

DIGITIZING LITERATURE TEACHING MATERIALS THROUGH THE ANYFLIP APPLICATION¹

DIGITALIZANDO MATERIAIS DIDÁTICOS DE LITERATURA ATRAVÉS DO APLICATIVO ANYFLIP

Tuan Rusmawati Raja Hassan

ORCID 0000-0002-2324-7909

Lecturer, Faculty of Language Studies and Human Development
Universiti Malaysia Kelantan, Malaysia
rusmawati.rh@umk.edu.my

Abdul Halim Ali

ORCID 0000-0002-5198-1051

Professor, Faculty of Languages and Communication
Universiti Pendidikan Sultan Idris, Malaysia
halim.ali@fbk.upsi.edu.my

Mohd Faradi Mohamed Ghazali

ORCID 0000-0002-0421-0772

Senior Lecturer, Faculty of Languages and Communication
Universiti Sultan Zainal Abidin, Malaysia
faradighazali@unisza.edu.my

Nor Hasimah Ismail

ORCID 0000-0002-2311-580X

Associate Professor, School of Education, Collage of Art and Science
Universiti Utara Malaysia, Malaysia
nhsimah@uum.edu.my

Mohd Saipuddin Suliman

ORCID 0009-0004-6851-3942

Senior Lecturer, Faculty of Creative Technology and Heritage
Universiti Malaysia Kelantan, Malaysia.
saipuddin.s@umk.edu.my

Mohd Firdaus Che Yaacob

ORCID 0009-0002-3730-6428

Senior Lecturer, Faculty of Creative Technology and Heritage
Universiti Malaysia Kelantan, Malaysia.
firdaus.cy@umk.edu.my

Abstract. Literature is considered a refined and aesthetic literary art (Ali Ahmad, 1994). However, it can be understood that Malay literature is a reflection of society. Literature is also seen as a medium utilized by authors to convey ideologies, experiences, thoughts, and knowledge in a concrete form. Literary works function as education, teaching, and aesthetic satisfaction. Therefore, literary works are crucial to be highlighted as primary reading materials because they are rich in knowledge. Works produced by National Laureates, for example, have significant meanings that need interpretation. Indirectly, they are important in shaping the character of society. On the other hand, literature seems to be marginalized and looked down upon. Literary works are often considered boring, lacking commercial value, and using language that is difficult to understand. The lack of teaching aids is also criticized as one of the factors making it difficult for students to review in a more systematic way. This study was conducted to change the public perception of literature and make literature learning more accessible, easier, and less boring. The study explores learning innovation through the AnyFlip digital book. It focused on award-winning short stories by National Laureates, including "Angin Timur Laut" (1969) by S.Othman Kelantan, "Gunung" (1988) by Shahnnon Ahmad, "Perjalanan Terakhir" (1971) by Anwar Ridhwan, and "Darah dan Airmata" (1984) by Keris Mas. A quantitative method, using a survey instrument in Google Forms, was conducted on 26 part time students of JMK221, Modern Malay Fiction at the School of Distance Education, Universiti Sains Malaysia. The study was analyzed using the Statistical Package for Social Sciences (SPSS) system. The study found that digital short stories had a positive impact on students. This acceptance proves that literary materials should be updated to attract the interest of students, particularly Generation Z, and that literary knowledge can be delivered more efficiently and interactively.

Keywords: Short Story, National Laureate, Innovation, AnyFlip Digital Book, Generation Z

Resumo. A literatura é considerada uma arte literária refinada e estética (Ali Ahmad, 1994). No entanto, pode-se entender que a literatura malaia é um reflexo da sociedade. A literatura também é vista como um meio utilizado pelos autores para transmitir ideologias, experiências, pensamentos e conhecimentos de forma concreta. As obras literárias funcionam como educação, ensino e satisfação estética. Portanto, as obras literárias são cruciais para serem destacadas como materiais de leitura primários porque são ricas em conhecimento. As obras produzidas

¹ This paper/article is supported by the UMK Fundamental Research Grant (UMK FUND), research code R/FUND/A0400/01972A/001/2022/01113.



pelos Laureados Nacionais, por exemplo, possuem significados significativos que precisam ser interpretados. Indiretamente, são importantes na formação do caráter da sociedade. Por outro lado, a literatura parece ser marginalizada e menosprezada. As obras literárias são frequentemente consideradas entediantes, sem valor comercial e utilizando uma linguagem difícil de entender. A falta de recursos didáticos também é criticada como um dos fatores que dificultam a revisão dos alunos de forma mais sistemática. Este estudo foi realizado para mudar a percepção pública sobre a literatura e tornar o aprendizado da literatura mais acessível, mais fácil e menos entediante. O estudo explora a inovação no aprendizado através do livro digital AnyFlip. Focou-se em contos premiados por Laureados Nacionais, incluindo "Angin Timur Laut" (1969) de S. Othman Kelantan, "Gunung" (1988) de Shahnnon Ahmad, "Perjalanan Terakhir" (1971) de Anwar Ridhwan e "Darah dan Airmata" (1984) de Keris Mas. Um método quantitativo, usando um instrumento de pesquisa no Google Forms, foi conduzido com 26 alunos de JMK221, Ficção Malaia Moderna na Escola de Educação a Distância da Universiti Sains Malaysia. L'étude a été analysée à l'aide du système Statistical Package for Social Sciences (SPSS). O estudo encontrou que os contos digitais tiveram um impacto positivo nos alunos. Esta aceitação prova que os materiais literários devem ser atualizados para atrair o interesse dos alunos, especialmente da Geração Z, e que o conhecimento literário pode ser transmitido de forma mais eficiente e interativa.

Palavras-chave: Conto, Laureado Nacional, Inovação, Livro Digital AnyFlip, Geração Z

1. INTRODUCTION

Literature refers to the artistic expression conveyed through language. It is a beautiful form of communication, whether written or oral. Literature is categorized into two forms: traditional and modern. It cannot be separated from our daily lives. The diverse environment and complex lifestyles make the process of authoring easier. Authors filter issues that occur in reality and pour them back into creative works with a blend of imagination and individual creativity. However, the scope of a work also plays a role in controlling the development of themes, characters, and plots. For example, a short story, or "cerpen," has a much smaller capacity compared to a novel. According to Arena Wati (1995), this limitation creates a narrative that is more concise and direct in achieving its purpose.

From another perspective, literary works are often considered as reading materials that are less popular and struggle to find a place in the hearts of the public. Additionally, the lack of practice in reading scholarly books among the community also contributes to the marginalization of literary works. Yet, literary works, whether traditional or modern, are laden with teaching elements and values that can be lessons towards the formation of society's character. There are opinions that the real challenge with literary and non-literary reading materials is the attitude of society, which does not enjoy reading (Nas Norziela Nabah, 2022). Among the reasons often cited by the public, particularly students, are that literary works lack commercial value, use language that is difficult to understand, and are boring. The shortage of teaching aids has been identified as one of the factors making it difficult for students to review systematically. Students also tend to be more interested students tend to pursue science fields which are perceived to offer more secure future prospects upon entering the workplace.

Positive perceptions and examples of successful foreign writers such as William Shakespeare and Ernest Hemingway need to be highlighted to students who show interest in learning and literary writing from early school years. In the Malaysian context, students need to be exposed to the works of National Laureates that contain high aesthetic values in an interesting and entertaining form.

In line with current developments, literary works should move in the same direction by being presented on digital platforms to ensure their freshness, especially among the younger generation. The application of science and technology in education should not be limited to subjects like Mathematics, Science, Malay Language, and English, while literature is sidelined. Literature should rise as a field capable of competing with other areas of knowledge and remain relevant in the current context. Today's education system should be digitized in line with the development of communication technology, especially given the current situation of the Covid-19 pandemic. In fact, this issue was once addressed by former Prime Minister, Tan Sri



Muhyiddin Yassin, who stated that the digitalization of education should be expedited (Norazah Nordin, 2021).

