



Adaptation of Literary Works by German Language Education Students through Instagram Reels for Enhance Literary Understanding

*Muhammad Iqbal Ikhsani, and Dudy Syafruddin**

German Literature Department, Faculty of Letters,
Universitas Negeri Malang, Indonesia

*Correspondence: E-mail: dudy.syafruddin.fs@um.ac.id

ABSTRACT

The Growth of digital technology now opens communication means for information distribution; many platforms are used by students to enjoy literary works. Instagram Reels is one of the current learning media, which is often used to get various information. This study describes how the use of Instagram Reels to understand German literature through the adaptation or ecranisation of literary works. The problem, which was explored, is how students can understand the concept of ecranisation, and describe the response to the use of this media. Respondents are students of German Language Education Study Programme, Class of 2021. This research used descriptive qualitative methods and was analysed using Miles & Hubermann's Analysis Technique. Data were collected using a questionnaire and data description from video documentation of the results of the ecranisation from the Instagram account @klublesung. The questionnaire results show that most respondents have understood the process of medium adaptation and applied it in making a video interpretation of literary works. Responses to the use of this media show that this platform is eligible for learning, but it should go through some implementation and encourage the video making training before starting to do the interpretation.

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1. INTRODUCTION

The development of technology in the current era opens up communication and massive dissemination of information and education. The current generation is called digital native which is characterized by the presence of various kinds of digital equipment since birth (Suwandi, 2018 & Wahyuni, 2020). The development of technology has also triggered the emergence of many digital platforms in various aspects of life, be it economic, educational, or cultural aspects. In terms of culture, technology has also changed the way people enjoy cultural products, one of which is literary works. Nowadays, literary works are uploaded on the internet and produced and appreciated through digital media, which according to Rejo (2014) is an example of the growth of today's literature. Modern-day literature can also be called digital literature, which is a new genre in the field of learning that can be an alternative in the fields of multimedia, multimodal, and interactive aesthetics (Montoro in Firmansyah, 2018).

The world of education cannot be separated from this technological development. Numerous of new platforms have emerged as solutions for education respond to technological developments, including digital platforms. Winarti and Jafar (2017) argued that the digital platform is a program that helps success in learning. The same thing was also stated by Riyana (in Salahuddin et al., 2023) that the digital platform is classified as learning media that presents learning messages and there are audio and visual materials.

Social media as one of the digital platforms is used by nearly 5 billion users worldwide as of January 2024. Thompson (2024) based on the Kepios (We are Social) page shows that Indonesians in the age range of 16-64 years spend 7 hours 37 minutes every day using the internet and social media. The top reasons people use the internet are socializing in cyberspace and filling spare time. One of the social media is Instagram, which has more active users than any other social media.

Apart from being used to find information, Instagram is also often used as a learning media today. Instagram has complete features such as sharing live broadcasts, photo stories in a post, and sharing videos (Ambarsari, 2021). This feature for sharing videos is more popularly known as Instagram Reels or Reels. Salsabila (2023) argues that apart from being used to share videos or photos, Reels can also be used for digital literacy. Digital literacy itself means the ability of humans to be able to understand and use information accessed via the internet through the help of electronic equipment (Ananda & Rakhmawati, 2022), while in Reels there is a depiction of events with audio and visual elements. Digital literacy activities also emphasized about appreciation, expression, and analysis of literary works (Rusyana (in Lubis & Ikhsan, 2015))

Considering the potential of Reels, literature learning can be done in a more interesting way through the activity of converting literary works into videos, which is often called Ecranisation. Ecranisation is a form of medium conversion that converts text into an audio-visual form onto a white screen, such as a short Video or Film (Damono, 2018). Ecranisation, as mentioned by Eneste (1991), has three stages: reduction, addition, and variation.

There have been several studies on learning German language and literature using the Instagram platform. Research by Vantika and Hidayat (2022) shows that Instagram Story is effective as a medium for learning vocabulary quizzes. The results showed that Instagram Story can be used practically, as well as an alternative source of independent learning for students and teachers. The research is in line with the analysis results of Rosadi et al. (2023)

who explored the effectiveness of Instagram, on the @speakingturkish account, as a Turkish language learning platform, the results showed that Instagram Reels was not only for learning a language, but also increased the popularity of the account through interaction between users. Meanwhile, research on medium conversion has been conducted by Ardiansyah et al. (2020) regarding the comparison of three aspects of translation, namely variation, addition, and subtraction. This becomes the researcher's reference to determine how the assessment of a translation is done.

