WOMEN'S MOTIVATION AND CONSTRIBUTIONS IN DIGITAL LITERACY ACTIVITIES: A LESSON FROM LITERARY WORK APPRECIATION

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Article Info	Abstract
Article History Received: June 2024 Revised: August 2024 Published: October 2024 **Keywords** *Women motivation;* *Digital literacy;* *Literary work appreciation;* *Literacy activists*	*This research aims to describe the contribution of women as digital literacy activists and the form of community activities. This research is a phenomenological research, which describes the phenomena that occur with a qualitative approach, descriptive analysis and data collection techniques of interviews, literature studies and documentation. The results of the study were obtained in the form of motivation, contribution and activity of women in digital literacy. Women's motivation is due to an internal drive in the form of self-actualization, values, awareness and empathy. The external impetus is due to the phenomenon of low interest in reading, the influence of social media and the urgency of community education. The form of contribution is in the form of commitment, time, material, ideas and innovation. Forms of digital literacy activities such as reading, writing, discussing and appreciating literary works with a series of activities arranged and agreed upon together and guided by contributors or collaborating with other parties. The implication of the results of this study is that it can be used as a consideration for stakeholders to give appreciation in the form of awards to women digital literacy activists. Providing legal assistance for the legality of digital literary literacy communities, as well as funds for activities and the creation of literary works. Another thing is as a basis for follow-up to hold certified and nationally recognized training or seminars.*

INTRODUCTION

Women and literary works have a very close relationship. Many literary works try to represent women in it. This is evidenced by the many research results that show that women are interesting objects to be told in prose and other literary genres. Such as research that discusses the struggle of women in novels "A Woman Is No Man", With the results of the research that there is a deviation in the role and status of women in the tradition of a family that continues from generation to generation (Mubarokati, 2022 19-41). Other discussions such as how women are represented in the ekranization of the novel (Febrianto dan Tjahjandari 2023, 154-177). In the study, it was discussed about the representation of violence experienced by female figures, namely Iteung and Rona Merah. In the character of Rona Merah, there is an overview of sexual violence and psychological disorders experienced by women. In the research mentioned, it only dwells on the representation of women in literary works to the ekranization of novels initiated by literary authors. The study did not discuss women's contribution in creating or being involved in literary activities. Women's contributions in literary activities are not exposed as represented in literary works. This is a problem that needs to be reinterpreted, namely the unconscious involvement of literary activities involving women who are also contributors.

Tracing the history of women who have contributed to literary works as creators, as well as Enheduanna (2334 SM) considered the world's first female poet. In the days of ancient civilizations, the tradition of writing was often considered a male task in Mesopotomia, so other female writers of the time chose to remain anonymous (Angelica, 2020). Along with the development of time, technology and culture that occurred from time to time, women dared to show their existence as literary writers. Mary Shelley (1797 –1851) is a gothic novel writer from England. The novel is titled Frankenstein or The Modern Prometheus. The first edition was published in London in 1818 without its name, then in 1831 its name appeared (Ensiklopedia 2024). The two female literary figures broke with tradition, proving that women are also capable of creating literary works without having to hide behind a man's name. As for the breakthrough to the existing ancient tradition, it leads to this time that women have freedom of expression. However, in this study, it is not a problem of the existence of women in creating literary works, but about the contribution of women in literary activities, especially digital literary literacy.