Technological advancements in line with the Fourth Industrial Revolution (IR 4.0) are bringing rapid transformation across various fields, including education in Malaysia. According to Schwab (2016), IR 4.0, through the use of digital tools, digitized products, and all related digitalization processes, is a continuation of the third-stage revolution. In 2013, the Ministry of Education Malaysia outlined the maximization of ICT usage to enhance the quality of education in Malaysia through the Malaysian Education Development Plan (PPPM 2013-2025). According to Ahmad Fakrudin, Wan Norina, and Nor Khayati (2019), the technology applied in the teaching and learning process marks a new shift in educators' pedagogical delivery techniques. In the IR 4.0 era, the teaching and learning methods should focus on concepts like lecture-free learning, assessment without exams, and knowledge without boundaries, making education more interactive and effective (Nor Azma, 2018).

History has shown that industrialization and technological development have the power to transform societies. Technological advancements, especially the evolution of the Internet, have challenged traditional educational concepts and theories, such as the classroom concept and teaching and learning methods (Hunt 2004; Resnick & Wirth 1996). As a result, the challenges in the world of education to explore and apply information and communication technology (ICT) through effective approaches have led educators and students to recognize and subsequently practice it according to the suitability of their respective fields. This technology also changes the perceptions of the involved generation and the nature of social relationships; when software programs are enhanced, they actually increase interactivity, communication, adaptability, sharing, and enrich learning experiences (Zoraini, 2008). Technology has the potential to create a new global society that interacts and empowers itself not only as a communication tool but also as an educational tool. Furthermore, widespread sharing can encourage individuals to share various knowledge resources across the world.

The majority of recent students studying Malay Literature are from Generation Z. According to Tapscott (2008), Generation Z refers to those born between 1998 and 2009. Generation Z is a technology-driven generation. They have started surfing the internet and web from a young age, even before they could speak. Generation Z has been guided and encouraged by their parents to use social media from an early age. In other words, Generation Z grew up in a world where everything is connected through technology. As a result, this habit has continued into adulthood, where Generation Z is found to spend more time surfing the internet and social media than reading books. Due to the variety of entertainment options available on modern gadgets, the priority for reading has somewhat diminished, even though reading materials are also easily accessible online. Quoting Mohamed Amin Embi (2016), there are six characteristics of Generation Z, including their inclination towards money, global-mindedness in communication, proficiency in technology applications, the uniqueness that technology brings to their learning process, capability in handling multiple tasks, and a preference for visual learning.

In general, there are 20 public institutions of higher education (IPTA) and 469 private institutions of higher education (IPTS), including colleges, branch campuses, university colleges, and universities. Some of these institutions also offer study programs for working individuals, with the education process provided on a part-time basis. Found that, part time students pursuing a Bachelor's degree in Malay Literature at School of Distance Education, Universiti Sains Malaysia are mostly mature individuals who are already working. Balancing time between career, family, social activities, and learning is a major challenge faced by part-time students. The busyness with office work, assignments given by lecturers, managing the family, and household chores can have negative effects and disrupt their focus on learning. Additionally, the lack of time to obtain reference books and conduct revisions at home adds to

the challenge. With the digitalization of literary teaching materials, it simultaneously makes things easier for both students and lecturers.

On the other hand, students' communication heavily involves social media, and they possess various technological skills for such purposes. Proficiency in the latest technology is also evident in the learning process they undergo. Therefore, through this technology, they can engage in multiple activities simultaneously. Their familiarity with technology, primarily involving visual relationships, makes them adaptable to anything, including learning techniques that optimize 38.5% visual perception. As a result of these characteristics, the undeniable demand is their acceptance of the teaching methods presented. Therefore, the chosen teaching methods must consider these proposed characteristics. This discussion focuses on methods that are seen to empower stimulation in teaching Malay Literature, especially among students. The methods should consider the strong connection Gen Z has with technology and leverage what is inherent in the Malay Literature subject itself.

Embracing this transition, Anwar Ridhwan (2021) stated that literary works would become more appealing if they were enhanced with audio and visual elements. Rebranding is essential due to the dynamic nature of the economy, institutions, social contexts, markets, and technology. Additionally, there's a decline in the reception of printed materials such as books, newspapers, and journals. Although a segment of the audience still firmly adheres to printed publications, a transformation is necessary to emerge from the "eclipse era." The change in times, surrounded by technology, suggests that materials considered "traditional" might either be phased out or transitioned into a new phase. In the world of the Fourth Industrial Revolution (IR 4.0), marked by rapid technological advancements including artificial intelligence, media applications, and robotics, the digitization of literature teaching materials (e-books) is deemed necessary in an effort to empower the field of literature so it can compete with other disciplines both locally and globally.

In addition to electronic books (e-books), the digitalization of literature is also increasingly gaining popularity in Malaysian society. This method began quite early, since the advent of the internet communication system in 1962 (Irwan Abu Bakar, 2016). Personal computers were marketed thirteen years later to facilitate human activities like writing and printing. In 1985, the modern internet system was established, leading to the creation of a communication medium known as "cyberspace" (Chew Fong Peng, 2007). The literary world also began to emerge with what is called cyber literature. The production of literary works on the internet became active since the early 2000s. Various websites were created, serving as platforms for publishing works. Many of these creators are not known in the real world but have a large following in the virtual realm (Johan Jaafar, 2004). The term e-literature is used to describe cyber literature. The appearance of literary materials in digital form, presented through various media (text, audio, visual, image, audio-visual), whether on official websites, blogs, social media, podcasts, etc., marks a significant shift in the way literature is consumed and distributed.

In efforts to ensure the growth of the literary audience, writers and publishers must emerge with high-quality digital literary works, while maintaining the elements of epistemology, pedagogy, aesthetics, and ethics in their creations. This approach aids in more effective message delivery. One of the advantages of digitalizing literature is its universal nature. Its works can be accessed by everyone without restrictions. The more access a work receives, the more global it becomes. Digitalization of literature demonstrates a clear impact on the creative industry, indirectly extending the lifespan of a work. It can be said that the collaboration between literature, technology, and the creative industry is undeniably relevant. These three entities are mutually dependent on each other in adapting to human social changes.

2. OBJECTIVES

The objectives of this study are to:

- i. Identify students' perceptions of literature in digital form.
- ii. Identify the effectiveness of using digital short stories.
- iii. Analyze students' perceptions and the level of effectiveness of using digital short stories in the teaching and learning methods of the subject Modern Malay Fiction.

3. LITERATURE REVIEW

The use of technology in education needs to be enhanced, especially in delivering information in the current learning system to students at public universities by educators. Such a need is crucial to align with the advancements of the current era, namely the digital era, where students tend to think more creatively and innovatively. The use of technology in learning can also improve students' work, resulting in high-quality and innovative outcomes. According to Kern (2006), technology serves as an intermediary between teachers and students. This media technology acts as a medium for conveying information, making it an effective teaching aid for lecturers at public universities to improve the quality of learning and student performance. Kop's (2011) study explains that one of the greatest contributions of internet technology to education is the dissemination of learning content without boundaries.

The use of social media is not only important in keeping pace with the digital world but also makes the learning process more engaging and productive. According to a study by Kaplan & Haenlein (2010), social media is defined as a group of internet applications built on the ideology and technology of Web 2.0, allowing the creation and sharing of user-generated content. It is clear that the use of Facebook as social media, initially meant for getting acquainted and communicating, has evolved into a tool for education. Facebook is the most popular social media platform among students and the public. It can serve as a platform for lecturers and students to enhance a more friendly and open learning process (Ellison, 2008). Through Facebook, lecturers and students can access information more easily and quickly, especially information related to current issues, education, and learning. Additionally, students can share academic materials such as journals, articles, and scholarly reading materials with peers and lecturers. Rahimi & Zawawi (2005) in their study indicate that this method can indirectly improve the teaching and learning system toward better quality by facilitating effective information delivery.