Based on the experience and observations made by the researcher in the *Literaturgeschichte* course, it is known that this course has not used Instagram Reels in the course. There are problems felt by students in the course, namely, the lack of feedback given by students when appreciating a German literary work and the applied learning model has not used digital platforms, namely social media, which are usually used by today's students. Digital platforms in the form of websites, namely YouTube, have often been used in learning, however, new platforms that are most widely used by young people, such as Instagram Reels, have not been widely explored. Instagram Reels is one of the Instagram features that has the potential to be used in learning the appreciation of German literary works, because Reels is known not only as an entertainment platform, but also used to disseminate educational content (Rosadi et al., 2014).

This research aims to describe students' understanding of the practice of literary work Ecranisation. This understanding consists of several aspects, namely prior knowledge of literary work interpretation, understanding of what Ecranisation is, the Ecranisation steps, and the role of respondents in making this Ecranisation video. The second problem focuses on describing how students' responses to this platform and practice of Ecranisation.

2. METHOD

This research on the Ecranisation of literary works using Instagram Reels uses a descriptive qualitative approach. Descriptive qualitative research according to Creswell (2018) is the purposeful collection of data with the aim of helping researchers answer problems in the problem formulation. The stages of this research begin with pre-research in the classroom, there is this phase where the researcher participates and observes learning as a course tutor in the mentoring program by the Education and Learning Development Institute (LPPP) of State University of Malang (UM) in the course.

To answer the problems, researchers collected data using data collection techniques in the form of questionnaires, and documentation. The instrument is a questionnaire in the form of a Google Form and documentation of screenshots from the Instagram account video @klublesung. The questionnaire contains 20 open-ended questions, which have been validated by experts in the field of literature teaching in the German Language Education Study Program.

After data were collected from 30 students who took the *Literaturgeschichte* course in the German Language Education Study Program, State University of Malang, class of 2021, they were analyzed using the Miles & Huberman analysis technique using three stages, namely, data reduction, presentation, and conclusion drawing. To make it easier to understand the research flow, the researcher illustrates the research flow chart in the following figure:

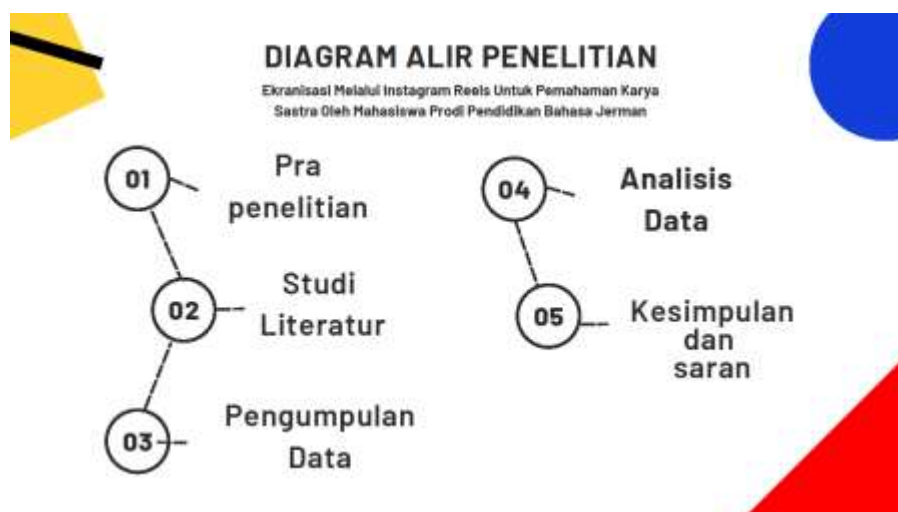


Figure 1. Research Chart Flow

The researcher also included a codings to simplify the description in the results and discussion section, which grouped into several research variables in the table below.

Table 1. Research Coding Table

Code	Description
S	Code for students name
V	Code for video title untuk judul video karya sastra yang dikerjakan
LW	Code for literary works title
G	Code for Group Number

3. RESULTS AND DISCUSSION

FINDINGS

Students' understanding of the Practice of German Literary Works Ecranisation through Instagram Reels as a complementary to Literaturgeschichte course

Based on the questionnaire that was distributed, it is known that the variety of literary works that are often appreciated and analyzed by respondents are poems, songs, short stories, and novels of literary works recommended by the lecturer. This shows that all respondents have appreciated literary works, including in the course. Talking about medium conversion, most respondents were well aware of the theory of medium conversion of literary works, while there were four respondents who did not provide information about the theory of medium conversion, namely, S16, S23, S24, and S21. They claimed to be unfamiliar with the term.

