

**SUPPORTING FACTORS FOR THE SUCCESS OF LEARNING
LITERATURE IN SECONDARY SCHOOLS: A CASE STUDY AT SMP N 1
KARANGDADAP**

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ABSTRAK

Pembelajaran sastra dalam pendidikan diterapkan bersamaan dengan pengajaran bahasa Indonesia. Keberhasilan Pembelajaran sastra di sekolah tingkat menengah dipengaruhi beberapa faktor pendukung. Sastra tidak hanya tersusun oleh bahasa yang membentuk arti, sastra juga tersusun oleh fenomena kehidupan yang membutuhkan perenungan. Tujuan penelitian mendukung keberhasilan pembelajaran sastra di sekolah tingkat menengah. Penelitian ini menggunakan metode kualitatif sebagai pendekatannya serta pengumpulan data melalui wawancara dan observasi. Analisis data menggunakan metode reduksi data, penyajian data dan penarikan kesimpulan. Dalam metode tersebut peserta didik mampu menumbuhkan motivasi belajar sastra pada mata pelajaran bahasa Indonesia. Hasil dari penelitian ini menunjukkan ada beberapa faktor pendukung keberhasilan pembelajaran sastra di sekolah tingkat menengah adapun faktor yang pertama faktor kurikulum, adanya kurikulum yang berganti menyebabkan pembelajaran sastra kurang di pelajari di sekolah. faktor kedua guru, guru dapat memberikan fasilitas sarana pembelajaran sastra untuk peserta didik. faktor ketiga peserta didik atau siswa, daya minat peserta didik dalam sastra dipengaruhi oleh pembelajaran di sekolah. faktor keempat sarana dan prasarana, sekolah menyediakan sarana dan prasarana untuk menunjang pembelajaran sastra di sekolah.

Kata kunci : pembelajaran sastra, SMP, faktor pendukung keberhasilan

ABSTRACT

Literary learning in education is implemented simultaneously with Indonesian language teaching. The success of literature learning in secondary schools is influenced by several supporting factors. Literature is not only composed of language that forms meaning, literature is also composed of life phenomena that require reflection. The aim of the research is to support the success of literature learning in secondary schools. This research uses qualitative methods as its approach and collects data through interviews and observations. Data analysis uses data reduction methods, data presentation and drawing conclusions. In this method, students are able to foster motivation to learn literature in

Indonesian language subjects. The results of this research show that there are several factors supporting the success of literature learning in secondary schools. The first factor is the curriculum factor, the changing curriculum causes literature learning to be less studied in schools. The second factor is teachers, teachers can provide literary learning facilities for students. The third factor is students or students, students' interest in literature is influenced by learning at school. The fourth factor is facilities and infrastructure, schools provide facilities and infrastructure to support literature learning at school.

Keywords: *literature learning, junior high school, supporting factors for success*

INTRODUCTION

Literature as a subject in school is a material that has an important role to trigger students' creativity. Because literature has a human side that can add insight and knowledge for readers. Literature can contribute greatly to the development of personality and creativity of learners. By reading literature, one's senses become sensitive to the realities of life. However, desensitized senses are only able to capture the environment globally, less able to capture details. This activity can be implemented through reading, writing, and appreciating literary works.

Therefore, literature functions as subject matter that provides knowledge. Mechanically, the teaching of literature in schools can achieve three main learning abilities, namely affective abilities, cognitive abilities, and psychomotor abilities. These three abilities can simultaneously be found in the teaching of literature. The main reason why learning literature in schools is important is because students are the backbone of the nation. Therefore, learning literature early on in school is very important.

The teaching of literature in education is applied together with the teaching of Indonesian language. A. Teeuw said, literature in general and poetry in particular uses language and typical language incarnations that we cannot possibly understand properly without understanding, the right conception of language. Therefore, the relationship between language and literature is inseparable, and both are compositional requirements. Between language and literature in teaching have the same aspects, namely aspects of listening, speaking, reading, and writing. With the similarity of these aspects, language and literature complement each other.

Language and literature come together to create a communicative human being for the times. Language is in the procedure of conveying information or thoughts to others. Literature is a way of understanding the dynamics of life and methods of knowing the symptoms that will occur so as to foster adaptive intelligence to the environment. With this ability, humans are able to face the turmoil of the world. However, in practice, literature is more about developing the ability to interact directly with the dynamics of life.