E-learning is a teaching and learning method that uses technology to help educators and students improve the level of education, particularly in public universities. E-learning is conducted using personal computers and internet networks. The availability of the internet is crucial for the implementation of e-learning, making it easier for educators and students to interact online or share information widely. Rader & Wilhelm (2001) state that this method allows students to obtain the required information in teaching and learning more systematically. E-learning platforms like Ifolio aim to enhance the efficiency of the teaching and learning process by enabling the storage and sharing of information that can be delivered to all users simultaneously. This method also focuses on a broader perspective compared to traditional teaching and learning methods.

Streaming video is another tool that uses technology to obtain information in video format. It is widely used in the education system and is considered a creative alternative to creating a more engaging and effective teaching and learning environment. According to Allison Littlejohn (2003), the use of streaming video in teaching and learning processes offers many benefits because it promotes active, collaborative engagement and interaction between lecturers and students. This method not only reduces the burden on educators but also helps them plan teaching materials more easily and efficiently. According to Weiser (2002), this

teaching and learning process can be conducted by delivering content more clearly and engagingly through video presentations.

Web-based teaching and learning is another medium that can enhance student learning and streamline the teaching process, especially for lecturers at public universities. This web-based learning method can help students complete assigned tasks more efficiently. According to Will Richardson (2010), web-based online teaching and learning methods will make students more positive and capable of learning information literacy skills using the internet. The use of online web-based media technology not only benefits the teaching and learning process but also fosters good social relationships between students and educators. Abdul Hadi (2016) states that the use of online web-based media technology positively impacts the teaching and learning process and student performance because these internet-based web technologies support teaching and learning in public universities and the implementation of a more effective national education system.

M-Learning, or mobile learning, is a method that facilitates learning at flexible times and places. This method is a new concept that has been expanded in the teaching and learning process, initially starting from the concept of e-learning. The M-Learning process is very easy to apply as it can be done anywhere, not limited to a specific location. According to Sharples (2000), M-Learning technology can connect lecturers and students in real-time or virtually to engage in the teaching and learning process, supporting lifelong learning. M-Learning is very convenient to use via accessible gadgets, especially mobile phones, which have become essential for students, helping them use M-Learning in their studies.

YouTube is one of the most popular media technologies among society today, especially among the younger generation. Tan & Carol (2013) say that YouTube is no longer just for personal or commercial videos, but is also used as a teaching and learning medium. According to Mohamed (2011), YouTube can be linked with other web-based applications like blogs and wikis, indirectly enhancing learning effectiveness by providing quick access to information. Learning through YouTube helps students understand information more easily, as there are many examples that help them master the material. Duffy (2008) states that YouTube provides highly effective educational information for the teaching and learning process. Using media technology like YouTube can enhance a more creative and enjoyable learning environment, and this use should be seen as an opportunity to improve the quality of national education.

It can be said that various modern methods are used in the learning process. These methods serve as effective mediums for delivering knowledge and accessing information without limits. In the context of teaching aids, the use of Anyflip is seen as highly relevant and helpful for literature students (part-time) to easily access interactive reading materials (short stories by National Laureates).

4. METHODOLOGY

This study employs a static data analysis approach because it is objective and more result-oriented. Consequently, this study adopts a quantitative method, analyzing survey forms in Google Forms targeting 26 part time students of JMK221, Modern Malay Fiction at the School of Distance Education, Universiti Sains Malaysia. The findings will be analyzed to test the effectiveness and acceptance of the AnyFlip application in the production of digital short stories by National Writers, namely “Angin Timur Laut” (1969), “Gunung” (1988), “Perjalanan Terakhir” (1971), and “Darah dan Air Mata” (1947) as teaching materials in the classroom.

5. RESULTS

This section explain the findings obtained based on the feedback from respondents, which have been analyzed using the Statistical Package for Social Sciences (SPSS) system with descriptive explanations to present frequencies, percentages, and means for each section in every instrument to obtain feedback results. The analysis results obtained will be presented in the form of tables, graphs, and pie charts. The study findings based on respondent feedback in this section are to analyze students' perceptions of digital literature and the effectiveness of digital short stories on students.

5.1. Identifying Students' Perceptions of Digital Literature

In this section, the study present seven questionnaire items on a 5-point scale ranging from strongly disagree, disagree, somewhat disagree, agree to strongly agree to the respondents involved. The seven questionnaire items presented are related to the perceptions of Universiti Sains Malaysia (USM) students towards the digitization of literature teaching materials using the AnyFlip application. The findings of this study will be presented as outlined in the table below:

Table 1. Students' Perception of Digital Literature.

No	Item	Scale					Min
		1	2	3	4	5	
1.	The utilization of digital literature is perceived to stem from demographic changes in the country closely related to the audience, government policies, new technologies, and economic factors.				42.3%	57.7%	4.58
2.	Literature teaching materials in digital form are an essential mechanism in helping to preserve and develop literature knowledge more effectively.			3.8%	26.9%	69.2%	4.65
3.	The trend of producing works in digital form is a healthy development in the field of Malay literature.			3.8%	42.3%	53.8%	4.50
4.	Digitizing short stories using applications like AnyFlip is perceived to diversify the methods of teaching and learning literature.			7.7%	30.8%	61.5%	4.54
5.	Literature in digital form can be a platform for writers to create, promote, and sell their works.				30.8%	69.2%	4.69
6.	Digital literature will not hinder the production of book publishing companies.	3.8%	3.8%	19.2%	34.6%	38.5%	4.00
7.	The fast and easy publishing process causes digital literary works to be not guaranteed in terms of quality, copyright, and aesthetics.	3.8%	7.7%	15.4%	34.6%		3.96

The table above shows the results of the analysis of students' perceptions of digital literature using the AnyFlip application. Based on observations in Table 1, the study found that most respondents agreed, providing a positive perception of the production of digital literary

works. However, for other items in this section, namely items 6 and 7, respondents gave varied responses across all scales. This indicates that some respondents were slightly confused and unable to understand the requirements of the questions and the topic well.

The Utilization of Digital Literature is Perceived to Stem from Demographic Changes in the Country Closely Related to the Audience, Government Policies, New Technologies, and Economic Factors

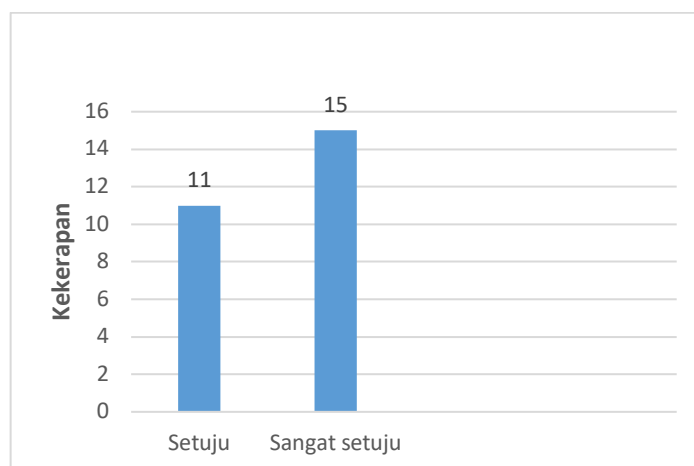


Chart 1. Utilization of Digital Literature.