Digital literature is estimated to have emerged around the beginning of 2000, in line with the development of technology in Indonesia (Yanti 2021, 945). The presence of digital literature has provided development in Indonesian literature. This is unconsciously due to the spirit of the National Literacy Movement (GLN) with the support of the Ministry of Education and Culture, that literacy is more than just reading books (Mendikbud, 2019). As for GLN, it is the basis for various groups to carry out various literacy activities, including literary literacy. What literacy means is to understand, evaluate, and appreciate literary works so as to develop a love for literature, ethical and aesthetic values, and morals contained in literature (Turuy dan Ibrahim, 2023). The existence of social media such as Facebook, Twittwer, Wattpad, Instagram, and others, is a medium for people to write down their ideas and ideas. Social media is a cheap, easy and fast vehicle to publish writing, including in this case literary works. As a phenomenon that exists such as in the film KKN Di Desa Penari (2022), is one of the many horror stories that were originally written on Twitter by an anonymous account named SimpleM81378523 (Juni 2019) Then it was filmed. The form of ekranization of literary works into films has indeed been done a lot, such as from many novels that originated from novels on Wattpad and then filmed, such as Mariposa (2020). Furthermore, discussions about digital literature have been carried out, namely the phenomenon of digital literature in the form of writing trends such as fiction, pentigraphs and stories uploaded with images (Wahyudi dan Wati, 2021 91-98). The research is limited to how digital literary writers write literary works, then use social media as a vehicle for publication of works. The research does not discuss the contribution of women in digital literary activities. In this context, the crowd that is not seen much, namely that there is a contribution of women in digital literary literacy activities, which may not have been exposed much in the form of scientific research.

Women's contribution to digital literary literacy activities is a form of individual or group concern for GLN. Unknowingly, this contribution is a community-based non-formal education that involves a digital literary community. The research on literature, especially community-based suburban literature in Banyumas, is another offer in conducting literary research where the research looks at the practice of community-based literary learning in non-formal education (Febriani et al., 2023: 364-380). The research is a spark to conduct community-based literary research, namely digital literary literacy activities where contributions are made by women.

This study contains a formulation of problems regarding how to form women's motivation and contribution in digital literary activities. Furthermore, to answer the formulation of the problem, a phenomenological type of research is used. A study that seeks to describe phenomena such as human life experiences described by participants (Creswell,

2021 16). Data collection techniques are methods that can be used to collect data. The data used are in the form of in-depth interviews, literature studies of various source books, research journals and news, and documentation in the form of photographs. As a participant who is also the main source of research data is Heni Herlina, S.S., S.Pd., M.Pd. who is a candidate for Doctoral in Indonesian Language Education and a digital-based literary literacy activist since 2013 until now. The participants are women from Banten, who are often mentors, presenters, and contributors in the digital-based writing community that utilizes social media. The source of the research data will then be analyzed descriptively, namely to provide an in-depth discussion of the phenomenon that occurs regarding women's motivation and contribution in digital literary literacy activities.

In this study, to strengthen the results and discussion of the research, it is supported by concepts and theories regarding motivation, contribution, literary literacy and digital literature. Women's contributions have seven types with two major umbrellas of contribution, namely inward-oriented contributions such as family contributions (domestic role) and community-oriented contributions (public role) (Oppong and Chuch, 1981). In this study, the contribution discussed is about contribution to the wider community (public role), which is the type of contribution that women make to the wider community in the context of research is community or group members to outside the community. Of course, the contribution made by women in the context of this research as activists is formed due to motivation related to motivation in terms of self-actualization (Maslow, 2018 79). Based on the theory of motivation, that contribution is born so that there are digital literary literacy activities carried out by activists. Furthermore, literary literacy refers to literacy, namely to understand and improve reading, writing, speaking and listening skills, increase creativity and imagination, increase empathy, concentration and focus, make calm or not stressful, to develop interest and entertainment (Ministry of Education and Culture, 2017 2). As for what is meant by literary literacy, as explained earlier which is then related to literary aspects.

RESEARCH METHOD

The research conducted is classified as a type of qualitative research. The research approach used in this study is in the form of phenomenological research. Phenomenological research is related to the description of a phenomenon that occurs in detail. This research emphasizes more on the experience and search for meaning of a phenomenon that occurs in a certain situation. In this study, a phenomenon based on the experience of participants, namely digital literary literacy activists, to other activists who have a relationship with activists or main participants, is described. Abstraction is carried out by constructing meaning through procedures (1) giving meaning to ideas, people, objects, events or others that are phenomena, (2) compiling the results of correspondence construction into various languages that represent these concepts (Hall 2003, 19). The development of meaning based on phenomena refers to facts, namely research findings, which are then described in scientific writings in this study. Furthermore, in this study, a name or term was used to facilitate the explanation in the results and discussion of the research, such as the word activist referring to the participants in the research, namely women who contribute to digital literary literacy activities.

