The Use of Digital Novels to Improve Literature Culture and Character Formation of MAN 1 Tegal Students

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Abstract. Digital novels, which are literary works accessed through electronic media or the internet, have become popular for entertainment and learning. This qualitative-descriptive case study explores the use of digital novels in enhancing literary literacy culture and character building among students at MAN 1 Tegal. Data collection techniques include questionnaires, observation, interviews, and data documentation. Primary data, obtained from interviews and observations of student behaviors, is analyzed alongside secondary data from books, journals, reports, and other documents. The research aims to understand the effectiveness of digital novels in shaping student character and improving literary literacy culture, and to observe changes in student behavior after exposure to digital novels. Data analysis involves reducing, presenting, and drawing conclusions from the collected data.

Keywords: Digital Novel, Literary Literary Culture, Character

1. Introduction

Every country always tries to improve its quality through various ways. One form of quality improvement is improving the quality of human resources (HR). Improving the quality of human resources is carried out through education. In the education unit, character strengthening education (PPK) must be implemented. Children with low character are found in Indonesian society after the Covid 19 pandemic. Children experience moral degradation. The crime rate is getting higher. Free association and free sex is increasingly widespread. Drug dealers have entered the villages, there are more and more drug users. Stray children with low morals and morals are scattered everywhere. News in mass media reporting delinquency of child delinquency is broadcast almost every day. They come from several regions. Central Java is a large and densely populated province, where many feral children were found on the streets, especially in the north coast during the 2019-2022 period. Stray children live freely on the streets without religious rules and other social rules. Some of these children are members of the "Punk" community. Moral problems that are carried out by school-age children arise, especially in the range from junior high school to high school. The rise of various problems of juvenile delinquency, such as violation of school rules, bullying, brawls between students, free sex, drug abuse (drugs), criminal acts, and many other problems of juvenile delinquency that can be detrimental to many parties. Children with low character like this need to be helped and prevented from increasing in number. Prevention can be done with preventive actions by building character in children from an early age and during learning at school.

The younger generation needs to be formed with good character. Children with good character can be useful for their environment, religion and country. Students are expected to become the nation's next generation to become the capital of nation and state development. Therefore, the character of the younger generation needs to be formed. Character education can be obtained through education, both formal education in schools or madrasas, as well as non- formal education or other educational institutions in the community. Formal education in schools/madrasas has intracurricular and extracurricular activities in educating the character of students. Students can form their character by providing learning materials that are adapted to the level of the school or madrasah. This character education is described in detail in the Education Unit Law no. 20 of 2003. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, the skills needed by themselves, society and their nation.

Education is basically a whole human development process. Education does not only produce intellectually intelligent young people. Education seeks to educate and print generations who have broad intelligence. This intelligence is in the form of intellectual intelligence, emotional intelligence, social intelligence, religious intelligence, and other intelligence. The process of learning and forming intelligence can be done by cultivating good and positive characters in students.

Character education for these students is closely related to the learning process. Learning is a two-way communication process. Teaching is carried out by educators, while learning is carried out by students or students. Character education is integrated in learning so that one of the factors that determines the improvement of the quality of education is educators and students. Educators are very influential figures in creating quality human resources. Educators become the driving force in character education. The teaching and learning process is managed in such a way as to produce quality students, both academically, skillfully, emotionally, morally, and spiritually.

Educators should not just be busy with a monotonous daily routine, coming, teaching, going home, and repeating like that. Educators are required to be able to choose, compile, and implement active, innovative, creative, effective, and fun learning strategies (PAIKEM) that can stimulate student learning motivation to achieve learning goals. Learning objectives are also very important in a learning activity. Educators must also be able to shape the character of students in a better and positive direction.

Good student character is one indicator of the success of a lesson. Student learning outcomes are not only influenced by the success of educators in teaching, but there are several other factors that influence it. Student activity, motivation, habits also influence the success of students. Students who are active in learning, have a high frequency of reading, and have a reading culture which is also very influential in forming the character of students.