The chart above illustrates the responses of respondents to question item 1. Based on Diagram 1.2, it shows that 15 individuals, equivalent to 57.7%, indicated a scale of five, signifying strongly agree, while 11 individuals, accounting for 42.3%, indicated a scale of four, signifying agree. Overall, the minimum score for question item 1 is at a high level, ranging between 4.01 to 5.00. This indicates unanimous agreement among all respondents that the utilization of digital literature is influenced by demographic changes in the country, which is closely related to the audience, government policies, new technologies, and economic factors.

In the current context, the education sector in the country is experiencing a transition over time. It is said that technology has undergone rapid transformation, leading to a new shift, particularly in the education system. This is clearly evident in the development of education, which now emphasizes cultural and technological proficiency among students in the field of Information and Communication Technology (ICT). Furthermore, the use of ICT in teaching and facilitation sessions has become a norm in the education system of this era.

Teaching Materials for Literature in Digital Form are an Important Mechanism in Effectively Preserving and Expanding Knowledge in Literature.

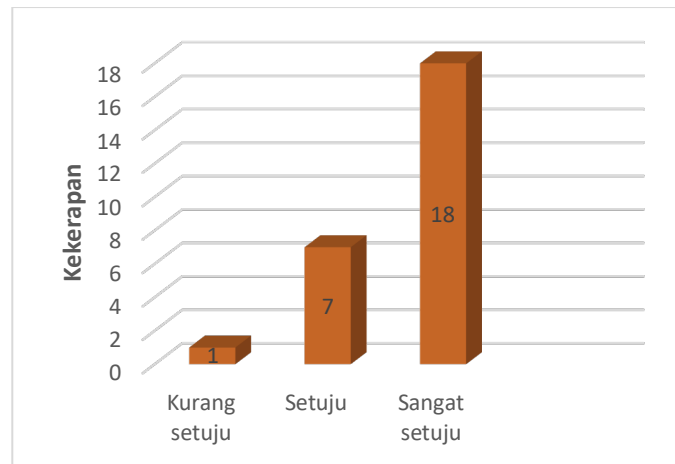


Chart 2. Teaching Materials for Literature in Digital Form.

This chart presents the respondents' feedback to question 2. The analysis of Chart 2 indicates that a majority of the respondents, totaling 18 individuals (69.2%), strongly agree with the statement, while 7 respondents (26.9%) agree. The mean score for this question falls within the high range of 4.01 to 5.00. Found that, many respondents agree and have a positive perception that digital literature serves as an effective tool for expanding knowledge in literature for students. The development of literature knowledge through the digitization of teaching materials is seen as appropriate in line with current technological advancements.

Undoubtedly, the use of technology for online learning is increasingly gaining prominence, especially in the field of education. This can create diversity in the teaching and learning process. Therefore, Information Technology should be utilized effectively to enhance traditional teaching by integrating technology into the teaching and learning process. This will have a positive impact on students, allowing them to explore learning independently. However, if an educator has minimal technological skills, it can be quite challenging for them to use applications effectively in the teaching context.

Trend of Producing Works in Digital Form is a Healthy Development in the Field of Malay Literature

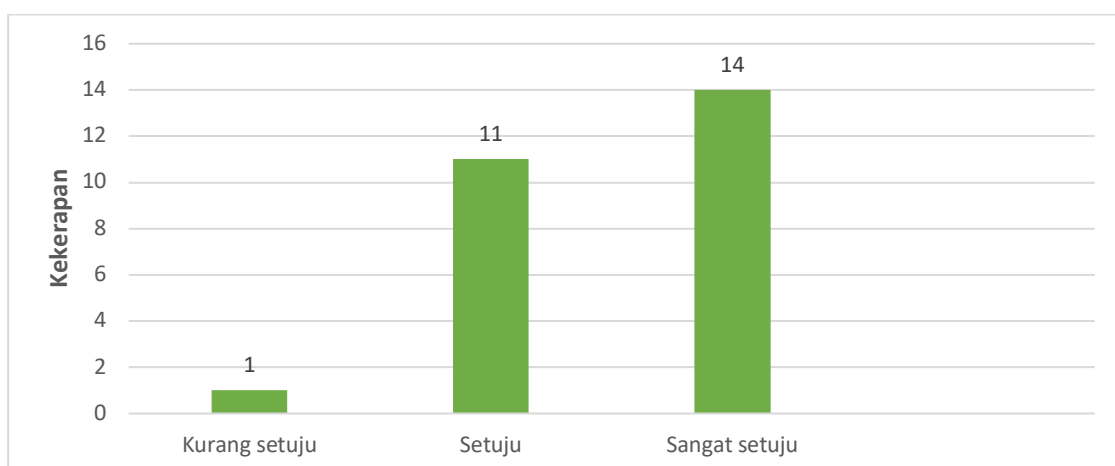


Chart 3. Trend of Producing Works in Digital Form

The study findings for Chart 3 indicate that a higher number of respondents strongly agree with question item 3, with 14 individuals, equivalent to 53.8%, while 11 respondents agree,

constituting 42.3%. The minimum score for this statement falls within the high range. Based on Chart 4.2.3, it is evident that respondents agree that literary works produced in digital form are contributing to the development of Malay literature and can attract a larger audience of students.

Education today is not limited to conventional learning that only focuses on students' physical presence in the classroom; instead, learning can also occur online. Therefore, the implementation of continuous student assessment systems needs to be conducted using more relevant approaches that align with current technological changes.

Digitizing Short Stories Using Applications Like AnyFlip is Perceived to Diversify Literary Teaching and Learning Methods

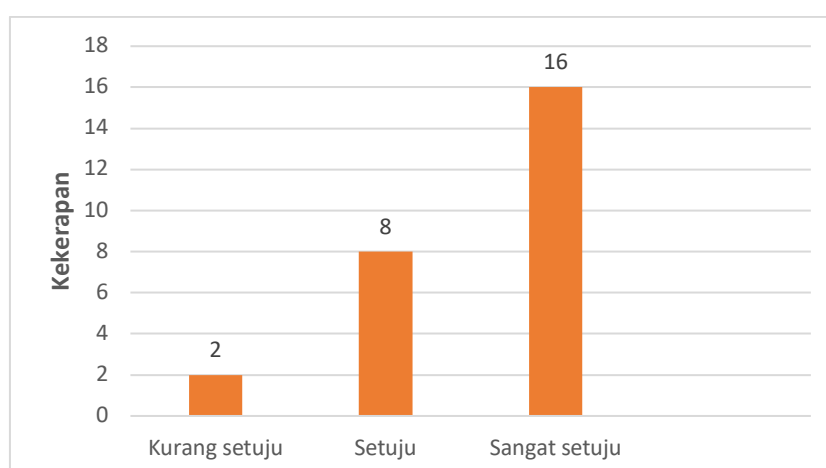


Chart 4. Digitizing Short Stories Using the AnyFlip Application

Based on Chart 4, respondents who strongly agree are seen to be the majority, comprising 16 individuals, or 61.5%. Respondents who agree make up 30.8%, with a total of 8 individuals. 2 respondents, equivalent to 7.7%, are considered to disagree to some extent with this statement. The minimum score for the feedback on this item falls within the high range, ranging from 4.01 to 5.00. Observations from this chart indicate that agreeing respondents dominate, as they hold a positive view that the emergence of digitally produced short stories will diversify teaching and learning methods and simultaneously generate deeper interest among students. The diversity in literature teaching materials is highlighted through digital means by incorporating elements of text, visual, and audio that impact the reader's thinking.

Educators need to enhance their knowledge, competencies, capabilities, and skills with 21st-century skills, with a particular emphasis on information, media, and technology skills, in order to make learning sessions more quality and effective. Lecturers should change their attitudes and be prepared to adapt to the new scenarios occurring in the world of education, aiming to produce a generation that is technologically literate and to make teaching sessions more enjoyable and effective.

Literature in Digital Form Can Be a Platform for Authors to Create, Promote, and Sell Their Works.

