

Lecturers' and Students' Perceptions of Digital Textbooks for Learning Oral Expression of Indonesian Literature

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Abstract—This study investigates the learning process of literary oral expression among lecturers and students in the Indonesian Language and Literature Education S-1 Study Program at Semarang State University, Sultan Agung University, and Muria Kudus University. This research uses a qualitative approach with descriptive methods. Students' and instructors' opinions of textbooks for studying literary vocal expression serve as the study's data. Respondents are chosen at random based on specific criteria, such as students who have taken or are currently taking the course on literary oral expression and instructors who have taught it. According to the findings of observations and interviews, learning to speak literature has not produced the best learning results. Despite being backed by effective tactics, media, and assessment instruments, there are still basic issues with the teaching and learning resources. Inhibiting issues include restricted teaching resources that do not align with the Course Outcomes (CPMK), particularly when it comes to poetry declamation and storytelling. Additionally, results demonstrated that university textbooks are still printed and lack humanist values that are crucial for students looking to become future Indonesian language instructors. This impacts the students' already poor understanding, ability, and skills in speaking. To encourage students to communicate literature more effectively, it is advised that the textbooks include pertinent humanist values. It is anticipated that this research will improve the quality of education in the field of Indonesian language and literature and help build curricula and instructional materials that are more effective for learning literary oral expression.

Index Terms—literary, oral expression, perceptions, textbooks, humanist values

I. INTRODUCTION

Literature as a form of cultural demonstration from a group of people contains important systems, including power, values, interests, class, economy, and politics (Andrea et al., 2016; Aminah, 2022; Azhirakeisha et al., 2024). Apart from being part of culture, Efendi (2020) states that literature is also inseparable from language because it is a product of writers in a certain era and is exposed to certain cultures that influence the language used. Therefore, literature should always be developed and maintained.

According to Nuryatin (2015), incorporating literature into the classroom—or, more specifically, literary learning—is one strategy to preserve and advance literature. Literature learning is an activity carried out by learners to obtain meaning and knowledge contained in literary works under the direction of teachers or educators (Yunus, 2012; Qomariyah et al., 2019; Draditaswari, 2024). According to Fatoni and Nuryatin (2016), there are three categories of literature learning: a. appreciation; b. oral and written expression; and c. literary reproduction.

Literature learning is a step forward in the development of literature, yet there are still many issues that affect students' learning outcomes (Gasong, 2019; Dhey et al., 2021; Guswita, 2021; Komala, 2025). These issues encompass all aspects of literature learning, including the acquisition of literary expression, particularly in the field of literary oral expression. In fact, literary oral expression is an effective channel that can be utilized as a means of communication and expression through literature (Nuryatin, 2015; Rasmini, 2017; Suparno, 2017; Kusumatuty et al., 2018). In detail, learning oral literary expression includes literary recitation, literary speaking, literary performance, and literary cinematization. Learning oral literary expression has great potential to channel humanist values through learning literary speaking, such as poetry declamation and storytelling. Associated with this potential, learning to speak literature should be a strategic effort to teach oral expression through literary works while developing language skills holistically.

The process of learning literary oral expression must be supported by relevant learning components, both in terms of learning strategies, media, teaching materials, and learning evaluation (Huang et al., 2012; Gusman et al., 2021;

Kusumayuni & Agung, 2021). However, based on the results of observations and interviews with lecturers teaching literary speaking learning courses and students of the Indonesian Language Education S-1 Study Program at Semarang State University, Sultan Agung University, Muria Kudus University, and Pekalongan University, data were obtained indicating that learning to speak literature has not achieved optimal learning outcomes, even though in learning practices it has been supported by adequate strategies, media, and evaluation tools. After a deeper examination, it turns out that one of the triggers of problems in the practice of learning to speak literature is that the learning resources/teaching materials used do not support the CPMK, especially in the materials of poetry declamation and storytelling.

The limited teaching materials are caused by the unavailability of textbooks in each university, and some lecturers still use reference books that are incomplete or were published long ago. Furthermore, the contents are difficult to understand and are not in accordance with the CPMK course outcomes. In addition, the teaching materials used are still in printed form, so they do not support the acceleration of the current digital era. Two of the four universities still use books that do not contain humanist values that are very urgent and needed by students as prospective Indonesian language teachers. The situations and conditions found in each college have an impact on students' understanding, ability, and skills in speaking literature, which are less than optimal.