The world of education is currently experiencing a decline in quality, especially during the Covid 19 pandemic. Students experience a decline in morale, less character is formed during online learning. This phenomenon also occurred at MAN 1 Tegal. MAN 1 Tegal is a madrasa whose level is on the same level as a public high school. Classroom learning for students at MAN 1 Tegal has the same process as a public school. Schools generally experience problems of decreasing literacy levels. The literacy level of students at MAN 1 Tegal has also decreased, literacy is low, including in literary literacy activities. Students' interest in reading is still low. The learning process is not fully innovative and creative, efforts to increase literacy are not maximized.

Students still tend to look passive, less involved in participating in learning. The low literacy level of students makes the character values of students also decrease. This makes the learning process less effective. The character formation of students is still not strong enough. An ineffective learning results in low learning outcomes and the formation of the character of students who tend to be slow. The development of student character education is not in accordance with educational goals.

The slow formation of students' character is caused by several factors. One of the factors that influence the low character of students is the low literacy of students. One of the uses of scientific and technological advances is by getting students used to reading digital novel reading materials that can be obtained by students through several social media. Reading materials such as digital novels can be found on social media. Students can read digital novels anywhere and anytime. Students can easily access digital novels practically. These conveniences help students to read frequently, increasing reading routines. Students who have a high reading routine, the frequency of reading is also high, and a reading culture is formed in students. Increasing students' interest in reading with digital novels is expected to form a culture of literacy in students. This increase in reading interest is expected to be able to make students more happy to read all subjects in their class because the reading culture has strengthened and has character in the soul of every student. A high level of literacy culture in students allows good and positive student character to be formed, and ultimately learning in the classroom is more effective and efficient. Learning that is more effective and efficient affects the achievement of learning objectives in an institution/institution. Complete human development of Indonesia was achieved. A young generation with high character is formed so that Indonesia becomes a country with character[1–5].

This research on the use of digital novels to improve literacy culture and character building has 4 objectives. First, to find out the use of digital novels to increase the culture of literary literacy at MAN 1 Tegal. Second, to find out the use of digital novels to form characters in MAN 1 Tegal. Third, to find out the effectiveness of using digital novels to improve the culture of literary literacy and character building of Indonesian language students at MAN 1 Tegal. Fourth, to find out changes in student behavior after a culture of literacy and character building was formed at MAN 1 Tegal

2. Research Methods

In this study the authors used a type of qualitative-descriptive research. This research on character formation seeks to examine the use of digital novels to improve literacy culture and character building of students at MAN 1 Tegal. Researchers try to observe the behavior, language, responses, and interpretations of students about the world around them. Observations were also made on the behavior of students who approached or interacted with people around them who were related to these students with the aim of trying to understand, explore the views and experiences of students to obtain the necessary information or data.

Qualitative-descriptive research is used to examine unclear issues, to find out hidden meanings, to understand social interactions, to develop theories, to ensure the correctness of data and to research developments. The researcher is the key instrument, the determination of data sources is done purposively and snowball, the collection technique is triangulation (combined), the data analysis is inductive/qualitative in nature, and the results of qualitative research emphasize meaning rather than generalization. [6] Case study research explains

aspects related to digital novel reading activities in the formation of a literary literacy culture to improve the character of students at MAN 1 Tegal.

Qualitative research has a distinctive feature, which cannot be separated from observations and the role of the researcher, because it is the role of the researcher that determines the entire scenario. Researchers are key instruments, full participants, and data collectors, while other research instruments are supporting instruments.

The research was conducted at MAN 1 Tegal. The considerations for selecting MAN 1 Tegal as the research location are; 1) The school location is the place where researchers work, so that researchers can determine the schedule according to the researchers' work so that researchers can focus more on conducting research. 2) Not many of these madrasas have researched the use of digital novels to enhance literacy culture and character building. 3) The selected location has students who are different from schools in general. Students live in Islamic boarding schools' dormitories. 4) The location of MAN 1 Tegal was chosen due to time constraints and research staff.

The research instrument used to measure value variables. The research instrument is the most important factor in data collection, because each instrument has advantages and disadvantages. To obtain the data needed in the research, six instruments/data collection tools are used, namely: 1) The researcher as the main instrument (Key), the researcher acts as a research instrument. Researchers play a role in determining the research focus, determining data sources, informants, collecting, assessing, analyzing, reducing data, and drawing conclusions from finding data. 2) Application of novels on the internet both online and offline. 3) Observation guidelines, in the form of a list and observation format, in this case the researcher makes direct observations, namely: direct observations of students at MAN 1 Tegal. 4) Questionnaire guidelines in the form of a list of questions given to other people who are respondents.