Burhan Nurgiyantoro says literature as a work of art does not solely deal with language, but also other literary elements, which are no less important. Literature is not only composed of language that forms meaning. Literature is also composed of life phenomena that require contemplation. In this case, language is only a "garment" and the content lies in the phenomena of life that are summarized in the world of literature. The writing of this article aims to examine how the phenomenon of learning literature in Indonesian language lessons at SMP N 1 Karangdadap at this time.

DISCUSSION

Results of Interview with the teacher.

NO	Question	Junior high school Indonesian teacher
1.	What is the condition of literature learning at SMP N 1 Karangdadap?	In the old curriculum around 1994, there was learning in Indonesian language materials such as listening, speaking, writing and reading. The four are related and there are separate materials, namely vocabulary and literature. In learning, the material was always given sequentially. In the old curriculum learning is easier, focused, just how the teacher has its own development. So that students are able to understand the type of literature according to the period. But the future development is all put together, a lot of material is not covered. Then in the second semester short stories no longer exist, replaced with inspirational stories. Where a student tells a story that is an inspiration not like a short story anymore.

2.	How enthusiastic are the students in learning literature?	Today's students dislike literature because writing and appreciating literature are considered to be the work of unemployed people. This phenomenon can be seen in poetry, short stories, and novels which are considered as an outpouring of feelings only. Students nowadays are more inclined to study the exact sciences that lead to the Olympiads. So far, there has rarely (perhaps never) been an Olympiad in literature. There are only literary writing competitions that disappear after the competition is over. In fact, literary writing requires diligence. Therefore, students do not develop the critical nature to write literary works.
3.	Are there any obstacles that arise in learning literature?	Today's children are difficult to recognize literature, because today's children do not like to read and a teacher's solution to address students who do not like literature is by giving assignments, today's children are usually more inclined to literature in the form of short stories and poetry. Because it is easier for them to make, such as for example a short story with only one plot and it is taken from their personal experience.
4.	What are the facilities and infrastructure that support the learning process of literature at school?	In the new curriculum, KTSP, schools are given the freedom to determine their own learning completeness criteria per indicator because KTSP is a unit of ideas about curriculum development that is placed in the closest position to learning, namely schools and education units. Literacy activities are scheduled per class and are carried out during the first and second breaks. As well as a reading corner has been formed, there is a glass cabinet to fill literature books and much more. facilities and infrastructure that can support literature learning are books in the library. Through books, one can read and gain extensive knowledge. Based on the author's observation, SMP N 1 Karangdadap has fulfilled the needs of literature learning, namely the existence of nonfiction books in the library.

5.	What are your hopes for literature learning to improve in the future?	Provision of more complete and varied resources to support learning, such as up-to-date literature books, access to a good library and adequate technology. Continuous training and professional development for teachers to improve teaching skills and innovative learning approaches. Integration of technology in literature learning to increase student engagement and facilitate better understanding of literary works. Collaboration among teachers and working teams to design relevant and engaging curricula and share best practices in teaching literature. Increased support from schools, parents and communities in reinforcing the importance of literature learning as an essential part of holistic education. More open and inclusive literary learning, taking into account students' diverse cultural backgrounds, languages and experiences. Provision of diverse extracurricular opportunities, such as literature clubs, theater performances or writing workshops, to support students' interests and talents in literature.
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Interview Results with students

NO	Question	Junior high school students
1.	How do you think literature is taught at school?	I think literature learning in schools is still lacking because there is little literature-related material in Indonesian lessons.
2.	Are you interested in learning literature?	Interest because I like short stories, poetry. So when given the task of making a short story.
3.	Are there any obstacles faced in learning literature?	There is a lack of facilities and infrastructure that support the learning of literature in our school. There are not too many literature books.

In teaching activities, the components of objectives, materials taught, and assessment of the results of learning activities are closely related. Literature as a lesson at school requires the three elements above to be closely related and have clarity. This is because literature is discussed as a field that is unclear and too free. This myth stems from the fact that some people become writers with a shaggy

appearance, tattered clothes, shabby, and so on, even though the existence of writers is judged by their work, not by their appearance. This makes literature academically less likely to get a positive response from students and teachers. Clarity of teaching objectives (literature) is important because it will provide guidelines for the selection of appropriate materials. With clear objectives, literature teaching will be more concentrated on the material that has been prepared to achieve affective, cognitive or psychomotor abilities. From an interview with one of the Indonesian language teachers at SMP N 1 Karangdadap, Mr. Syahroni, S.Pd, the author observed that there are four factors that influence the teaching of literature in schools, as follows.