Population and Sample

The population in this study is women digital literary literacy activists. The sample used in this study is an educator who has various experiences as a literary literacy activist from 2014 and is now a digital literary literacy activist.

Instruments

The instruments used in this study consist of three instruments. First, an interview sheet aimed at women digital literary literacy activists. Second, the analysis of documents related to

the topic being researched. Documents are analyzed using literature study techniques. Third, documentation of all phenomena that are researched and included as research results.

RESEARCH FINDINGS AND DISCUSSION

1. Profile of Women Digital Literary Literacy Activists

Heni Herlina, S.S., S.Pd., M.Pd. familiarly called Lina, is a woman born on November 3, 1991 from Lebak Regency, Banten Province. Pursued higher education at the S1 level at UPI Bandung in 2009-2013, Indonesian Language and Literature Study Program. In 2014-2016 he studied S2 Indonesian Education at Untirta Serang, in 2016-2019 he retook S1 PGPAUD at STKIP Banten/Bestari University, until 2019-now he is studying S3 Indonesian Education at UPI Bandung. The activist is an educator with work experience starting from 2014 until now. Activists have been kindergarten, MTs and MA teachers, private teachers, shadow teachers in elementary schools, lecturers to coaches or extracurricular coaches for wall magazines, films and broadcasting.

Since the 5th grade of elementary school, he has been interested in literature, especially poetry when he wrote an anthology of children's poems published by Balai Pustaka which tells the life of a child in the village. The love of reading has been since the 2nd grade of elementary school until now, where during elementary, junior high and high school students actively wrote poems and short stories to be published in the school wall magazine. In addition, during his school years, he was always a representative of the school in poetry reading and writing competitions.

After graduating from UPI in 2013, he was actively involved as a writing mentor in the online writing community on Facebook under the name KOBIMO (Novel Writing Online Class) community, which led him to get acquainted with writers both from within and outside the country. As mentors, activists provide materials about history, theory, and literary criticism to community members. The activity continued until 2018 until now, which then moved to literary literacy activities on WhatsApp with other different community names.

From 2017 to 2022, activists were involved as editors, presenters and writers of several poetry anthologies. Together with UNTIRTA lecturers, activists as editors of children's poetry anthologies involving students from several campuses around Serang. Together with literary literacy activists, activists are involved in the production of anthologies such as Aliran Rasa Dalam Aksara Untuk Shaqila and Prosais Tree of Hope, to seminars on literary criticism for the general public and as invited speakers in the digital literary writing community.

Apart from being mentors and editors, activists are online writers on several social media. However, there are many social media that eventually close and activists' writings cannot be accessed again. Several social media that have been a forum for activists to express their ideas and ideas such as Quora, Plukme!, Storial.co, Kompasiana, Wattpad, Gurusiana and Facebook. The writings that are often written are diverse such as poems, short stories to continuous stories, anecdotes, popular literary criticism to literary writing tips.