Data is a real situation or "natural setting", researchers collect data based on observations of reasonable situations, as they are, without being influenced intentionally [7] . Sources of data used by researchers in this study are words and actions, the rest are additional data such as documents and others. The data sources for this research include: 1) Person, namely data sources who usually provide data in the form of oral or written answers. The persons in this study were Indonesian language and literature teachers and students. 2) Place, which is a data source that provides a presentation in the form of a moving or stationary display. In this study, the research source was MAN 1 Tegal. 3) Paper, which is a data source that presents letters, numbers, pictures or symbols. Sources of this data include books, digital novels, the internet, and madrasah documents.

Data sources are needed to obtain data as basic analysis material for drawing conclusions from the answers to the problem formulation. Data are grouped into two, namely primary data and secondary data. Primary data is data obtained directly from informants as data sources. The form of primary data is in the form of transcripts from interviews and document notes on the results of observations of student attitudes/behaviors. Secondary data is taken as a support for primary data. Secondary data sources include books, journals, monthly reports, literature, and other documents. The types of data that will be observed by researchers and used as material for analysis include; 1) Behavior/attitude of students. 2) Student responses/opinions as data sources, 3) Knowledge/theories obtained from document instruments. 4) Facts, in the form of descriptions of the characteristics and background of students as data sources.

The technique for taking the data source or sample in this study is Purposive or Judgment Sampling. Purposive sampling is a sampling technique based on the considerations

of the researcher or evaluator about which sample is the most useful and representative. The sample to be taken is determined based on knowledge of a population, its members and the purpose of the research. This type of sample is very good if it is used for a probing study (initial study for research or evaluation), which is then followed by further research where the sample is taken randomly.

In this study the sample taken from the population of MAN 1 Tegal students was only class XII. This is because novel material is only available in class XII. While class X and class XI did not receive novel material. In qualitative research, the term population is not used, the term used is data source because qualitative research departs from certain cases that exist in certain social situations. The results of the study will also not be applied to the population, but transferred to other places in social situations that have similarities with the social situations in the cases studied. Samples in qualitative research are not called respondents but are called resource persons or participants, informants, friends, and teachers in the research. They do not only passively answer questions but actively interact interactively with researchers as researchers create them. Sampling technique in this qualitative research is based on the consideration of the researcher or evaluator about which sample is the most useful and representative. The samples he took had properties and characteristics that tended to be homogeneous so that they could truly represent all data sources. The purposive sampling technique was carried out by taking the subject not based on strata, random or region but based on a specific purpose.

3. **Discussion**

The culture of literary literacy in MAN 1 Tegal learners before the use of digital novels was very low. After the implementation of the use of digital novel applications, the cultural conditions of literary literacy of students have changed, the literary literacy culture has increased. Efforts to foster a culture of literary literacy of students can actually be done through various kinds of activities. Literacy culture will be achieved optimally with cooperation from all parties. All madrasah academics are very influential in fostering a culture of literary literacy in students. The environment and infrastructure also have an active role in fostering the literary literacy culture of students. The literary literacy culture of students who grow and develop is able to increase the frequency of reading. This encourages enthusiastic students to read various kinds of reading materials. Based on the theory of Ane (2015), literacy activities aim to form an educated, knowledgeable, and critical society towards science, technology and information. Literacy is literacy, that is, the ability to read and write.

Literary literacy activities can be interpreted as the ability to read and write in the field of literature. The purpose of literary literacy activities in students in addition to adding knowledge is also an effort to shape the character of students. Literate characters like to read, becoming the culture of everyday students, [4] Learners are initially introduced to digital novels. The next step is for students to be invited to read religious novels with devices. To make it easier for students to read novels, it is easy to find back the title of the novel read, and practically, once opened directly on the last page when read, students are invited to download novel applications from the internet. Once the application is installed on the device, students can read anytime and anywhere. This convenience makes students faster, easy to read novels at any time. The results of the questionnaire showed that the use of digital novels was able to foster a culture of literary literacy. . In-depth analysis through this case study uses questions to explore the cultural conditions of literary literacy of learners. Questionnaires containing questions are answered by students with work instructions given directly by the teacher of

Indonesian subject. This questionnaire is to dig into the data and generate data for in-depth analysis. The second step after digging up the data with questionnaire questions, the case study continued with interviews / interviews with students. Interviews were conducted to explore valid data adjusted to gestures, earnestness of answering, and honesty of answering through eye language between interviewers and students.