The next section asked about platforms that are commonly used to support the learning of literary works. From the questionnaire results, it is known that all respondents have used the social media platform Instagram to support the learning of literary works. In addition, to support learning, respondents also look for other references through internet pages, YouTube, TikTok, and an online story platform called Goodreads. From this third question, it can be concluded that the Instagram platform is used by all respondents for literary activities.

This is supported by the fact that all respondents use this platform for entertainment, viewing snippets of literary works, movie trailers, and Instagram posts about literary history.

To gather information about the steps respondents interpreted the literary works in the form of videos uploaded on Reels, the fourth question was asked. From the respondents' answers, it was known that the first step taken was to try to understand literary works in groups. One respondent, S4, explained that the first step taken was to discuss the interpretation of literary works with the group, after which the respondent and his group compared their interpretations with other references and discussed with the course tutor.

Then the video shooting became a series with the video editing process. Meanwhile, another respondent, S6, added the process of imagining the atmosphere of the video during script development because of the group's interpretation. S8 mentioned that the group validated the original story and interpretation during the video script development process, while S29 synchronized the language used. Meanwhile, S10 and S11 made variations and considered audio-visual effects in the video. From these opinions, some respondents believe that understanding the literary work is the first thing that needs to be done before interpreting it.

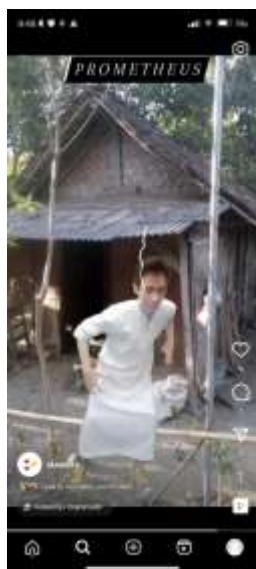


Figure 2.
Video Karya berjudul Prometheus



Figure 3.
Video Karya berjudul Die Bürgschaft

The variety of steps taken by respondents influenced their roles in the video interpretation of literary works, for example, S14 acted as a performer and scriptwriter. M6 was the editor and cameraman. Another respondent, S11, translated the original literary work. Meanwhile, S29 played a full role in the editing process, such as cutting the video, adding captions and music, and adjusting the duration. The description of the respondents shows that each individual plays a role in the video-making process. The difference in roles in video work is a group decision to facilitate the video work process.

The divided roles are related to the phases of the transfer. Some of the transfer videos show all six phases of the transfer, but some are not representative of the original story. Elements of a video, such as sound effects, visual effects, background effects, etc., have not been found. S1, S5, S6, S17, S21, S25 found it difficult to understand a literary work, and the

creation of a narrative, as well as the adjustment of the interpreted story to the original story. To overcome this incomprehension, some respondents conducted a question and answer session with the tutor, and discussed the narrative used.

After going through several steps of interpretation through reading the original literary work, translation, the process of making a script, and the process of Ecranisation, the researcher concluded that most respondents had understood how the process of Ecranisation of a literary work.

Students' responses to the use of Instagram Reels as a complementary to Literaturgeschichte course

In this section, the researcher explored the respondents' responses to the use of Instagram Reels as a learning support. Most of the respondents could understand the learning content in the form of audio visuals and felt that learning was more up to date, because it was given a stimulus that was close to their daily lives, namely social media. One respondent, S8, compared the learning method using Reels with the conventional/teacher-centered teaching method, and felt that Reels was more practical to use. Meanwhile, another respondent, S18, felt that Reels helped learning well. Meanwhile, two respondents showed the opposite reaction. Respondents S2 and S3 argued that Reels is not suitable for use, because the work produced is difficult to reach the audience, respondents added, to reach a larger audience, the packaging and form of presentation of learning content should be paid more attention. This shows that as a learning support, Reels can be used by paying attention to the video packaging factor, although there are some things that must be completed.

In making videos, respondents certainly get a variety of experiences. The experience gained by each respondent varies. M6 stated that he was used to using the platform to find creativity and new ideas, this opinion regarding creativity was supported by M8's opinion regarding respondents' participation in learning, the respondent explained that each group member played an important role in finding ideas for learning. S29, and S30 stated that they liked the learning platform because the process was diverse and fun. Students realized that in order to have access to a wide range of learning content through Instagram Reels, they need to use the platform more often for learning.

