

**IMPLEMENTATION OF LITERATURE LEARNING
WITH A HUMANISTIC PERSPECTIVE IN CLASS XII
AT SMA NEGERI 1 PANINGGARAN**

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ABSTRAK

Artikel ini membahas tentang pelaksanaan pembelajaran sastra perspektif humanis pada siswa kelas XII SMA Negeri 1 Paninggaran. Di SMA Negeri 1 Paninggaran, pengajaran sastra merupakan bagian integral dari proses pembelajaran, memberikan kesempatan kepada siswa untuk memperluas wawasan, mengembangkan kreativitas, dan meningkatkan pemahaman terhadap manusia dan dunia disekitarnya. Berdasarkan latar belakang singkat tersebut, maka tujuan artikel ini adalah untuk mengetahui bagaimana perspektif humanis dalam pembelajaran sastra di kelas XII dan memberikan kesempatan kepada siswa untuk mengekspresikan diri sehingga dapat membantu siswa untuk mengembangkan kreativitasnya. Metode penelitian yang digunakan adalah kualitatif. Penelitian ini menggunakan teknik observasi wawancara, dan dokumentasi sebagai langkah pengumpulan data. Analisis data dalam penelitian ini menggunakan reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pembelajaran sastra dengan pendekatan humanis dapat meningkatkan pemahaman nilai-nilai kemanusiaan dalam karya sastra dan dapat meningkatkan kemampuan berpikir kritis siswa. Berdasarkan hasil penelitian di SMA Negeri 1 Paninggaran menunjukkan bahwa pembelajaran sastra sudah cukup baik, namun fasilitas pembelajaran untuk menunjang pembelajaran masih kurang memadai.

Kata Kunci: Sastra, Humanisme, perspektif

ABSTRACT

This article discusses the implementation of literature learning from a humanist perspective for class XII students at SMA Negeri 1 Paninggaran. At SMA Negeri 1 Paninggaran, the teaching of literature is an integral part of the learning process, giving students the opportunity to broaden their horizons, develop creativity, and increase their understanding of humans and the world around them. Based on this brief background, the purpose of this article is to find out how the humanist perspective on literature learning in class XII and provide opportunities for students to express themselves so that it can help students to develop their creativity. The research method used is qualitative. This research utilizes interview observation, techniques

and documentation as data collection steps. The data analysis in this research uses data reduction, data presentation and drawing conclusions. The results of this research show that learning literature with a humanist approach can increase understanding of human values in literary works and can improve students' critical thinking skills. Based on the results of research at SMA Negeri 1 Paninggaran, it shows that literature learning is quite good, however, learning facilities to support learning are still inadequate.

Keywords: *Literature, Humanism, perspective*

INTRODUCTION

In this fast-paced digital era, where technology increasingly dominates our lives, it is important for us to remember the importance of maintaining and analyzing literary works from a humanist perspective. Literary works are a series of depictions of the author's ideas, which arise from the realities of life and are processed with intellectual abilities and sharp imagination (Ernawati, 2017). The author expresses his ideas, thoughts, feelings and imagination through Literary works that have a positive impact on social life. Literary works come in various forms ranging from poetry, prose and drama. These works often tell a story, in third person as well as first person, with a plot and through the use of various adjuncts related to their time. Literary works can also be viewed from a humanist perspective. Humanist literary works are works that highlight human life, relationships between humans, and human values . Humanism is presented in literary works to fulfill the main idea of the work of being able to understand and see human existence in relation to other people or society. The concept of humanism is an effort to humanize humans to have good human qualities (Ulhaq, 2023). Humanist literary works can also describe human life in terms of both good and bad aspects. These literary works tend to emphasize values such as empathy, justice and tolerance for human diversity. Meanwhile, humanistic education is an integrated effort to improve individual humanity by forming character with the aim of guiding the abilities of each individual so that they can act more humanely (Nasution, 2020).

Literary works are now present and arranged as the main objective in learning (Wuryani, 2013). Literary learning is a process that focuses on developing human potential through education, knowledge and self-awareness. In this context, literature is seen as a means of improving the quality of life through development.

Learning literary works also focuses on developing reading and writing skills, as well as presenting literary works that are relevant to students' lives, so that students can appreciate and develop literary works more effectively. Meanwhile, literature learning with a humanist perspective is a learning approach that focuses on developing students' character and disposition through literary works. In this approach, literary works are used as a means to develop students' abilities in critical, creative and communicative thinking. Humanistic literature learning also emphasizes the importance of developing students' awareness and concern for the cultural and moral values contained in literary works. In this way, students can develop better character. Literature learning tends to provide the widest possible opportunities for students to explore literature critically and creatively.