Another thing that activists have done is as a counselor in the Qonsulin online community that cares about mental health. The activist is a pioneering content creator since 2019 until now with her husband Iklim Akbar Hermawan Rasubala with the nicknames Alina and Rhai. In several voice-based applications such as Spoon, Wave, Hello Yo!, Hiya, Noice, Tiktok to Youtube. This couple collaborated on several accounts to make educational videos, learning videos, and live podcasts about education, culture, philosophy, religion, literature, mental health, mysticism, parenting and others through the official Guru Gagal's account. In addition, activists managed to bring SMK MHI Warunggunung to win the 2023 Lebak Regency level FLS2N in the short fiction film competition category entitled Ngatir and the documentary film Exploring the Healthy Trail of Baduy as a screenwriting supervisor and

producer. This activist couple can be contacted via email ruangbelajarkita.2024@gmail.com. The following are documents written by activists on several sites that are still accessible.
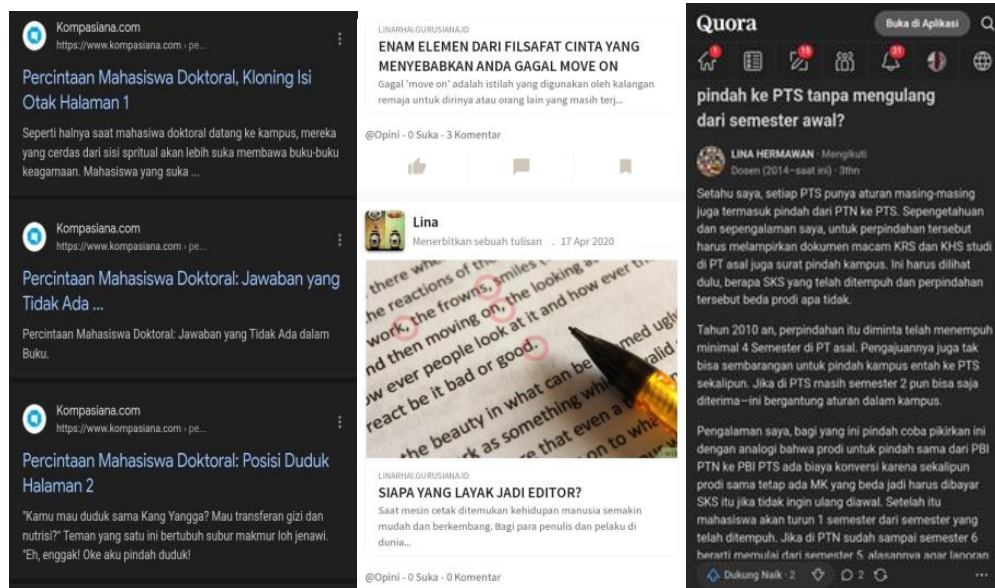
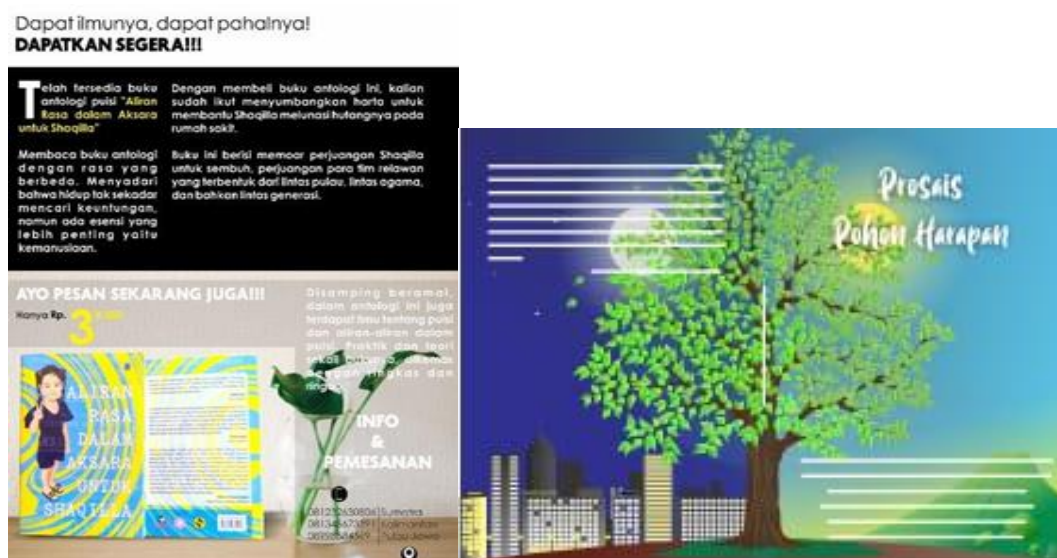Figure 1. Documentation Photos of Several Activist Writings