The interview results showed that it showed that the use of digital novels was able to foster a culture of literary literacy in grade XII social studies students at MAN 1 Tegal. The observation results show that it shows that the use of digital novels is able to foster a culture of literary literacy in grade XII social studies students at MAN 1 Tegal. This observation is carried out to observe cases experienced by students who are able to change student behavior. Observations are made by subject teachers Indonesian during classroom learning. Observation was also assisted by homeroom teachers and BK teachers as a reinforcement of case study results on the literary literacy culture of students. The picture of the formation of literary literacy culture as a result of the case study in MAN 1 Tegal is as follows; Students were initially invited to open the device looking for novel applications on the internet. Learners are looking for free novel apps, learners are reading novels in apps while learning. When all the students in the class read digital novels, the class began to be quiet because the students focused on reading. The duration of one hour of the child's lesson is still focused on reading the novel. This digital novel reading activity makes students always want to know the continuation of the story in the novel. In fact, the results of case studies show that when in class in the next class hours students still ask for time to continue. Learning Indonesian consists of 4 hours of lessons in one week. To build the habit of students reading this digital novel, the teacher asks students to continue reading digital novels outside school learning hours and continue reading digital novels outside the classroom. The results of this case study are in accordance with the theory stated by [4]. [4] elaborated that literacy is needed in building a golden generation equipped with 21st century skills. Literacy is one of the activities in strengthening school culture-based character education. The obligation of learners is to learn everything at school and outside school. Literary literacy culture is a form of development of assumptions and needs of the times. This digital novel reading habituation program is carried out continuously, when one novel title is completed, students are guided and invited to find and read other titles in digital novels. The teacher recapitulates the title data of the digital novel that the learners read. Students are tasked with making a synopsis of digital novel stories that students read.

The results showed that the habit of reading digital novels was able to shape the character of students in MAN 1 Tegal. In-depth analysis of this case study through a digital novel reading habituation program integrated into classroom Indonesian learning. After the reading process, students are asked to fill out a questionnaire. Questionnaires containing questions are answered by students with work instructions given directly by the teacher of Indonesian subject. This questionnaire is to dig into the data and generate data for in-depth analysis. The second step after digging up the data with questionnaire questions, the case study continued with interviews / interviews with students. Interviews were conducted to explore valid data adjusted to gestures, earnestness of answering, and honesty of answering through eye language between interviewers and students. The interview results showed that the habit of reading digital novels was able to shape the character of students in MAN 1 Tegal. The results showed that the habit of reading digital novels was able to shape the character of students in MAN 1 Tegal. This observation is carried out to observe cases experienced by students who are able to change student behavior. Observations are made by subject teachers Indonesian during classroom learning. Observation was also assisted by homeroom teachers

and BK teachers as a reinforcement of case study results on the habit of carrying out 18 student characters.

The data obtained at the beginning of the study was used as reference material to trace the cases experienced by students. Based on this initial data, a process of changing conditions is carried out by observing the attitudes, behaviors, and habits of students. The results showed that the habit of reading digital novels was able to change the behavior of students in MAN 1 Tegal through a digital novel reading habituation program. In-depth analysis through this case study uses questions to explore the behavior of choice when conducting literary literacy activities of learners. Questionnaires containing questions are answered by students with work instructions given directly by the subject teacher Indonesian. This questionnaire is to dig into the data and generate data for in- depth analysis. The second step after digging up the data with questionnaire questions, the case study continued with interviews / interviews with students. Interviews were conducted to explore valid data adjusted to gestures, earnestness of answering, and honesty of answering through eye language between interviewers and students. The interview results showed that the habit of reading digital novels was able to change the behavior of students in MAN 1 Tegal.

