literature
2. Analyze
  - a. Detect story ideas in cyber literature
  - b. Detecting the author's opinion on cyber literature
  - c. Analyze the author's opinion on cyber literature
3. Interfere
  - a. Draw a conclusion to the story in cyber literature
  - b. Consider the message of the story in cyber literature
  - c. Propose an alternative solution to the story in cyber literature
4. Evaluate
  - a. Assessing the author's recognition in stories in cyber literature
  - b. Assessing the truth of the author's opinion on cyber literature
5. Explain
  - a. Justify the concept of stories in cyber literature

- b. Presenting the author's opinion on cyber literature
- 6. Self-regulate
  - a. Self-assessment of stories in cyber literature
  - b. Self-correction of story messages in cyber literature

The application of critical reading can be organized into the general stages of reading, the main purpose of which is to understand the contents of the text and respond to the text. The process of constructing the meaning of the text is realized in several stages, starting from the process of perception, meaning, to expanding understanding (Sultan, 2018: 10). According to Nuttall (2005: 154-167), the stages of learning to read critically are divided into three parts, namely pre-reading, reading, and after reading activities.

First, there is a series of pre-reading activities with the intention of forming a reader's schema about the subject of the text being read (Rahim, 2008: 99-100). The purpose of making a schema is to connect the knowledge and experience of readers with the topic of cyber literature being read. Pre-reading activities require the ability to justify reading, identify cyber-literary texts, assign tasks, classify texts, understand new terms, and ask questions related to cyber-literature. Second, activities when reading cyber literature. This relates to the management of individuals/classes. Nuttall (2005: 161-162) describes three models of classroom management in critical reading activities, namely the individual model, teacher-centered, and group work. The individual models are based on different text understanding processes among readers. The lecturer-centered model leads to control of reading activities. Meanwhile, the group work model emphasizes reading comprehension through discussion among readers to make interpretations of the contents of the text.

Third, activities after reading. This activity is carried out with the aim of strengthening reading results which are linked to the knowledge of the reader (Abidin, 2012:24). The main activities at this stage are connecting the contents of cyber-literary texts with personal experiences, comparing the contents of cyber-literary texts with other texts, giving examples of the application of theories or principles explained in cyber-literary texts, assessing ideas and opinions, and assessing ambiguity in cyber-literature.

Furthermore, learning to read critically using cyber-literature media can be grouped into six structured activities (Tomasek, 2009:128-131). First, problem recognition activities in cyber literary texts. This step helps the reader find the essence of the problem presented in the text, analyze the complexity of the problem and matters related to the topic of the text. Second, connecting the content of cyber literary texts with the outside world. The activity in this step is to correlate the knowledge and experience of the reader with the text being read. Third, interpreting evidence by making sense of cyber-literary texts that support the opinions, assumptions, and position of the author. Fourth, questioning the author's suspicions. Readers evaluate the opinions and truth of the authors that appear in cyber-literary texts. Fifth, practice. In this step, the reader applies concepts/knowledge from cyber-literary texts that are read in the circumstances experienced. Sixth, take another perception. Based on the text read, the reader forms thoughts/opinions/understandings that are different from the perceptions of the authors of cyber-literary texts.

## **Conclusion**

The very fast development of science and technology has indirectly become the driving force for changes in the world of Indonesian literature. Society can not only enjoy literary works from print media. But also through the internet which is known as cyber literature. Cyber literature is an interesting tool to explore through critical reading. It can be seen that critical literacy is one of the skills needed in this era.

Critical reading is intended to understand deeply and completely the meaning of a cyber literary text. The stages of learning to read critically are divided into three, namely pre-reading activities, while reading and after reading. By reading critically, individuals are expected to be able to understand, interpret, and evaluate information as well as provide critical responses to various types of texts to strengthen their thinking skills. Cyber literature and critical reading skills can be integrated into the literature course in the PBSI Study Program, Wisnuwardhana University. The Indonesian language and literature education study program is a study program that will produce expert educators in their fields. Therefore, prospective educators need to receive critical reading lessons with the latest media to improve their competence. This is in line with the Law of the Republic of Indonesia Number 14 of 2005 Article 8, that teachers are expected to master at least four competencies which include personality, pedagogic, social, and professional

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