1. Curriculum Factors

In the old curriculum around 1994, there was learning in Indonesian language materials such as listening, speaking, writing and reading. The four are related and there are separate materials, namely vocabulary and literature. In learning, the material is always given sequentially. In the old curriculum learning is easier, focused, just how the teacher has its own development. So that students are able to understand the type of literature according to the period. But the future development is all put together, a lot of material is not covered. Then in the second semester short stories no longer exist, replaced with inspirational stories. Where a student tells a story that is an inspiration not like a short story anymore.

The changing curriculum has caused teachers to be confused in implementing the curriculum at school. So far, the government has updated the curriculum six times. The 1994 curriculum was replaced by the 1995 curriculum, after which it was replaced by the 1997 and 1999 curricula. In 2004, the government replaced the old curriculum with the Competency-Based Curriculum (KBK). Not long after, in just two years, in 2006, the government made another update, namely by changing the KBK to the Education Unit Level Curriculum (KTSP). Actually, in the national education system it has been stated that the curriculum is a set of plans and arrangements for content, and subject areas and methods used as guidelines for organizing education. This means that the curriculum plays a very important role for the continuity

of learning in each school. In essence, curriculum updates or can be called curriculum changes made by the government aims to improve the quality of education in Indonesia. In the new curriculum, namely KTSP, schools are given the freedom to determine their own learning completeness criteria per indicator because KTSP is a unit of ideas about curriculum development that is placed in the closest position to learning, namely schools and education units. In the National Education Standards Article 1 paragraph 15, it is stated that KTSP is a curriculum that is prepared and implemented by each Education Unit. This is actually related to the political policy of the State of Indonesia which no longer uses a centralized system, but uses a decentralized system. Therefore, the regions have the authority to exercise autonomy, and the layout of government is not absolutely at the center. In addition, KTSP is also a form of education reform that gives autonomy to schools and education units to develop the curriculum according to their potential, demands and needs. In its empowerment, schools have the right to greater autonomy over the implementation of education. The school must realize the responsiveness of the government to the demands of the community in the form of a means of improving the quality, efficiency and equity of education.

However, from the excellent ideas in the KTSP, not all schools implemented it well. Schools felt unprepared for the new curriculum. Some schools are still adapting to the new curriculum. The impact is that some literature teaching still looks monotonous. In teaching poetry, teachers still dwell on Chairil Anwar's "Aku" and Sapardi Djoko Damono's "Aku Ingin" which are considered chamber poems, and some of Rendra's Balada which are considered auditorium poems. In prose, it still dwells on the novels "Siti Nurbaya", "Salah Asuhan", and "Pada Sebuah Kapal". In terms of theory, only the elements of structure were introduced. In this case, students experience boredom because it is not comparable to their world and the teaching looks old-fashioned. In this case, the teaching of literature in schools should refer to the context of reality in the surrounding community so that it is not boring. Contextualized learning and teaching engages students in important activities that help them relate academic lessons to the real-life contexts they face.

2. Teacher Factor

In every school, literacy activities should be held, in which students are asked to read books, fiction and non-fiction books but directed. Then also given tasks related to literature. Because today's children are difficult to recognize literature, because today's children do not like to read and a teacher's solution to address students who do not like literature is by giving assignments, today's children are usually more inclined to literature in the form of short stories and poetry. Because it is easier for them to make, such as for example a short story with only one plot and it is taken from their personal experience.

Teachers are people who impart knowledge to students. In the old curriculum, teachers had the role of teachers and presenters. Teachers provide material in full with various methods that they have. In the Education Unit Level Curriculum, teachers have a role as facilitators of the teaching and learning process at school. To be a good facilitator, teachers must know the learning objectives and characteristics of students at school so that in the end a teacher is also able to be a good motivator. The way teachers know the part of the learning objectives that have not been achieved by individual students is by knowing the characteristics of students. This is because student characteristics are variables in the learning process. Here, teachers are required to be selective and critical of the phenomena that occur in the classroom well. However, understanding students' characteristics is very complicated because it is related to their talents, interests, learning motivation, thinking ability, and initial ability. Student characteristics can also include family background, socio-economic conditions, age, knowledge preferences. However, there are things that need to be considered by a teacher when learning objectives have not been achieved by students, namely:

- a. Teacher subject matter knowledge. This is a teacher's knowledge that emphasizes the organization and presentation of material, knowledge of learners' understanding of the material and also knowledge of how to teach the material.