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The results of the research analysis show that the use of digital literature can be used for the development of behavior and behavior change of learners. Learning activities for behavior development and behavior change of students in madrasah can be pursued through four alternative strategies in an integrated manner. When researching, digital novel reading activities are integrated with the content of the attitude/behavior learning curriculum that has been formulated into Indonesian subjects. The formation of student character and behavior is formed through learning outcomes, interaction results, and one's life experiences, and not one's innate (internal factors). Changes in behavior depending on a particular object. The results of this study are also in accordance with [8] research factors that influence attitude formation include; personal experiences, environmental culture, other people considered important, mass media, educational institutions or religious institutions, and emotional factors in the person student.

The results of this study are also in accordance with the view of psychology, attitudes carry elements of judgment and affective reactions, so as to produce motives, these motives determine real behavior (overt behavior) while affective reactions are closed (covert). Motive as a driving force for the direction of a negative or positive attitude will be seen in real behavior in a person or group. The motive is reinforced by the affection component. The motive will usually become more stable. At a certain level, motives act as central attitudes that ultimately form predispositions. Predisposition is a character that students have since as a result of their own formation. Literary literacy culture is able to change the behavior of students. This illustrates how the values of life in the novel are imitated by students so as to produce certain patterns of behavior. Thus learning attitude/behavior values through digital novels to students will be influential in shaping awareness and experience of attitudes/behaviors in students, which will ultimately affect the attitudes and behavior patterns of students in the next life. The implementation of this case study research by integrating the

use of digital novels through Indonesian learning, with attitudes / behaviors into the daily activities of students in MAN 1 Tegal.

Learning activities by integrating the use of digital novels for behavior formation into learning activities have been programmed or planned. The use of digital novels is written in the lesson implementation plan (RPP) as learning materials and media in the classroom when learning Indonesian subjects.Maple teachers Indonesian communicate and cooperate with other maple teachers, with BK teachers, homeroom teachers, and other academic communities. This collaboration is in an effort to obtain data as material for matching data from several sources. The observations made are not only made by one source. This will help in-depth data analysis in the case study process. The results of the data obtained and the final conclusions can be aligned and there are no deviations.

4. **Conclusion**

Digital novels can be used to foster a culture of literary literacy in MAN 1 Tegal. The culture of literary literacy in MAN 1 Tegal learners before the use of digital novels was very low. After the implementation of the use of digital novel applications, the cultural conditions of literary literacy of students have changed, the literary literacy culture has increased. Efforts to foster a culture of literary literacy of students can actually be done through various kinds of activities. The results of the questionnaire showed that the use of digital novels was able to foster a culture of literary literacy in grade XII social studies students at MAN 1 Tegal.

A picture of the formation of a culture of literary literacy; Students were initially invited to open the device looking for novel applications on the internet. Learners are looking for free novel apps, learners are reading novels in apps while learning. When all the students in the class read digital novels, the class began to be quiet because the students focused on reading. The duration of one hour of the child's lesson is still focused on reading the novel. This digital novel reading activity makes students always want to know the continuation of the story in the novel. In fact, the results of case studies show that when in class in the next class hours students still ask for time to continue. Learning Indonesian consists of 4 hours of lessons in one week. To build the habit of students reading this digital novel, the teacher asks students to continue reading digital novels outside school learning hours and continue reading digital novels when students are outside the classroom. Digital novels can be used to shape the character of learners in MAN 1 Tegal. The results of the questionnaire showed that the habit of reading digital novels was able to shape the character of students in MAN 1 Tegal. In-depth analysis through this case study uses questions to explore the cultural conditions of literary literacy of learners. Questionnaires containing questions are answered by students with work instructions given directly by the teacher of Indonesian subject. The interview results showed that the habit of reading digital novels was able to shape the character of students in MAN 1 Tegal. The results showed that the habit of reading digital novels was able to shape the character of students in MAN 1 Tegal. Student behavior changes after the formation of a culture of literacy and character of students. The results of the questionnaire showed that the habit of reading digital novels was able to change the behavior of students in MAN 1 Tegal.

In-depth analysis through this case study uses questions to explore the behavior of choice when conducting literary literacy activities of learners. The results of the research analysis show that the use of digital literature can be used as a means of developing behavior and changing the behavior of students.

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