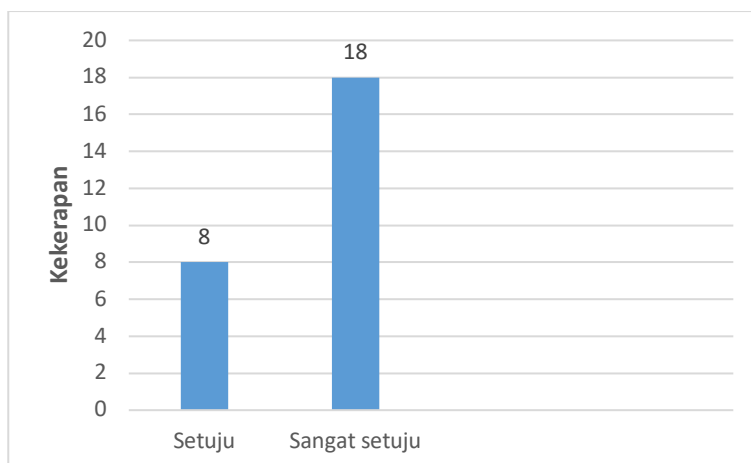


Chart 5. Literature in Digital Form as a Platform for Writers

Chart 5 presents the analysis of the study's findings for question item 5. It is observed that respondents agree with this statement. In the category of "strongly agree," there are 18 respondents, accounting for 69.2%, while the "agree" category comprises 8 respondents, making up 30.8%. From these observations, it's evident that respondents express a positive perception that digital literature can be an effective channel for disseminating literary works. This is because the production of digital literature teaching materials may appear more concise, yet it can serve as an intermediary for authors to innovate in literature by creating, promoting, and selling their works through internet facilities.

Whether they like it or not, literary authors must master technology and adapt to the sophisticated and evolving era of information and communication technology. For example, the future of traditional literature will see changes in the means and methods of preservation, dissemination, and inheritance. With the help of technology, authors' works can have an extended lifespan, be sold not only within the country but also internationally, and have their digital works advertised using suitable platforms.

Digital Literature Will Not Hinder the Production of Book Publishing Companies.

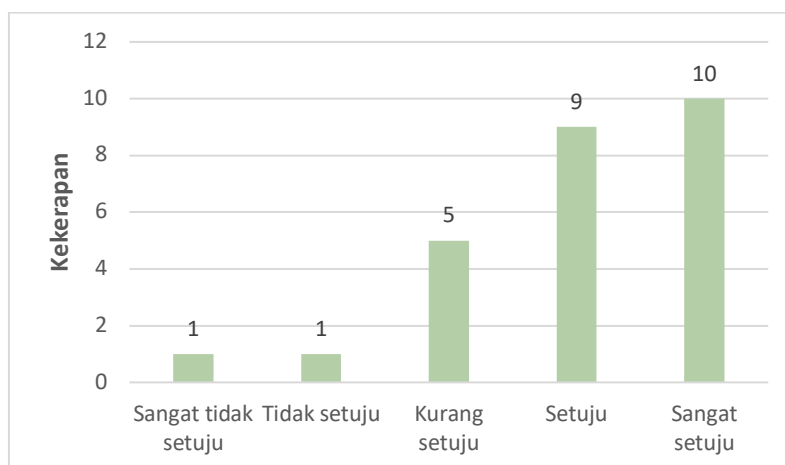


Chart 6. Digital Literature Will Not Hinder Book Publishing Company Production

Chart 6 displays the respondents' feedback to this survey question. Most respondents strongly agree, comprising 10 individuals or 38.5%, while those who agree are 9 respondents, making up 34.6%. Five respondents express disagreement with this statement, totaling 19.2%. However, 1 individual, equivalent to 3.85%, answered strongly disagree and disagree.

Therefore, the minimum score for question item 6 is moderately high, falling within the range of 3.01 to 4.00. Based on observations from this chart, many respondents agree that the production of digital literature will not affect companies publishing literary books. The creation of digital literature materials does not disrupt book publishing companies but is seen as a facilitator, allowing students to access literary teaching materials using the internet only. For example, the publisher Dewan Bahasa dan Pustaka (DBP) will continue to publish books both in print and digital formats. This considers the relevance of printed works in the age of technology.

The Fast and Easy Publication Process Leads to the Lack of Assurance in Terms of Quality, Copyright, and Aesthetics for Digital Literature.

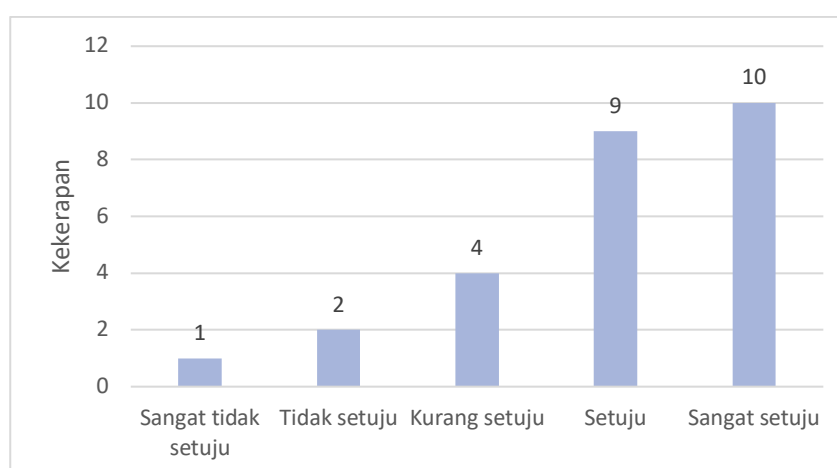


Chart 7. The Fast and Easy Publication Process

The chart above displays the respondents' feedback, showing an increasing trend for the statement. For this statement, 10 individuals representing 38.5% answered very strongly agree, while 9 respondents, equivalent to 34.6%, agree. On the scale of slightly agree, there are 4 individuals or 15.4%, 2 respondents or 7.7% disagree, and 1 individual representing 3.8% strongly disagrees. This statement received a moderately high minimum score, within the scale of 3.01 to 4.00. Based on the observation, 19 respondents agree that the process of publishing books faster and more easily compromises the quality, copyright, and aesthetics of digital literature.

5.2. Identifying the Effectiveness of Digital Short Stories

In this section, the study will present seven survey items to respondents about the effectiveness of Digital Short Stories. The findings based on the respondents' feedback will be presented as found in the table below:

Table 2. Effectiveness of Digital Short Stories.

No	Item	Scale	Min
----	------	-------	-----

		1	2	3	4	5	
1.	Unlimited and Fast Accessibility			7.7%	34.6%	57.7%	4.5
2.	Dynamic Nature			3.8%	38.5%	53.8%	4.52
3.	More Attractive Form Compared to Conventional Prin			15.4%	34.6%	50%	4.35
4.	Interactive (with Audio)			11.5%	42.3%	42.3%	4.32
5.	Time, Energy, and Cost Savings			3.8%	34.6%	61.5%	4.58
6.	Not Boring			11.5%	46.2%	42.3%	4.31
7.	Creative and Innovative			3.8%	50%	46.2%	4.42