In an Instagram Reels video, one of the concerns is the duration. One of the respondents, S11 revealed that a short duration makes people not rush and will remain interested in watching the video, while S29 mentioned that a duration that is not too long is on point or not wordy. S30 highlighted the complexity of the material in relation to the duration, and that the craftsmanship of the script is also influenced by that, while S14 added that the main idea is an important thing that must be compact in a video. Students must realize that too long a duration will not make the audience feel at home, and this also affects the total views, and how the videos can appear on other people's Instagram algorithms.

To appear in the algorithm, the influencing factor besides hashtags and the "share" feature on Instagram is interaction. To date, the total views of the nine videos have reached over a thousand. However, the interaction shown in V1 to V9 is minimal. This is known from the use of the "share" feature which is not maximized. The comment panel for discussion was also not maximized by respondents. S8 argues that the essence can be obtained by the audience through elements that are not monotonous and attractive, so that both can understand the essence, despite the lack of interaction. According to S8, forming small groups to exchange opinions and brainstorm ideas is a creative process that respondents like. S8's opinion was

strengthened by S30, who argued that collaboration is used to learn new techniques to keep respondents creative by toying with new ideas. These two opinions are quite representative of all respondents, because the creative process is more or less the same and the basic elements of Ecranisation have also been carried out with additions, variations, and some reductions.



Figure 4.
Commentar section

generally, it can be concluded that learning experiences can certainly be obtained from the Instagram Reels platform, but due to the lack of implementation in learning literary works, some respondents still do not understand what they are doing.

DISCUSSION

Literary works today are produced in many ways. The human mindset today leans towards technology, however, the current era of disruption and technology according to Trianton (2019) is a breath of fresh air for the world of literature. Much of today's literature is classified as "popular literature", because its esthetical rules are already in the form of commodities that are ready to be published. This research tries to combine the form of traditional printed literature, which is then interpreted into a digital form in the form of a video for a learning. This media in practice could be an alternative to literary appreciation learning. Based on the research questionnaire that was distributed, respondents can have access to Instagram, especially Reels both for entertainment and learning. This aligns with Afrizal's (2020) opinion regarding Instagram, which is more familiar to use than other online platforms, because learning becomes more attractive and less boring. Reels is used by respondents to upload interpretations of literary works in the form of videos that have gone through the process of vehicle transfer, this interpretation process forces respondents to carry out a creative process and think to produce a video.

The process of Ecranisation is divided into subtraction, addition, and variation. Respondents in this study know what this medium conversion theory is, but S6, S21, S23, S24 are not familiar with the theory, this is due to the lack of active participation of the four respondents in learning, so they only know the form of conversion, but do not know the name of the theory.

As in V7, where the duration and audio were not clearly heard, it seemed that the message of the story was not being conveyed. In V1, the process of vehicle transfer is shown, namely the addition of background sound, images. Variations are shown in the story by changing the clothes worn by the characters Zeus and Prometheus, along with visual and sound effects of lightning, as shown in the second picture. In the third picture, variation is shown by changing Dionysius' clothes to wear a robe, indicating that he is a king. The basic concept is a very important process, which not only helps respondents to develop a clearer script, but also avoids plagiarism, and has an intellectual success through the process of thinking and creating.

This thinking process includes interpreting the original work, typing the script, shooting the video, and discussing it. The process is shown in the process of making audio visuals that are closely related to images in learning. In its realization into a learning video, Sadiman (in Takdir & Ar, 2020) states that ideas that turn into film medium are passed through several steps, namely making synopsis, storyboard, script, screenplay, and production. LW 7 and LW 8 have the same original work but the realization of the idea is different, so the use of music, background music, and atmosphere is also different. This shows that each respondent after going through various processes will have their own interpretation.

The responses given by students to the use of this media are very diverse. Practically, Instagram Reels learning media was felt by most respondents to help understand a literary work. However, some respondents S2 and S3 felt that they could not package the video presentation, this was because some videos such as V6, V7, V8, V9 had a duration that was too long, and less interesting, so that the interest in the video transfer was lacking. However, in general, it can be said that the use of this media has stimulated the construction process of thinking and critical thinking power of students in appreciating literary works. This is in accordance with the opinion of Wahab & Rosnawati (2011) which states that students must actively carry out the process of knowledge construction in a sustainable manner, until there is a change in scientific concepts. The role of the teacher is to provide stimulus (facilities) as well as advice and context or situation so that the construction process runs well. Thus this media can also help teachers to spur student performance in critical thinking in lectures.