Positive character education can form better students because they will grow into superior and respected individuals. This can be seen from those who have good physical health, strong emotional stability, and positive intellectual development. However, apart from that, there are problems that can be worrying regarding the decline in human values (morals) and the increase in deviant behaviour among the younger generation or students. The decline in human values can be seen in the form of increasing crime rates, brawls between students, drugs, and free sex (Hartono, 2018). What is more worrying is that this decline in morals does not only occur among students, but has also spread to all levels of society, including children and students. Based on these problems, there are several factors that cause a decline in moral values among teenagers and students, including the family environment, community environment and educational environment. However, the main factors that are very influential are the lack of attention or concern from parents and educators regarding children's physical and mental development, lack of affection, and lack of supervision, such as lack of communication in children's daily lives, not paying attention to children's activities, not ask about the child's activities when he comes home outside the specified hours and so (Hartono, 2018)forth .

Based on the problems above, literature learning has become an important part at various levels of education, including at the high school level. In this research, the author chose the research location at SMA Negeri 1 Paninggaran. SMA Negeri 1 Paninggaran is a senior high school located in Paninggaran village,

Paninggaran District, Pekalongan Regency. Literature learning at SMA Negeri 1 Paninggaran is an integral part of the learning process to provide students with the opportunity to broaden their horizons, develop creativity, and increase their understanding of the values contained in literary works. In this case, astra makes a significant contribution in developing critical thinking skills regarding humanist values and appreciation of works of art. In an effort to enrich students' learning experiences, this school has implemented literature learning in Indonesian language subjects.

In this research, the author has several reasons for choosing a discussion topic regarding the implementation of literary learning with a humanist perspective, including, 1) Relevance to the educational curriculum, the choice of this topic is relevant to the educational curriculum in Indonesia which emphasizes the importance of developing student character through literary learning. By introducing literature learning from a humanist perspective, we can see how this approach can help students understand the human values contained in literary works. 2) The importance of understanding humanity, education is not only about mastering knowledge, but also about developing character and human values. By choosing this topic, we can explore how learning literature from a humanist perspective can help students understand and internalize the human values contained in literary works. 3) Contribution to educational development, the implementation of literature learning with a humanist perspective at SMA Negeri 1 Paninggaran is an effort to make a positive contribution to the development of education in Indonesia. By choosing this topic, we can see how this school adapts the existing educational curriculum by emphasizing the importance of a humanist approach in learning literature to produce students who are more insightful and sensitive to human values. Therefore, in this article, we will discuss how literature learning at SMA Negeri 1 Paninggaran makes a significant contribution to student development from a humanist perspective.

DISCUSSION

In this research the author uses qualitative methods to research the phenomenon of literary learning with a humanist perspective. Qualitative methods are methods that use analysis at all stages of the process to obtain appropriate

research results (Zettirah, 2023). This method focuses on understanding and interpreting the data collected. Data collection techniques in this research utilized observation, interview and documentation techniques.

The interview method is a way of collecting data by learning the answers given by the research subjects through conversations with the researcher about problems related to the research. The observation method is an action against a process or an object, the purpose of which is to know and then understand the phenomenon based on known knowledge and thoughts, in order to obtain the information needed to continue the research, Interviews used in our research to gather data and information that presented by the resource person. The documentation method is a data collection technique in the form of data recording and photos. This is used to facilitate researchers as evidence that this research has been done.

This research was conducted at SMA Negeri 1 Paninggaran, Kauman, Paninggaran, Kec. Paninggaran, Pekalongan Regency, Central Java 51164. This research involved 5 students of class XII MIPA 1 consisting of 2 students , namely Aldys Bagus Bima Saputra and Muhammad Abi Fadlil Wicaksono, 3 students namely Intan Hani, Ika Zahra, and Firra Nurrohmah, and 1 Indonesian language teacher Eliyawati.

Based on the results of interviews conducted with class XII MIPA1 students, it shows that class XII MIPA 1 students have a deep understanding of literature as works created by humans. They realize that literature is not just a series of words, but is the result of human creativity using beautiful language. This view reflects a humanist approach to studying literature, which emphasizes the importance of understanding literature as a result of human expression that is full of meaning. Class XII MIPA 1 students also show high appreciation for various literary genres, such as poetry, short stories, comics and drama. They have extensive knowledge about various forms of literary works, and are able to identify the beauty of language and the moral values contained therein. This reflects a humanist approach which emphasizes the importance of understanding and appreciating diversity in literary works, as well as relating this to the experiences and realities of human life.

Class XII MIPA 1 students also realize that literary works contain important moral values. They consider literary works not only as a form of art, but also as a reflection of human life which is full of moral and ethical values. Through studying literature with a humanist perspective, students are taught to understand and internalize the human values contained in literary works, such as empathy, tolerance and justice. Thus, the results of interviews with class Through this approach, students not only understand literary works as works of art, but also as a reflection of human life which is full of moral and ethical values. Therefore, a literary learning approach with a humanist perspective can be an effective method in developing students' understanding of literary works and the human values contained in them.