Unlimited and Fast Accessibility

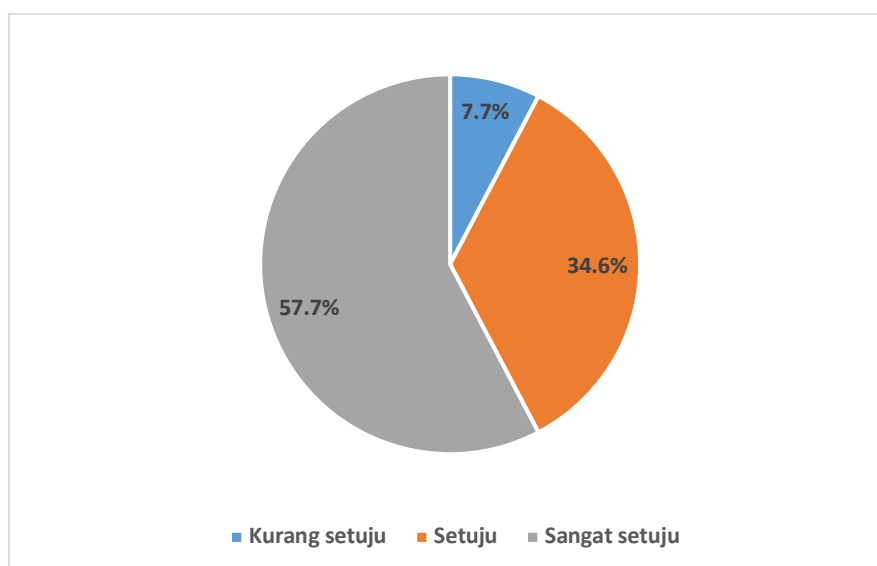


Chart 7. Unlimited and Fast Accessibility

The chart above illustrates the effectiveness of digital short stories on the respondents. This figure shows that the majority of respondents, 57.7% or 15 people, strongly agree, while 34.6% or 9 people agree with this statement. Two respondents were found to disagree with this statement. The minimum score for this statement is in the high range, from 4.01 to 5.00. Upon examination, the majority of respondents agree that the production of digital short stories is effective for students and allows them to access it more quickly without limitations, in line with current technological developments.

This is because the rapid advancement of technology has increased the use of media technology in every aspect, especially in education, where its use helps streamline the teaching and learning process, making it more systematic and effective for both educators and students. The majority of students use technology daily. Therefore, selected digital short stories by National Laureates in the Anyflip format, for example, have a positive impact on students, allowing them to use their free time to read and analyze short stories. Through the use of technology, students can obtain the desired information and also expand their knowledge

without limitations. Part-time students do not need to go to the library to borrow books and do not face the risk of lacking reference materials.

Dynamic in Nature

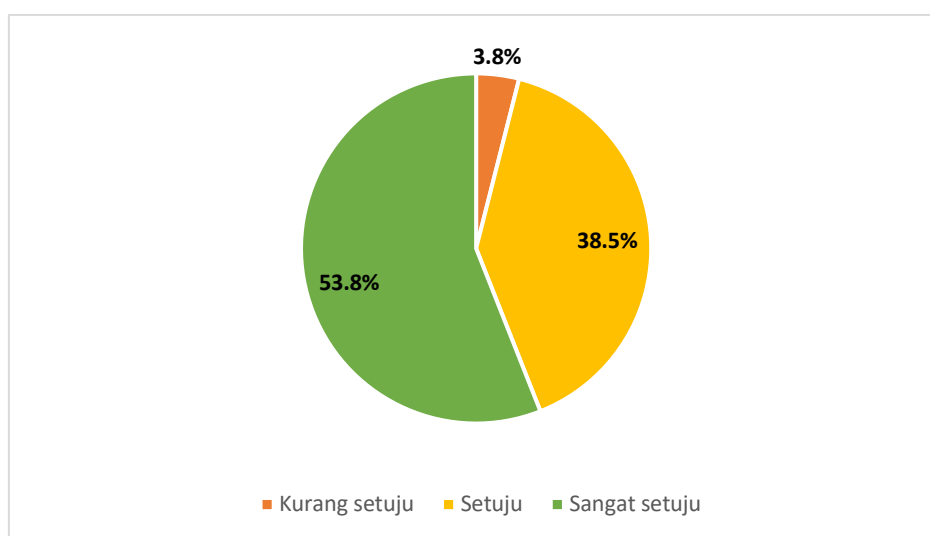


Chart 8. Dynamic in Nature

This chart indicates that the majority of respondents, numbering 14, strongly agree with the statement. Ten respondents, equivalent to 38.5%, agree, while only one person, representing 3.8%, somewhat disagrees. The examination of the chart above shows that more respondents agree that the effectiveness of producing digital short stories is due to their dynamic nature. In other words, digital short stories are seen as effective for innovation and advancement in the world of Malay literature. In the context of education, the use of technology can enhance the approaches used in conventional education systems, ensuring that the teaching and learning process runs smoothly and efficiently.

More Attractive Form Compared to Conventional Printed Works

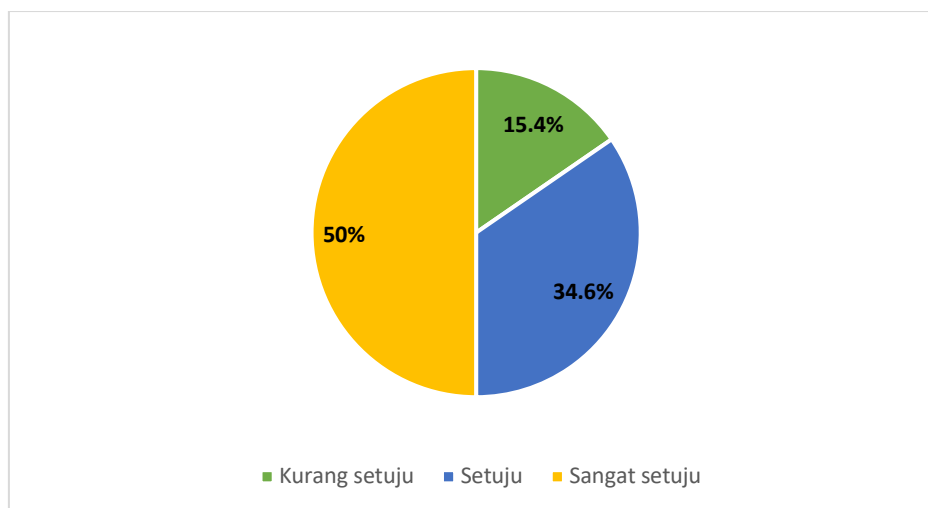


Chart 9. More Attractive Form Compared to Conventional Printed Works

The findings of the study further illustrate in Chart 9 the results of the analysis of respondents' feedback. Observations show that 50%, or 13 people, strongly agree, while 34.6%, or 9 people, agree with this statement. This proves that many students agree that digital short stories are more attractive compared to conventional printed works because digital short stories are seen as more creative through the use of color produced through technology. Respondents who somewhat disagree with this statement number 4 people, or 15.4%. This is because there are students who disagree and are more interested in conventionally printed works. The use of media technology is also one of the efforts that facilitates educators in helping to enhance students' understanding of the lessons being taught.

Interactive (with Audio) Nature

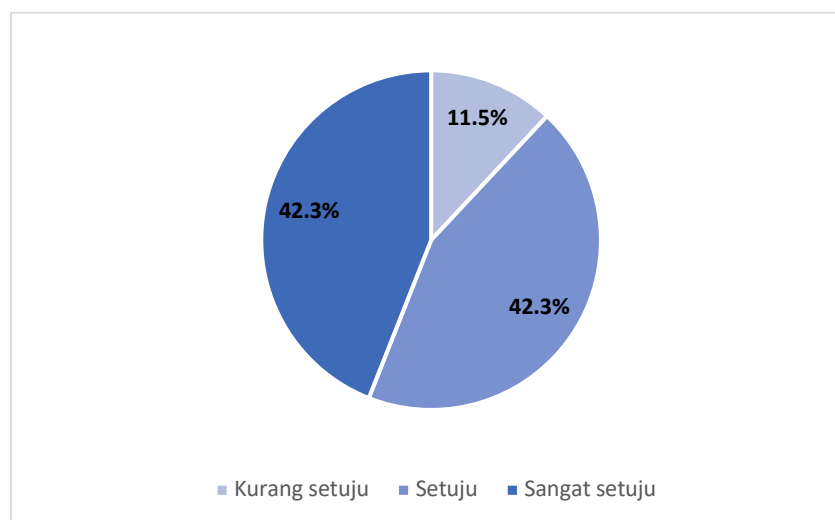


Chart 10. Interactive Nature

The analysis results in chart 10 show that respondents who strongly agree and agree with this statement each total 11 people, representing 42.3%. Meanwhile, respondents who somewhat disagree constitute 11.5%, which is 3 people. Based on these observations, it can be seen that many respondents agree that digital short stories are interactive in nature. This is because digital short stories are produced using the latest technology, such as the Anyflip

application, which reacts to students by delivering content such as audio when flipping through the pages of the story. This feature can generate interest and attract students to read.

