Digitization of Oral Literature and its Problems in Literature Learning in Schools

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Abstract: Oral literature is one of the learning materials in schools. With the development of today's technology, bringing oral literature to a more modern world. The digitization of literature makes it easier for teachers to convey the essence of oral literature to students. However, with the digitization of oral literature, various problems have arisen. This research aims to explain various problems that occur in oral literature that is packaged in digital form. The method used is a qualitative descriptive method with a literature approach. The researcher collected data through the results of the analysis of various print media. From the results of the research, there are three problems that occur, including, 1) Oral literature that is converted into digital form can reduce the values of oral literature itself, 2) Oral literature consists of various elements, one of which is the flexibility of the storyteller. When oral literature is converted into video form, the flexibility of the storyteller will be frozen in the video. The taste and atmosphere created will also be different when oral literature is delivered in live performances and through videos, and 3) the digitization of oral literature that is not conveyed in accordance with the authentic work, can reduce the authentic values of oral literature itself which will later affect students' understanding.

Keywords: digitization of oral literature, problematic, and literary learning in schools.

- **INTRODUCTION**

Today's technological developments are increasingly changing all areas of life. Starting from the economic, social, cultural, educational and other fields. Humans are increasingly facilitated by the existence of innovative technologies. The more technology develops, the more it will change the order of life of society which is increasingly advanced and developing.

In the economic sector, people are increasingly facilitated by the existence of online shops or online stores that are increasingly in demand today. All necessary needs can be found easily through the palm of your hand. Everyone can look for the necessities they need without having to go outside the house. Starting from household needs, clothing, food to boards are also available. Buyers also do not need to pick up goods at the seller's place because it has been facilitated by the existence of a freight forwarding service (Kompas, 2021). Meanwhile, in the social field, everyone can establish friendship with their brothers and sisters without having to meet. Through video calls, everyone can easily communicate with the people they want to contact remotely. The circle of friends you have will also be wider with the existence of Instagram, Facebook, Tik-Tok and other social media applications (Ramadan, 2021).

The development of today's technology will make it easier for cultural activists to introduce the country's culture to the rest of the world. Cultural activists can also easily introduce Indonesia's wealth in the form of cultural diversity through videos only. Starting from regional dances, typical foods, traditional houses to regional songs can be easily accessed by all people in the world through Youtube, such as Saman Dance videos and

videos of the rendang making process. One of the fields that has developed significantly is the field of education. Currently, learning does not only necessarily use books as a learning resource, but also through innovative learning resources such as audio and visual. With interactive learning, students will better understand the material delivered quickly and precisely. The development of technology will make it easier for students to find out all the information and materials needed in learning. For example, with gadgets, students can easily access material anytime and anywhere. This will certainly provide students with convenience and flexibility in finding the material they need.

With today's technology, literary works that are the basis for learning will also develop, especially oral literature. Oral literature that is broadcast through word of mouth, is currently undergoing digitization, which can be seen in the existence of oral literature videos, such as prose (myths, fairy tales, legends), folk poetry (poetry and poetry), puppet performances, traditional expressions (such as proverbs and proverbs) and folk songs (Kastanya, 2016). Oral literature that develops through the digitization of oral literature, of course, has benefits that can be felt by many parties. But on the other hand, the digitization of oral literature also has problems, so it needs to be studied and evaluated.

Related to the digitization of literature, Eka Meigalia and Yerri Satria Putra (2019) researched related to oral literature, with the title "Oral Literature in the Development of Media Technology; A Study on the Minangkabau Salawat Tradition". This article contains about Salawat Dulang is one of the oral literature that is able to survive to this day because it follows technological developments. Salawat Dulang is always updated, the text follows the tastes of the community which is conveyed through radio, television and social media that are currently developing by speakers.

In addition, Ardhian Nurhadi (2020) in his article entitled "Learning Oral Literature with Audiovisual Media as a Means of Developing Language Skills," explained about community leaders who still believe in foklor as one of the cultures of society. Through the digitization of oral literature, language skills can be developed, namely listening, speaking, reading and writing for students in schools. In learning oral literature in schools, podcast media, documentary videos, social media, digital magazines and animated videos are used.

▪ METHOD

This research is a qualitative descriptive research using literature studies as stated by Moleong (2015:6), qualitative research is research that has the intention to understand phenomena or events about what is experienced by the research subject, such as behavior, perception, motivation, action and so on holistically and by describing data with words and language in a natural context. So it can be concluded that qualitative research is research that examines all phenomena that occur and is described through words in an analytical and scientific manner. The main instrument in this study is the researcher himself. In this study, the researcher collected data, selected data, and analyzed the data independently. The data collection method used is the literature method. The purpose of the literature method is that researchers collect the necessary data through recording activities from data regarding the digitization of oral literature and its problems in learning literature in schools.

The subject or target in this study is the digitization of oral literature and its problems in literary learning activities in schools. There are several processes carried out by researchers in this study, including (1) collecting data and (2) analyzing data.

Literature studies from various sources conducted by researchers will be important data in this study.

- **RESULT AND DISCUSSION**

Indonesian Oral Literature

Literature is a compulsory learning in schools in learning Indonesian language and literature. Literature has developed in Indonesia since ancient times. Indonesian literature is all literary creations written in Indonesian, has the spirit of Indonesianness, contains Indonesian culture and aspirations (Mujianto and Amir Fuady, 2014: 23).