Figure 2. Anthology with activists and other literary literacy activists

2. Forms of Women's Motivation in Digital Literary Literacy

The first research result is the acquisition of a form of women's motivation in digital literary literacy which is due to the encouragement from within and encouragement from outside. The form of motivation from the inside is in the form of self-actualization, values, awareness and empathy, while the form of motivation from the outside is due to the phenomenon of low interest in reading, the influence of social media and the urgency of community education. The question in the interview is what motivates you to contribute to digital literary literacy activities?

Motivation related to self-actualization is the full utilization and use of the capacity, potential, and talent that humans have to meet their needs (Maslow, 1987 and 2018 79). Furthermore, the need for self-actualization is a need for a person to become what he wants based on his potential (Robbins and Coulter, 2010). Self-actualization in literacy activists is due to the desire in themselves to utilize talent and science in the field of literature so that it can be useful for society, especially those who are interested in literature. Self-actualization as

a process is a person's effort in actualizing their abilities, talents and potentials (Omifolaji, 2010). Furthermore, activists feel like themselves when they can actualize themselves through literature. Just like what Herlina (2024) said that "through learning, teaching, and appreciating literature, I feel like myself. Literature and myself are like a unit which is the characteristic of self-identity".

Another thing that motivates activists to contribute to digital literary literacy activities is the existence of value. Values are traits or things that are important or useful for humanity (KBBI Ministry of Education and Culture, 2016). Furthermore, value is a property that is attached to something as a belief system that has been related to humans who believe in it (Thoha, 1996 61). So value is related to something that one person believes in and can benefit other human beings. The value is also as a view of life or lebensphilosophie from activists, namely "lifelong learning, writing eternity". Hermalina (2024) stated that "Lifelong learning can be interpreted, that humans must always learn wherever they are as a form of humility. Writing down this eternity is a metaphor, that as a human being, you must fill your life with goodness in order to become immortal, the goodness can even be an inspiration".

The value in this context is a reference in behavior for activists, because of the belief that activists do good in the form of providing education to the community and creating useful literary works. Herlina (2024) said, "I create literary works or other art products for the purpose of education. Likewise, activities in various public discussions on social media such as podcasts to mosque youth recitation do aim to educate the community, especially children and adolescents".

In addition to values, the thing that motivates activists to contribute is due to awareness. Self-awareness is the manifestation of self-identity which is reflected through appearance, sense of creativity and karsa, value system, perspective (attitude) and behavior (Soedarsono, 2000 96). Activists have a perspective on their lives, which affects their self-awareness. The self-awareness is manifested in real action through education to the public in various community activities both one-line and offline and the creation of artworks.

Activists' self-awareness of community education, namely that anyone and anywhere must learn, is an empathy. High empathy in every human relationship is the biggest factor that drives the learning process and change (Rogers, 1980: 139). In the context of empathy, activists have empathy, namely emotional sensitivity such as being able to imagine a situation seen from the perspective of others. Furthermore, activists seem to be able to feel what others feel, which encourages them to do their best.

> Around 2013 after I obtained my Bachelor of Letters, I became involved in the writing community on FB. They know my academic background, through how I do criticism, suggestions to provide education through writing in the comment column. Most of them, not from a literary academic background and almost feel unlucky as me. At that time, I felt that literary knowledge should be easy to obtain for them even without having to pursue higher education and of course must be sourced from someone who is competent in their field (Herlina, 2024)

All forms of motivation, both in the form of actualization, values, awareness and empathy that come from within the activist are also influenced by external motivation such as the phenomenon of low interest in reading, the influence of social media and the urgency of community education as well as the relationship of the activist with his partner. As a well-known phenomenon regarding Indonesians' interest in reading is still low. It is stated directly by UNESCO that Indonesia ranks second from the bottom in terms of world literacy (Davega, 2017).