Saving Time, Energy, and Costs

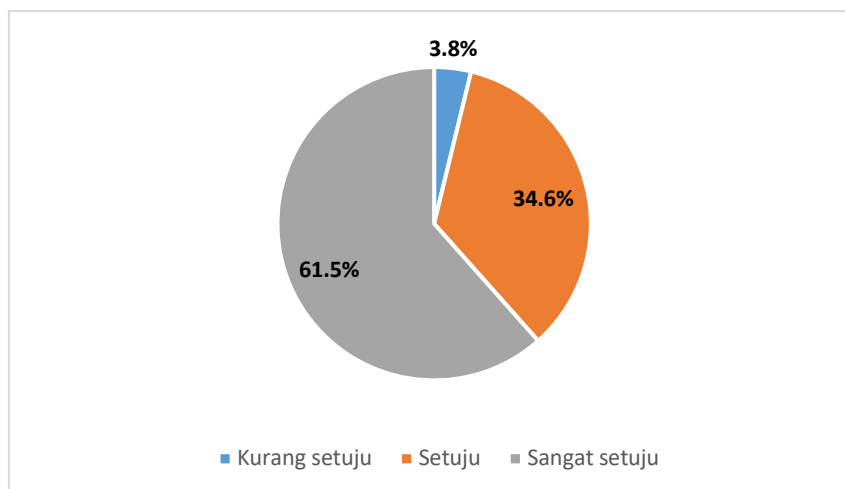


Chart 11. Saving Time, Energy, and Costs

Observations on the figure above show that more respondents, namely 16 people or 61.5%, strongly agree with this statement, while 34.5% or 9 people agree. Only 1 person, representing 3.8%, somewhat disagrees. This statement obtains a high score ranging from 4.01 to 5.00. This study indicates that students strongly agree that digital short stories are effective for students because they save time, energy, and costs. This is because students do not need to go to the library and only need to access these short stories using a computer.

Not Boring

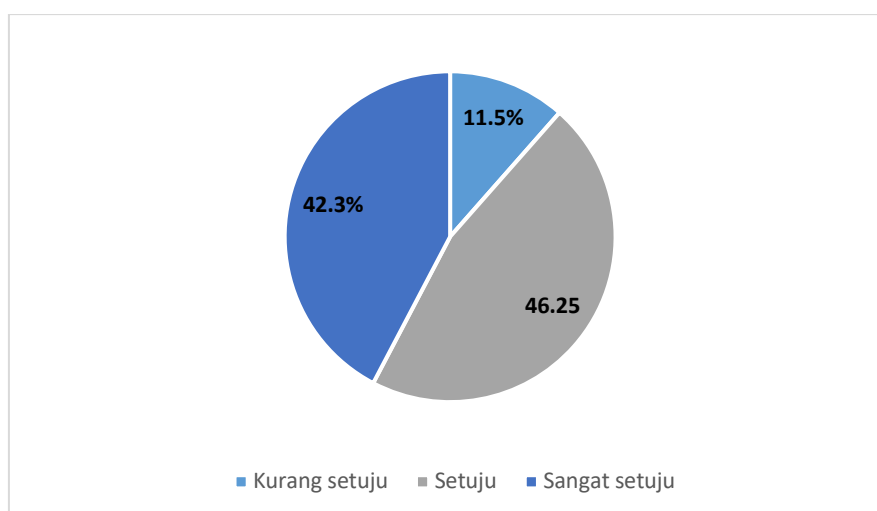


Chart 12. Not Boring

The subsequent findings, analyzed through the above chart, show the percentage of respondents who agree as opposed to strongly agree. The number of respondents who agree with this statement is 12 people, accounting for 46.5%. For those who strongly agree, there are 11 respondents, or 42.3%, and those somewhat disagreeing make up 11.5%, totaling 3

respondents. Based on figure 4.3.6, it is found that respondents agree with the statement that the digital short stories produced are not boring for students. This is due to the presence of attractive colors, appropriate background images that match the story's title, audio, etc., all of which influence the effectiveness of digital short story production.

Creative and Innovative

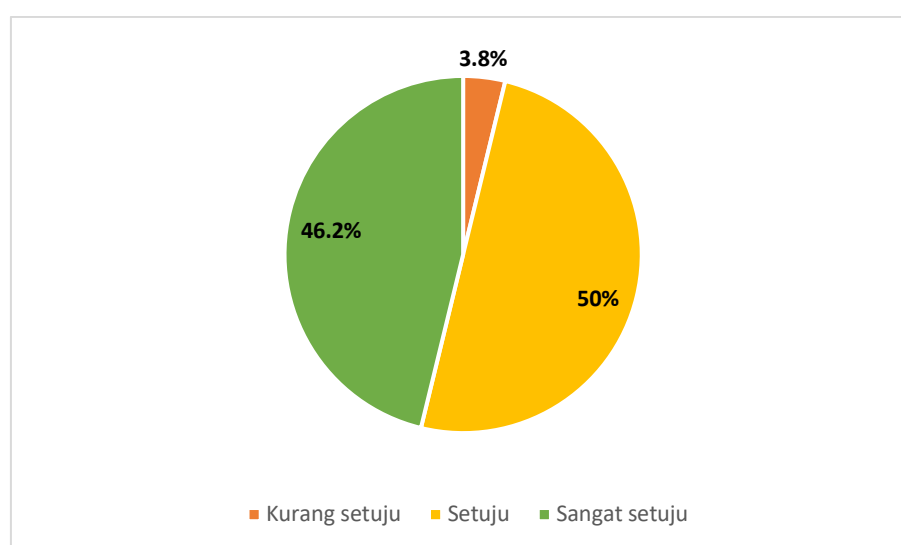


Chart 13. Creative and Innovative

The subsequent analysis through Chart 13 shows that a majority of respondents agree with this statement. Those who agree total 13 people, representing 50%, while those who strongly agree are the second largest group, with 12 people, accounting for 46.2%. The analysis of this figure indicates that respondents strongly agree that the production of digital short stories is effective for students because it is creative and innovative. This is because the digital short stories produced demonstrate creativity in expanding knowledge in line with the latest technological developments. Moreover, the production of digital short stories has shown innovation and adaptation from published works to digital works.

6. CONCLUSION

The analysis of the study's findings reveals that the production of literary teaching materials, namely short stories, has a positive effect on students. This effect has been identified through a survey conducted among 26 respondents. It was found that respondents gave a positive perception of the production of digital literature, which is seen to benefit students. It is undeniable that the production of digital literature is well received by respondents and is very effective in conveying literary knowledge. The acceptance by the respondents proves that literary materials should be updated digitally as they have the potential to expand literary knowledge and attract student interest.

ACKNOWLEDGEMENT

This paper/article is supported by the UMK Fundamental Research Grant (UMK FUND), research code R/FUND/A0400/01972A/001/2022/01113.