Increasingly, there are problems related to the existence of textbooks or reference books that support the learning process of literature. Reference books on important literature learning topics, such as declamation and storytelling, are not yet available at each of the universities reviewed. As a result, students have not been able to declaim poems or tell stories well. Based on the results of observations and interviews, students are still not fully confident, express themselves well, and reach the minimum standard of ability in speaking literature. This can be seen from the acquisition of learning scores, most of which are not optimal. The students' ability to speak literature is still very minimal, which has an impact on the decline in interest in reading and writing in various media. Furthermore, the problem is exacerbated by the limited performance of lecturers. The limited time to teach and understand students creates a biased possibility to improve the quality and knowledge related to oral literature learning.

Due to the problems that arise in literature learning, one of the components that can be updated is teaching materials as a measure of learning success. Teaching materials for literature learning are a special component that must be followed up with intensive research. The complexity of the problems that exist in the learning of literature, ranging from the low ability of students or literary learners, the non-optimality of learning outcomes, the lack of teaching materials, and the lack of interest in literacy, which has an impact on the formation of character and humanist values in prospective educators, is a scourge that must be overcome with concrete and effective breakthroughs to deal with literary learning problems as a whole. However, before initiating further novelty, this research will examine the need for the development of literary teaching materials, especially regarding the learning of literary oral expression based on the perceptions of lecturers and students towards teaching materials. The teaching materials examined in this study are digital textbooks. Digital textbooks can be interpreted as learning components that can help learners to learn independently, explore understanding, and improve skills (Larasati, 2016; Kusumatuty et al., 2018; Suwartini, 2018; Pinis & Darmayanti, 2019).

Based on the description of the problems that have been described, the problem formulations in this study include (1). How do students and lecturers perceive digital textbooks for learning literary oral expression? (2). How do students and lecturers perceive the need for textbooks for learning literary oral expression? and (3). How do students and lecturers perceive textbooks for learning literary oral expression with humanist values? The objectives in this study are (1). to describe the perceptions of students and lecturers towards digital textbooks for learning literary oral expression, (2). to describe the perceptions of students and lecturers towards the needs of textbooks for learning literary oral expression, and (3). to describe the perceptions of students and lecturers towards textbooks for learning literary oral expression with humanist values.

Etymologically, perception means receiving or taking. In a narrow sense, perception can be interpreted as a pattern of human vision of something. Then, in a broader sense, perception can be interpreted as a person's way of seeing or interpreting something (Larasati, 2016; Visnhu & Pratama, 2022; Wijayanti et al., 2025). In addition, perception can be interpreted as a process carried out to remember or identify something after the person sees or appreciates and interprets an object.

Several studies related to the perspectives of students and lecturers toward learning literary oral expression and digital textbooks have been conducted, including those by Dhey et al. (2021) and Gusman et al. (2021). Additionally, research related to teaching materials for literature learning conducted by Dhey et al. (2021) titled "Development of Multilingual Teaching Materials Based on Content and Context of Ngada Ethnic Local Culture on the Theme of Clean and Healthy Living for Grade 2 Elementary School Students." The study emphasized the discussion related to the development of multilingual teaching materials by integrating Indonesian as the national language, Bajawa as a regional language that serves to support and embody local wisdom, and English as an international language, with the content and context of Ngada ethnic local culture. Second, studies related to digital teaching books were researched by Gusman et al. (2021). The research is titled "Flipbook-Based Poetry Writing Digital Teaching Materials in Elementary Schools." The development of teaching materials conducted by Gusman et al. (2021) was conducted to facilitate learning to write

poetry in grade IV elementary schools. Digital literacy skills are expected to support other learning processes so that students can gain knowledge and insight from digital information.

II. RESEARCH METHODS

A. Research Approach

This study applied a qualitative research approach with descriptive methods. The method's application was based on research that studied the perceptions of students and lecturers toward textbooks for learning literary oral expression with humanist principles. To describe the research problems, the following stages of problem solving, shown below, were applied.

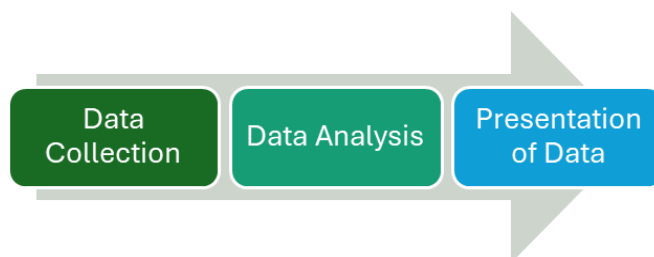


Figure 1. Research Stages Based on Sudaryanto (1993)

B. Research Data

The research data in this study are descriptions of the perceptions of lecturers and students toward textbooks for learning literary oral expression with humanist values. The perspectives of lecturers and students regarding digital textbooks for learning literary oral expression, the need for textbooks for learning literary oral expression, and textbooks with humanist principles will all be investigated.