In the context of literature learning at SMA Negeri 1 Paninggaran, the approach applied seems to reflect humanist values. The students stated that literature learning at the school was quite good, where they were required to learn independently in creating literary works. This shows an encouragement to develop critical thinking and improve skills in creating literary works. However, students also indicated that they were given the opportunity to ask questions if they experienced difficulties. This approach reflects an attitude of empathy and attention to students' individual needs, so that they do not feel burdened or marginalized in the learning process. Thus, the literature learning approach at SMA Negeri 1 Paninggaran emphasizes the importance of developing students' individual skills while still paying attention to humanist aspects in the teaching and learning process.

In a humanist perspective, literary learning plays an important role in developing students' personalities. Literature teaches an understanding of human differences which are key values in humanism. Based on the experience of class XII MIPA 1 students, they said that learning literature was interesting and enjoyable because of the approach applied by my teacher. Even though they basically already like literature, the approach used by the teacher makes learning literature more interesting and exciting. One of the things that makes learning literature interesting is because the teacher not only provides theory, but also provides opportunities for direct practice. Their Indonesian teacher often holds discussions, reads literary works, and gives creative assignments that allow us to express and create our own literary works. Apart from that, teachers also often relate literary learning to the

experiences and realities of everyday life, so that we can more easily understand and relate literary concepts to real life contexts. This approach makes studying literature not just a lesson that must be learned, but also a fun and meaningful experience for us. Thus, our teachers have succeeded in creating a fun learning environment and motivating us to continue learning and developing our interest in literature.

According to class XII MIPA 1 students, learning literature from a humanistic perspective can help broaden horizons and improve reading, writing and critical thinking skills. In studying literature, they do not just read literary texts, but also learn to understand the characters and themes contained in them. Thus, studying literature helps them to broaden their horizons and understanding of various aspects of life and humanity. Apart from that, in reading literary works, we can also discover and add new vocabulary that was not previously known. Not only that, studying literature also helps in developing writing skills. By understanding the structure and writing style used in literary works, they can develop their writing skills. They learn to structure sentences and paragraphs well, and are able to express our ideas and feelings effectively through writing. Apart from that, they are also able to create literary works according to their abilities and express their emotions in writing.

Apart from that, learning literature also helps in developing critical thinking skills. In reading and analyzing literary works, we are invited to consider various points of view, understand character motivations, and convey the messages contained therein. This helps us to train critical thinking skills, namely the ability to analyze, evaluate and interpret information well. Thus, studying literature not only helps them to broaden their horizons, but also improves their reading, writing and critical thinking skills.

Based on the results of interviews conducted with Indonesian language teacher Eliyawati, it shows that the teacher teaches students about various literary genres. Class XII MIPA 1 students have studied poetry, drama, fiction and non-fiction novels, historical novels and short stories. Through this learning, students learn to recognize the characteristics, structure and characteristics of each literary genre. They also learn to analyze the themes, plots, characters, and messages

contained in each literary work studied. Apart from that, I also provide opportunities for students to express their thoughts and feelings through writing, both in the form of poetry and short stories. In literature learning, a humanist approach is the main basis taught to students. Indonesian language teachers have taught that literature is not just a collection of words or stories, but is also a mirror for human life. By reading literary works, students are invited to reflect on various aspects of humanity and the moral values contained therein. Indonesian language teachers also hope that their students can develop a deep understanding of literature and improve their abilities in reading, writing and critical thinking.

According to Indonesian language teacher Eliyawati , from a humanist perspective, learning facilities need to be improved so that they can support a humanist approach in teaching literature. Indonesian language teachers feel that complete library facilities with collections of literary books from various genres are very important to inspire and enrich students' understanding of literary works. Apart from that, Indonesian language teachers also hope that there will be a special room for discussions and a place for drama performances as well as the need for adequate technological facilities to support interactive and collaborative learning. With more adequate facilities, Indonesian language teachers believe that literature learning can be more enthusiastic, enjoyable and effective in generating interest and appreciation for literary heritage.

Apart from that, Indonesian language teacher Eliyawati also said that students need to have better motivation to study literature. To motivate class Even though these gifts may not have high material value, they can provide encouragement to students. Indonesian language teachers also say that it is important to give these prizes at the end of the lesson, not at the beginning, so that the prizes are a form of appreciation for the students' abilities that have been demonstrated during the learning process. By giving this small gift, it is hoped that students will be more motivated and have a greater interest in studying literature.

CONCLUSION

Based on this research entitled Implementation of literature learning from a humanist perspective in class XII students at SMA Negeri 1 Paningggaran, it shows

that this approach has succeeded in increasing students' understanding of human values and empathy through literary works. By presenting literature that arouses feelings and shows the complexity of human life, literature learning provides a deep and meaningful learning experience for students. Students can better understand various points of view, moral values, and human dilemmas reflected in literary stories. Through discussion and critical analysis of literary works, students are also open to reflecting on and appreciating human experience more broadly, which in turn helps build an attitude of empathy and a deeper understanding of the complexities of life. Thus, the implementation of literature learning from a humanist perspective helps create a learning environment that enriches and deepens students' understanding of human values that are relevant in the context of their lives.

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