REFERENCES

- Abd. Razak Hamdan and Mohamad Yusoff. (1992). *Komputer dan persekitaran, metodologi, teknik dan implementasi*. Penerbit Universiti Kebangsaan Malaysia.
- Abdul Hadi Mat Dawi, Lee Siong Theam, Mohan Palaniandy and Jamilah Dolah. (2016). Penerimaan alat web 2.0 dalam pelaksanaan kurikulum program berasaskan pembelajaran abad ke-21 di Institut Pendidikan Guru. *Jurnal Penyelidikan Dedikasi*, 2 (1), 13-20.
- Ahmad Fakrudin Mohamed Yussof, Wan Norina Wan Hamat and Nor Khayati Basir. (2019). Penggunaan aplikasi web 2.0 dalam proses pengajaran dan pembelajaran kursus mata pelajaran UMUM (MPU) di Politeknik. *Journal of Social Sciences and Humanities*, 16(5), 1-13.
- Ahmad Fazullah Mohd Zainal Abidin and Jamal Rizal Razali. (2007). *Modal insan: konsep, aplikasi & isu-isu kontemporari dalam cabaran pemerikasaan tamadun insan*. Penerbit Universiti Malaysia Pahang.
- Allison Littlejohn and Carol Higgison. (2003). *E-learning series no 3: A guide for teachers*. Learning and Teaching Support Network (LTSN).
- Agnew, P.W., Kellerman et.al. (1996). *Multimedia in the classroom*. Allyn and Bacon.
- Arba'ie Sujud and Che Ibrahim Salleh. (2005). Aplikasi multimedia interaktif dalam penguasaan kemahiran bahasa. *Jurnal Pengajian Melayu*. Vol 6,72-85.
- Atkinson R.L, Atkinson R C, Smith E E, and Bern D J. (1993). *Introduction to psychology*. Harcourt Brace Jovanovich.
- Azhar Abd. Wahad, Amirah Ahmad and Nor Diyana Saupi. (2019). Pengajaran dan latihan kursus bahasa dan media interaktif di akademi pengajian bahasa, uitm shah alam. *International Journal of Modern Language and Applied Linguistic*. 3 (4),35-50.
- Azhar Wahid et all. (2024). Augmented reality model in supporting instruction process: a critical review. *International Congress on Information and Communication Technology*. 69-83.
- Chew Fong Peng. (2007). *Sastera siber dan perkembangannya di malaysia*. Konferensi Internasional Kesusastraan, Depok, Indonesia.
- Ellison, N. (2008). Social network (ing) sites... revisiting the story so far: a response to danah boyd & Nicole Ellison. *Journal of Computer-Mediated Communication*. 13(2),516 529.
- Duffy, P. (2008). Engaging the youtube google-eyed generation: strategies for using web 2. 0 in teaching and learning. *Electronic Journal of e-Learning*. 6(2),119-130.
- Irwan Abu Bakar. (2016). Dari blog ke slor: selepas sastera siber, sastera sms? *Sastera.net*. 1,18-21.
- Johan Jaafar. (2004). Ke arah sastera siber atau e-sastera? *Dewan Sastera*. Februari, 42-22



- Kaplan, A. M. & Haenlein, M. (2010). Users of the world, unite! the challenges and opportunities of social media. *Avenue de la Republique*. 53, 59-68.
- Kop, R. (2011). The challenges to connectivist learning on open online networks: learning experiences during a massive open online course. *The International Review of Research In Open and Distributed Learning*. 12(3), 19-38.
- Mahzan Arshad and Fadzilah Amzah. (2019). Pendekatan interaktif dalam proses pengajaran bahasa melayu di sekolah. *Jurnal Rumpun Persuratan Melayu*. 7, 42-63.
- Mayer, R.E. (1999). *Multimedia: Learning*. Cambridge University Press.
- Mayer, R.E. (2001). *Computers and Language Learning Curren Theory and Practice*. Chichester: Ellis Howard.
- Md Sahir, A., & Mohd Ayub, A. F. (2015). Keberkesanan Penggunaan Video dalam Amali Masakan. *International Journal of Education and Training*. 1(2), 1-8.
- Miftachul Huda. (2021). Between the global mindset and an open mind: practical insights into intercultural competence in CBHE. *Handbook of Research on Promoting Social Justice for Immigrants and Refugees Through Active Citizenship and Intercultural Education*. DOI: 10.4018/978-1-7998-7283-2.ch012
- Mohamed Amin Embi. (2011). Aplikasi web 2.0 dalam pengajaran & pembelajaran: Pusat Pembangunan Akademik Universiti Kebangsaan Malaysia.
- Mohd Firdaus Che Yaacob et all. (2004). Common sense in folklore “asal usul nama kelantan”: game based learning applications in teaching of student perspective using kahoot. *Conhecimento & Diversidade*. 16 (42), 287-310.
- Monroe, Rick. (1993). *Writing Amp; Thinking with Computers: A Practical & Amp: Progressive Approach*: NCTE.
- Nas Norziela Nabah. (2022, August 15). *Kurang membaca “bunuh” sastera*. https://www.bharian.com.my/rencana/sastera/2022/08/988666/kurang-membaca_bunuh-sastera
- Norazah Nordin, (2021, June 8). Pendigitalan sistem pendidikan perlu disegerakan. https://www.bharian.com.my/berita/pendidikan/2021/06/825360/pendigitalan-sistem_pendidikan-perlu-disegerakan
- Nor Azma, L. (2018). *Pendidikan Tinggi 4.0*. Retrieved April 15, 2018, from https://www.pressreader.com/malaysia/beritaharianmalaysia/20180118/2819474282_1673
- Rahimi Md Saad and Zawawi Ismail. (2005). Pengajaran dan pembelajaran bahasa arab berasaskan internet in Zawawi Ismail and Mohd Sukki Othman (Eds.). *Pendidikan bahasa arab di malaysia: cabaran dan inovasi*: Minda Imtiyaz Publications.
- Resnick, L.B. & Wirth, J.G. (1996). *The changing of workplace: new challenges for education policy and practice*: Jossey-Bass Publishers.
- Richard Kern. (2006). Perspectives on technology in learning and teaching languages. *Teachers of English to Speakers of Other Languages, Inc. (TESOL)*. 4(1), 183-210.
- Rogers, E. M. (2010). *Diffusion of innovations*: Free Press.
- Schwab, K. (2016). *The fourth industrial revolution*: World Economic Forum.
- Sharples, M. (2000). The design of personal mobile technologies for lifelong learning. *Computers & Education*. 34: 177–193.
- Tan Choon Keong, Carol Binti Abu. (2013). Pengaplikasian video youtube: bahan bantu mengajar (bbm) dalam proses pengajaran dan pembelajaran mata pelajaran sains sosial. Retrieved from <https://www.ums.edu.my/fpp/images/stories/Document/SPSG2013/> pengaplikasian video youtube bahan bantu mengajar bbm dr tanck_ums.pdf

- Taspcott, Don (2008). *Grown up digital: how the net generation is changing your world*. McGraw-Hill.
- Weiser, C. (2002). Video streaming. *media & methods*. 38(4), 10-14.
- Will Richardson. (2010). *Blogs, wikis, podcasts, and other powerful web tools for classrooms*. corwin: Corwin.
- Yahya Othman and Dayang Raini Pakar. (2011). Kesan aplikasi perisian cerita interaktif semasa mengajarkan kemahiran bacaan dan kefahaman dalam kalangan murid tahun 4 di brunei darussalam. *Jurnal Pendidikan Bahasa Melayu*. 1(1), 27-49.
- Zoraini Wati Abas. (2008). Globalisation of education through open distance learning. In Sarjit Kaur, Morshidi Sirat & Norzaini Azman. *Globalisation and internationalisation of higher education in Malaysia*. (eds): Penerbit Universiti Sains Malaysia.