C. Data Source

The data sources of this research are lecturers and students of the S-1 Indonesian Language and Literature Education Study Program at Semarang State University, Sultan Agung University, and Muria Kudus University. Respondents were randomly selected by considering the following criteria: (a). for students: have participated in learning literary oral expression or are actively participating in learning literary oral expression, and (b). for lecturers: have taught literary oral expression courses or are actively teaching literary oral expression.

D. Data Collection Techniques

Data collection was conducted by distributing questionnaires and in-depth interviews to lecturers and student representatives. Then, to meet the criteria of data validity, researchers used content validity criteria, namely the fulfillment of validity aspects, by compiling statement items based on research issues and indicators that had been found through previous observations, so that the statements in the questionnaire were in accordance with the substance of the problem under study. The data from the lecturers were taken through direct interviews. Next, quantitative data was analyzed using the percentage descriptive technique. The qualitative data were analyzed with data reduction, data display, and data verification steps to obtain conclusions.

III. RESULTS AND DISCUSSION

A. Research Results

(a). Lecturers' Perceptions of Digital Textbooks for Learning Literary Oral Expression

Lecturers' perceptions of digital textbooks for learning literary oral expression were obtained from interview activities and the results of filling out questionnaire data from three lecturers from three sample universities, namely Semarang State University (UNNES), Sultan Agung Islamic University (UNISSULA), and Muria Kudus University (UMK). Through interviews and questionnaires, it can be seen that the availability and condition of teaching materials for learning literary oral expression, the books/resources used in the learning process, the form of books/resources used, the content contained in the books/resources used, the presentation of material in the books/resources used, the language used in the books/resources used, and the graphics in the books/resources used have not supported the learning of literary oral expression.

Concerning learning resources, 50% of lecturers stated that the learning resources used have not provided convenience in learning literary oral expression. In lecture practice, lecturers only use textbooks prepared by universities and printed or electronic reference books.

Furthermore, regarding the presentation of teaching materials, lecturers are also not satisfied with the presentation of teaching materials used in learning literary oral expression. All lecturers from the three sample universities stated that teaching materials for literary oral expression should contain material that includes the definition of learning literary oral expression, context, types, and practices of literary oral expression, and their examples. Then, all lecturers also stated that the content in the textbook should contain collaborative content supported by relevant discussion objects, along with a review of the humanist values contained in the material.

Next, concerning the linguistic aspects of coursebooks, all lecturers argued that the language used in the preparation of coursebooks should be communicative and the diction should be in accordance with the learning of literary oral expression so that it is easy to understand.

Finally, concerning the graphics of the coursebooks for learning literary oral expression, all lecturers were of the view that the coursebooks should be presented with the appropriate font type and size, have relevant covers, and contain content and illustrations that support the process of learner understanding in learning literary oral expression.

(b). Students' Perceptions of Digital Textbooks for Learning Literary Oral Expression

Students' perceptions of digital textbooks for learning literary oral expression were reviewed based on the results of filling out a questionnaire by 120 student representatives from three sample universities, namely Semarang State University (UNNES), Sultan Agung Islamic University (UNISSULA), and Muria Kudus University (UMK). Based on the results of the questionnaire, researchers know how the content/material of teaching materials, material presentation, language presentation, and graphics are expected by students in terms of learning literary oral expression.

Based on the questionnaire results, the researcher can conclude that all students who became the research sample had taken the learning of literary oral expression, so they already had an idea of the teaching book they wanted by comparing it with existing teaching books. Judging from the questionnaire results, 50% of students still use textbooks prepared by lecturers, and the other 50% have used additional references from print and electronic media. Concerning the description of the material in the textbook, 100% of students stated that they had not felt enough in-depth material because the material presented was incomplete, lacked motivation, and triggered cognitive aspects of learning.

Next, when it comes to the presentation of material, students also said that they were not satisfied with the presentation of existing material. Moreover, 100% of students stated that the textbooks for learning literary oral expression should contain complete and comprehensible learning material, with the inclusion of collaborative content that supports the material and humanist values in it.

Regarding the presentation of language, 100% of students stated that the language used in the textbook for learning literary expression should use language rules that are in accordance with EYD and communicative to facilitate the process of understanding the material. In addition, the choice of words, or diction, must also adjust the level of student reasoning.