- b. Action system knowledge. This is a form of teacher knowledge that emphasizes teacher activities, such as diagnosing, classifying, organizing, and evaluating learners, as well as implementing learning activities and learning experiences. Both of these knowledge are needed by teachers in developing learning objectives.

3. Student Factors

With the lack of literature learning in Indonesian language materials, students end up not reading, then in terms of student interest is reduced because literature material is not in textbooks. If there is a lesson, the teacher automatically gives an assignment and then they read.

A student is anyone who receives influence from a person or group of people who carry out educational activities. In this case, students are human beings who need education to be guided and nurtured into better people. The development is through a process, through the improvement of experience, and training to face life. In teaching literature at school, it turns out that there are still some students who consider literature to be saturating material.

Students at school think that Indonesian is easy and doesn't need to be studied seriously. This is certainly the case for those who lack the enthusiasm to learn. Students now dislike literature because writing and appreciating literature are considered to be the work of unemployed people. This phenomenon can be seen in poetry, short stories and novels which are considered as an outpouring of feelings only. Students are now more inclined to study the exact sciences that lead to the Olympics. So far, there has rarely (perhaps never) been an Olympiad in literature. There are only literary writing competitions that disappear after the competition is over. In fact, literary writing requires diligence. Therefore, students do not develop the critical nature to write literary works.

4. Facilities and Infrastructure Factors

In schools there should be extracurricular activities which are arts and cultural activities, then in which they are taught how to poetry as well as play drama. However, there is no such extracurricular activity in the school, only literacy activities that are scheduled per class, these activities are carried out

during the first and second breaks. A reading corner has also been established, there is a glass cabinet to fill with literature books and much more. However, at the moment there are no books on display because students have not brought them, but in the school library there are many collections of short stories and poetry. Currently there are many literature collections, but the activity will not run without literacy. Because Indonesian language learning is currently getting narrower in contrast to the previous curriculum, so students must be led through school literacy.

Facilities and infrastructure are an important part of supporting literature learning. With adequate facilities and infrastructure, it will facilitate the learning process. In this case, the facilities and infrastructure that can support the learning of literature are books in the library. Through books, one can read and gain extensive knowledge. Based on the author's observation, SMP N 1 Karangdadap has fulfilled the needs of literature learning, namely the existence of nonfiction books in the library. The facilities and infrastructure for teaching literature at school are still very minimal. There are only a few novel books that are the foundation of literature teaching. One of the things that is needed when literature learning is considered not to have achieved optimal results is the improvement of literature learning. Improving literature learning can be done through literature teaching research. Whether we realize it or not, literature teaching research is very important to improve teaching and at the same time develop literature. According to the author's observation, research on literature learning in schools is still minimal. As a teacher, the hope for better literature learning in the future may include:

1. Provision of more complete and varied resources to support learning, such as up-to-date literature books, access to a good library, and adequate technology.
2. Continuous training and professional development for teachers to improve teaching skills and innovative learning approaches.
3. Integration of technology in literature learning to increase student engagement and facilitate better understanding of literary works.

4. Collaboration among teachers and working teams to design relevant and engaging curriculum and share best practices in teaching literature.
5. Increased support from the school, parents and community in reinforcing the importance of literature learning as an essential part of holistic education.
6. More open and inclusive learning of literature, taking into account students' diverse cultural backgrounds, languages and experiences.
7. Provision of diverse extracurricular opportunities, such as literature clubs, theater performances, or writing workshops, to support students' interests and talents in literature.

With these expectations implemented, it is hoped that learning literature will become more meaningful and fulfilling for students and enrich their educational experience.

CONCLUSION

The research conducted so far has been more directed towards research on literary texts. With the study of literature learning in schools, it will be possible to know about the detailed indications as well as the causes of Indonesian literature not developing. Through this research, it is hoped that the problems that have been buried can be resolved. There are many triggering factors, such as teachers' lack of skill in contextualizing the subject matter, students' lack of interest in learning, or environmental factors that have never known the world of literature. ClosingBased on the description above, the author concludes that the four factors are interrelated to make literature learning in schools successful. However, the most important thing that can improve the quality of literature teaching in schools is literature teaching research. So far, what has happened is that there is research on literary texts, rarely on the teaching of literature.

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