Meanwhile, in the learning experience, S6 described that the habit of using this platform led to new creativity in the form of re-narrating a literary work according to their perception, which was transformed into a video media with the addition of elements in the video. An example of good implementation is V1 by G1, which has utilized a simple green screen and simple effects. On the other hand, S1, S5, S3 stated that Instagram Reels is too general and still lacks implementation in learning. This is understandable due to the students' lack of experience in translating literary works, as well as their lack of understanding of the Instagram social media algorithm. Learning experience also includes access to learning content through this platform, most of the respondents admitted that this kind of content is difficult to access

by the audience because of the difficulty of how the Instagram algorithm works, so that the audience does not know much. Andini (2024) in her research shows that the actual workings of the Instagram Reels algorithm are based on content quality (duration, content, creativity), likes, comments, captions, and what hashtags are being used. This statement is supported by Susilawaty et al's research (2022) which concluded that the audience is not bored if the video on the Instagram feature is in a short duration video format which is also referred to as one stop social media.

In addition, besides duration, content is also a consideration as a learning media. If there is more than one video produced in a lesson, referring to the opinion on how algorithms work, the algorithm should be able to encourage the content of other algorithms. The more videos that are watched repeatedly, the more likely they are to appear on the home page or search. This can be seen from V1 and V3 who have appeared on the S30, S18 search the pages. This is because both respondents actively re-watched the video and commented on the video.

Respondents showed interaction on the Instagram Reels platform directly through discussions in the comments section and indirectly by providing their interpretations of literary interpretation videos. This kind of interaction is classified by Rafael Capurro (in Hardiman, 2021) as Homo Digitalis, who interacts through digital activities.

The form of interaction in the comment section shows that some accounts gave feedback and started a discussion. Although these nine interpretation videos have reached over a thousand views, the direct and indirect interactions are less visible. This can be seen from the lack of interaction on Reels posts and promotional activities on each respondent's Instagram account. This can be seen from the average number of "share" features, which resulted in some videos only reaching a few people.

Meanwhile, the motivation obtained through this platform was expressed by M8, who felt that messages can be gained, and attractive things can be used, but still the duration remains as the main concern in making it in addition to the script. In addition, the other important thing related to the script is the creativity of the ideas that are built. Ismayani (2013) in her study concluded that the creativity process of students can be measured from reading, writing, utilization of reading results, rich vocabulary, diction, and detail in writing. The creative processes that the group and other respondents went through were also more or less the same in going through the process of Ecranisation by paying attention to the basic elements of addition, variation, and reduction.

Most respondents expressed that this platform is worth to be used with regular use, so that students can get used to it first, while M14 gave a suggestion that well-known works should be used to popularize the use of this platform in learning. It can be concluded that this method of translation or ekranisasi can be applied to the study, analysis, and appreciation of literary works, with some considerations, adjustments, and training in the course, which certainly does not burden the student

4. CONCLUSIONS

Based on the results of the analysis of the use of the Instagram Reels platform in learning the appreciation of literary works in the *Literaturgeschichte* course, it can be concluded that

the use of Instagram Reels to ekranisasi video interpretation of literary works is a novelty for learning the appreciation of German literature in the German Language Education Study Program, State University of Malang. Students can understand the theory and phases of Ecranisation through the practice of making this Ecranisation video, although there are still obstacles in the Ecranisation process. However, students can overcome problems that arise such as interpreting, making video scripts, selecting settings, taking videos, and editing videos through the division of roles in the group.

In the learning experience response, students are sharpened to think critically through creative processes in the stages of translating literary works. The use of social media can also help them to understand literary works well. In addition, students also learn to interact through social media, following the creative processes of Ecranisation. By habituating the use of Instagram Reels in lectures, selecting more popular German literary works to be translated, and understanding the algorithm and how to publish content on Instagram well, Instagram Reels can be used for learning the interpretation of German literary works.

The researcher hopes that this study can be a reference for further research, especially for researchs that focuses on learning German using social media and literary works. The researcher's suggestion for teachers who will use this learning media is to make sure whether the literary work to be interpreted is compatible and possible to be used for an Ecranisation video of a literary work.

4. AUTHOR'S NOTE

The author states that there is no conflict of interest related to the publication of this article. The author ensures that the article is free from plagiarism.

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