Finally, concerning the presentation of graphics, students argue that the graphic presentation of textbooks should be adjusted to the interests of students, apart from adjustments to the content of learning materials for literary oral expression. The alignment of learning materials' content with graphic elements serves as a benchmark for how attractive students find coursebooks.

B. Discussion

Depending on the results of interviews and filling out questionnaires by lecturers and students, it was revealed that there is no adequate coursebook to be utilized in learning literary oral expression, especially in digital form, that meets all the expectations of both lecturers and students for proper coursebooks. Therefore, in developing coursebooks, the authors need to pay attention to the perceptive matters from lecturers and students so that the coursebooks developed can have a significant impact on the learning of literary oral expression.

In addition, based on the results of interviews and questionnaires, it was also revealed that the contents of existing textbooks used in three universities have not fulfilled humanist values, which are very urgent to be applied in literary expression learning materials. Humanist values should be included in the learning materials for literary oral expression because they can influence the development and strengthening of the character of Indonesian Language and Literature Education students who are future educators. The textbooks that are prepared should contain humanist values that appear in literary works so that they can inspire students to express literature orally by considering relevant humanist values (Qomariyah et al., 2019; Yohannes et al., 2023).

Regarding the availability of learning resources, both lecturers and students are of the view that textbooks are an important component in learning that must be adjusted to the CPMK, in this case, the CPMK for Learning Oral Expression of Literature. Through textbooks for learning oral expression of literature, students can gain in-depth knowledge by studying literature and the values contained in it. Furthermore, based on the results of interviews and questionnaires, it can be seen that the number of textbooks for learning literary oral expression is not sufficient, both in printed and electronic form. In fact, the availability of appropriate textbooks in the library is very helpful for students to understand learning materials. Concerning this question, learning resources for literary oral expression that contain humanist values need to be provided optimally to support the process and results of learning literary oral expression.

Relating to the perceptions of lecturers and students regarding teaching books for learning literary oral expression, it can be concluded that the preparation of teaching books should apply development principles that pay attention to

substantive and display aspects. Teaching materials for literary oral expression with humanist values are developed based on the principles of teaching material development. The principles of teaching material development include substantive and display aspects. Substantive aspects consist of (1). the principle of relevance, (2). the principle of consistency, (3). the principle of sufficiency, (4). the principle of flexibility, and (5). the principle of efficiency. The display aspect consists of (1). the principle of contiguity, (2). signaling, and (3). redundancy.

The principle of relevance, or linkage, means that the material developed in the textbook is material that is relevant to the achievement of the CPMK. The principle of consistency, or constancy, means that coursebooks should be prepared with the number of achievements that students must reach. If students must accomplish four achievements, then what is described in the coursebook should also be four, and so on. The principle of adequacy means that coursebooks must contain sufficient and proportional material to help students master the material being taught. The principle of flexibility means that the textbooks developed should have flexible properties and can be accessed anywhere and anytime, for example, such as digital textbooks that adjust to technological developments. The principle of efficiency means that coursebooks need to be developed by paying attention to the comparison between energy, time, and costs incurred so that the preparation of coursebooks remains consistent and stable.

The principle of contiguity means that the collaboration of textual content, images, audio, and audio-visual content contained in the book presentation should be presented simultaneously and describe the material, concrete examples, and explicit humanist values. The principle of signaling means that coursebooks need to include marking or material identity so that students can more easily understand the context and discussion of the material in the coursebooks. The principle of redundancy means that coursebooks need to be developed using sufficient, and not excessive, elements, and according to their functions.

IV. CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the results of the research and discussion that has been described, it can be concluded that first, lecturers and students perceive that textbooks for learning oral expression of literature are not adequate and have not had a significant impact on student learning outcomes. Second, lecturers and students perceive that textbooks for learning oral expression of literature have not included humanist values, which absolutely must be developed among Indonesian Language and Literature Education students as prospective educators. Finally, lecturers and students perceive that textbooks used as teaching materials should have easy access and pay attention to substantive aspects such as linguistic and graphical aspects.

B. Suggestions

Based on the research results that have been described, the researchers suggest that first, the developed coursebooks need to contain relevant material, examples, and humanist values. Second, coursebooks need to be prepared by paying attention to related CPMK, in this case learning literary oral expression. Finally, coursebooks need to present language and graphics that are not only part of the aesthetics of the book but also an issue that has an impact on the learning process of students.

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