> Around 2014 when he taught at MTs and MA in a small district. The problem of low Indonesian scores during the UN has become a scourge for me. Another problem is that students have difficulty creating a piece of writing, both fiction and non-fiction. The saddest thing is that in the Islamic boarding school environment, literature is prohibited and the library does not meet the availability of reading, thus closing the possibility of literacy culture growing. (Herlina, 2024)

Activists take real action when they find that the phenomenon they are facing is part of the contribution of low interest in reading in Indonesia. For reading activists, it is the key to making it easier for someone to compile writing, and show the quality of a writing itself. In the world of formal education itself, there is a chaos that must be solved, as well as outside of formal education, it will allow a similar chaos even more regarding the low interest in reading. Furthermore, to decide this bad contribution, activists took actions such as bringing a collection of personal books for students to read. Reading literacy activities for 10-15 minutes before learning are a tangible form of support for the School Literacy Movement (GLS). The struggle of activists shows more seriousness when forming extracurricular activities in Islamic boarding schools as a forum for student appreciation and creative and educational internal publication media. As for the sweet fruit of the real action of activists, the increase in the results of UN Indonesian scores, it is customary for students to read and write and move the library section of the boarding school to ask for donations of reading books so that the library is alive. Activists continue to take real action, by continuing to educate the public in various forms, such as using social media.

> Social media is the easiest place for me and also students to get readings and publications of works. I wrote a variety of texts, to be accessed by students later during school holidays, because in the cottage it is not allowed to use mobile phones and even internet access and computer facilities are minimal and limited. (Herlina, 2024)

Activists build a culture of digital literary literacy with students through social media, to a book review discussion when entering the cottage because of the task of buying and reading the books given.

> I stay connected with the students outside the school during the holidays. They will tell you what books have been purchased or what readings are being read. In fact, I recommend my writing to be a must-read and other writing. Out there, they can continue to learn, because learning literature is not enough in the classroom. (Herlina, 2024)

Learning literature is not enough only in the classroom. As the article discusses the problems of teaching literature in formal education (Rahmawati, 2022). Problems in teacher resources who teach literature, facilities and availability of reading books, to literature learning are limited to the formalities of curriculum fulfillment. Because of this situation, activists argue that literature needs to be taught not only in the classroom, but can also be taught outside the classroom and also in the wider community. The urgency of community education is getting stronger because of the spirit of digital literary literacy supported by social media.

> Social media connects many people, including me, with students and the wider community. This condition led me to throw a wider net in providing education about literature without exception to anyone. (Herlina, 2024).

The use of social media is carried out by activists to reach more individuals, groups and the wider community to learn and work together. As for providing better services, activists initiated a digital literary literacy community based on Whats App. As a consideration, through the communication application, it will be easier to interact with each other among fellow members.

3. Forms of Women's Contribution in Digital Literary Literacy
The result of the second research is the acquisition of women's contributions in the form of commitment, time, materials, ideas and innovation. In this discussion, the question is, what are the forms of contributions that you give to digital literary literacy activities?

Contribution has two major umbrellas, namely inward-oriented contributions such as family contributions (domestic role) and contributions oriented to the wider community (public role) (Oppong and Chuch, 1981). Furthermore, there are seven descriptions of

women's contributions, namely (1) parental role; (2) contribution as a wife (conjugal role); (3) contribution in the household (domestic role); (4) contribution in kinship (kin role); (5) personal contribution (individual role); (6) contribution in the community (community role); and (7) contribution to the job (occupational role).

> There are many things we can do to benefit the community. Various sciences to participate in educating the life of the nation are one of them. Sharing literary knowledge with friends who also love literature. (Herlina, 2024)

The above statement clarifies who activists contribute to, namely contributions in society (community role) with a type of contribution orientation oriented to the wider community (public role). The form that activists share with the community is knowledge, especially about literature in digital literary literacy activities.