One of the oral literature that has developed to this day is folklore. The word folklor comes from a word in English that was later Indonesian, namely the word folk which means a group of people who have physical and cultural identification characteristics that are characteristic of the group. The characteristics in question can be in the form of language, religion, skin color, hair and livelihood. Meanwhile, Lore, means a tradition that is passed down from generation to generation (Pratama, 2020; Utami, 2021). So it can be concluded that folkloric is a hereditary tradition of a group that is not owned by other groups and has its own characteristics.

Types of Indonesian Oral Literature

In Indonesia, the development of literature is divided into three eras, namely old literature, transitional literature and new literature. Old literature includes ancient/ancient literature, Hindu literature and Islamic literature. Transitional literature began from the time of Abdullah bin Abdulkadir Munsyi and new literature began from the establishment of Balai Pustaka until now (Muhri, 2014). In Helmina (2016) there are several types of oral literature that have developed in society, including the following.

Fairy Tale

Fairy tales are works of oral literature that have been present for generations. In KBBI, fairy tales are stories that do not really happen (especially ancient events). Fairy tales are divided into several types judging from their content, including myths (fairy tales containing supernatural creatures and gods), legends (fairy tales about the origin of a region), sage (fairy tales that imply historical elements) and fables (fairy tales about the life of animals) (Rosidah, 2017).

Folk Poetry

Poetry is a variety of literature whose language is bound by rhythm, rhyme, dimension and the arrangement of arrays and stanzas (KBBI). So that folk poetry is a literary work that is born from the culture of the community and develops in society by paying attention to the existing provisions. Folk poetry is divided into several types, including gurindam, pantun, poetry, karmina and others (Panca, 2019). One of the well-known folk poems is pantun. Pantun is an Indonesian (Malay) poem in which each stanza has four lines, rhyming a-b-a-b, the first and second lines are sampiran, and the third and fourth lines are the content. Each line consists of 8-12 syllables (Purwati, 2019: 16).

Puppet Performing Arts

The art of puppet performance is an art that has grown and developed in Java since prehistoric times. Wayang is a remnant of religious ceremonies of the ancient Javanese

who still believe in their ancestors. But currently, puppets are used as entertainment media and educational media for noble values by the community (Awalin, 2018).

Learning Oral Literature in Schools

Literature learning is part of the educational curriculum in Indonesia. Teachers have the responsibility to provide an understanding of Indonesian literature, both oral and written literature. Literature learning in schools does not stand alone, but is integrated with the learning of language skills, including listening skills, speaking skills, reading skills and writing skills (Kusumawati, 2018).

Oral literature in learning at school, in general, is conveyed using the main media and learning resources, namely books. However, with the development of science and technology, oral literature learning can be conveyed through attractive and interesting media, including performance videos and animations. With the existence of video media in oral literature learning, students will understand the essence of oral literature and the content of oral literature itself. In this case, teachers are required to be more creative in presenting and delivering material about oral literature so that the essence of oral literature itself can be understood by students.

Problems of Digitization of Oral Literature in Literature Learning

Digitization of oral literature is the process of composing oral literary works into various forms in digital media. This composition certainly has a purpose, including so that oral literature can be enjoyed by everyone by taking advantage of current technological developments. With the digitization of oral literature, everyone will easily find the oral literature they are looking for. In addition, with the digitization of oral literature, teachers can also use it as a learning medium easily and efficiently.

However, behind the convenience of digital media today, there are problems that occur in the digitization of oral literature, including the loss of oral value contained in oral literature. A mantra will not be a mantra if it is only written in writing without being recited. The kentrung tradition will also not be a traditional performance if the kentrung is written in a text. This certainly has an impact on the distinctive value of oral literature itself (Setyawan, 2017). In learning oral literature at school, the basic value of oral literature that is changed in writing will have an impact on students' understanding of oral literature itself. Students will also find it difficult to understand oral literature if they do not witness it directly.

Another problem that arises related to the digitization of oral literature is the problem in converting oral literature into digital form. As is known, oral literature consists of various elements, including the flexibility of a storyteller. When oral literature is converted into a digital form such as video, the flexibility of a storyteller will be frozen. In addition, the atmosphere of oral literature itself will feel different if it is converted into video form. Like a puppet show. When students watch a puppet show live, the atmosphere they feel will be different from watching a puppet show through a video show. The taste and atmosphere created will be much different. This will also have an effect on literature learning in schools. A teacher who displays oral literature videos will certainly find it difficult to bring a real atmosphere in the puppet show in the classroom.

With the digitization of oral literature, students will feel the authenticity of literature itself (Dwipayana, 2020). However, if the party who changes does not pay attention to the value of the authenticity of oral literature, of course there will be a difference. Oral literature presented in other forms has a different value if not processed properly. If oral

literature is not authentic, then the values conveyed in oral literature will also be captured differently by students. This is also one of the problems of changing oral literature so that the authentic value of oral literature is not lost.

▪ **CONCLUSION**

Oral literature developed in Indonesia through word of mouth from generation to generation. Oral literature is a learning material in literary education in Indonesia. The current development of technology has made oral literature increasingly cultivated through the digital world. However, besides the positive side, the digitization of oral literature also poses problems, including that oral literature that is changed in the form of videos can reduce the value of literature itself. It is likened to a mantra, oral literature that is changed in written form and if it is not recited by a shaman, then the essence of oral literature will be reduced. In addition, oral literature displayed through video, will provide a different atmosphere from the original performance, so students cannot feel the real taste and atmosphere of oral literature itself. Oral literature that is aired in the form of digital media, if not packaged properly, will reduce the authenticity of the literature itself.

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