The contribution of activists strengthens the reason why the focus of this research is women, namely because (1) there is an assumption that women are one of the human resources in development, (2) the large quantity of women, more than half of the population, (3) in terms of quality, women as the successors of values and norms that are relevant to the next generation (Tjokrowinoto, 1995). However, only two things are of concern in the relationship between women and contributions to society, namely at points number one and three. In context one, women are assumed to be human resources who are considered capable of building, as evidenced by activists who strive to build civilization through science. This means that activists participate in building the nation's next generation as quality human resources. In the third context, women have the quality of passing on values and norms to the next generation. Activists provide education to the wider community which also in these activities occurs the process of passing on values and norms to the wider community. In the second context, it seems that in this research topic, the quantity of women is not the focal point related to contribution.

An activist's contribution to society is in the form of commitment, a force that binds an individual to take action relevant to a specific goal (Meyer & Herscovitch, 2001 98). As stated by the activist, that the purpose of everything he does is only to educate the community, namely through digital literary literacy activities to teach literary science. In this context, activists have the determination and willingness to achieve this, namely contributing to society.

> Apart from literary science, I can only give time to the community to learn and I even give gifts to friends whose writings meet the criteria based on literary theory. (Herlina, 2024)

Material is an object or material or everything that appears (KBBI Online, 2016). Materials as another form of contribution given by activists in the form of prizes, it aims to make people involved in the digital literary literacy community feel appreciated for their work. What activists have done certainly shows serious efforts.

> Saya menyadari, bentuk materi yang diberikan tak seberapa, tapi senyuman dan euforia teman-teman itu melebihi dari apa yang Saya berikan dan lakukan. Saya hanya bisa memberikan kontribusi seperti ide dan inovasi dalam edukasi kepada masyarakat. (Herlina, 2024)

Furthermore, activists gave many ideas for digital literary literacy activities such as designing a real action to help others through literary works. The idea as a design that is arranged in the mind, the idea is an ideal (KBBI Online, 2016), manifested in the anthology of poems *Aliran Rasa Dalam Aksara Untuk Shaqila*, which is to raise funds for children of accident victims from Medan in 2019-2020. As for the activists in digital literary literacy activities, they do not just provide ideas such as children's literature writing classes, literary criticism seminars to the idea of creating a joint anthology for charity and education. Another thing that has been unknowingly done is the contribution to community education innovation. Innovation is the input or introduction of new things, namely updates. Furthermore,

innovation is a new discovery that is different from what already exists or is known before in the form of ideas, methods, or tools (KBBI Online, 2016).

> I see that public education through digital literary literacy activities is another way to educate. What is done is certainly not a novelty, but only provides colors or variants from existing ones that are then inhabited to make them more attractive. (Herlina, 2024)

In the context of the above statement, it can be understood that activists are not necessarily individuals who spearhead an action. The activists are more positioned as individuals who contribute to the spirit of literary literacy in the community. The contribution made is of course an innovation in community education, even if it is on a small scale without being legally programmed but is a form of meaningful and useful contribution. However, what activists are doing for writers is a new idea that is carried out to achieve the goal of educating the public and solving the problem of lack of littering in Indonesia and the problem of discrimination in literary teaching. What activists do is in line with the concept of innovation, which is an idea, item, event, method that is perceived or observed as something new for a person or a group of people (society), either in the form of inventions or discoveries that are held to achieve a certain goal or solve a certain problem (Rusdiana, 2014 25)

4. Forms of Digital Literary Literacy Activities

The third research result is the acquisition of digital literary literacy activities in the form of reading, writing, discussing and appreciating literary works. The entire series of activities is based on a series of activities that are prepared and mutually agreed upon and guided by contributors or collaborating with other parties. In this discussion, the question is, what are the digital literary literacy activities carried out?

> There are many literary literacy activities carried out, such as reading literary works and dissecting them, writing exercises and then creating literary works to discussions about history, theory and literary criticism. All literary literacy activities carried out are made like literature students who are studying online. The only difference is that they do not get a diploma but a certificate with an assessment of the work made. (Herlina, 2024)

What activists do, of course, is not just moving real classes into virtual classes by utilizing Whats App to Google Meet as virtual classes. Rather, there is a design in digital literary literacy activities that are carried out together. The following is a design of activities that have been carried out, namely the Astral Lightning Boarding School.

Table 1
Information on Digital Literary Literacy Activities

Activity Name	No	Types of Activities	Implementation Time
Children's literature writing projects such as poems and children's short stories at the Literature Express Islamic Boarding School (Mei-Juni 2020)	1	1. Chain Poetry 2. Sensing of Vision and Hearing 3. Sense of Smell and Flavor 4. Metaphor Language Style 5. Decryption of Children's Characters 6. Description of Inanimate Figures 7. Animal Character Description	time 05.00-12.00 WIB
	2	Fill Class Absences	Daily Schedule of Literary Literacy Group Class Material, Literary Islamic Boarding School Program May 2 - May 8, 2020. Time 13.00-15.00 WIB
	3	1. Children's Literature 2. Children's Poetry 3. Children's Short Stories 4. Children's Novel 5. Children's Drama 6. Folklore For Kids 7. Transfer of Children's Literature	
	4	Writing children's poems and children's short stories	Outside of class material hours

The activity is part of digital literary literacy activities carried out by activists with a writing group formed with Iklim Akbar Hermawan Rasubala. The activity lasted for seven days with a variety of activities that were educational to the community or group members. In this context, activists make contributions that are in line with what is conceptualized about literary literacy. Furthermore, it refers to literacy, namely to understand and improve reading, writing, speaking and listening skills, increase creativity and imagination, increase empathy, concentration and focus, make calm or not stressful, to develop interest and entertainment (Ministry of Education and Culture, 2017 2).

> The spirit of literary literacy from friends is so extraordinary. They are looking forward to the next classes. But what is the power, my husband and I (Iklim Akbar) are so limited. Limitations We provide access to physical publication of works, legal community legality which results in consistent ups and downs in learning time. (Herlina, 2024)

The obstacles experienced by the activists, of course, are analyzed and followed up by the stakeholders involved to help the passion for literary literacy in Indonesia increase. The concrete actions taken by activists increasingly show that digital literature has advantages. Furthermore, digital literary writers come from various circles who are not bound by the hierarchy of publishing and publication (Yanti 2021, 945). Activists have provided motivation, contribution and real action in the development of digital literature, through quality digital literature literacy activities in terms of learning materials, guidance and activity planning for their members. Things that have been done need to be given full support by stakeholders in the form of legal assistance in the form of community legality, to financial assistance to organize digital literary literacy activities such as seminars to the publication of literary works. In addition, it can be followed up as the procurement of digital-based literature training or seminars for the community, especially certified and recognized digital literary literacy activists.

CONCLUSION

The conclusion obtained from the findings and discussions, namely regarding the type of contribution made by women in digital literary literacy activities in the form of commitment, time, materials, ideas and innovations driven by women's self-actualization as digital literary literacy activists. The digital literary literacy activities in the community are carried out together in the form of reading, writing, discussing and appreciating literary works with a series of activities that are arranged and agreed upon and guided by activists. The implications of the research results can be considered and used by stakeholders to give appreciation in the form of awards to women digital literary literacy activists. The forms that can be given are in the form of individual certificates as literacy activists, legal assistance in the form of community legality to cost assistance to organize digital literary literacy activities such as seminars to the publication of literary works. In addition, it can be followed up as the procurement of digital-based literature training or seminars for the community, especially certified and recognized digital literary literacy activists.

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