

THE CHALLENGES IN DEVELOPING LITERATURE LEARNING AT SENIOR HIGH SCHOOL LEVEL

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ABSTRAK

Penelitian ini dilatarbelakangi oleh dirasakan kurang relevannya sastra di masyarakat saat ini karena fokusnya beralih pada aspek ilmu pengetahuan, teknologi, dan kebutuhan fisik yang dianggap lebih mendesak. Permasalahan ini membuat peneliti tertarik untuk melakukan eksplorasi literatur di sekolah. Peneliti memilih MA Salafiyah Simbangkulon sebagai subjek penelitian ini. Penelitian ini bertujuan untuk mengetahui bagaimana perkembangan pengajaran sastra di MA Salafiyah Simbangkulon dan apa saja keterbatasan yang dialami guru-guru di MA Salafiyah Simbangkulon dalam pengajaran sastra. Dalam penelitian ini, peneliti menggunakan pendekatan kualitatif melalui wawancara dan observasi dengan menerapkan analisis reduksi data, penyajian data, dan menarik kesimpulan mendalam dari temuan yang diperoleh. Hasil penelitian menunjukkan bahwa literatur yang diajarkan di MA Salafiyah Simbangkulon masih terbatas. Namun minat mahasiswa masih tinggi dan dapat dibuktikan dengan dihasilkannya karya sastra berupa puisi dan cerpen.

Kata Kunci: Permasalahan Sastra, Perkembangan Sastra, Pengajaran Sastra.

ABSTRACT

This research is motivated by the perceived lack of relevance of literature in today's society because its focus has shifted to aspects of science, technology, and physical needs, which are considered more urgent. This problem makes researchers interested in exploring literature in schools. The researcher chose MA Salafiyah Simbangkulon as the subject of this research. This research aims to find out how literature teaching has developed at MA Salafiyah Simbangkulon and what limitations the teachers at MA Salafiyah Simbangkulon have experienced in teaching literature. In this research, researchers used a qualitative approach through interviews and observations by applying data reduction analysis, data presentation, and drawing in-depth conclusions from the findings obtained. The results of this research show that the literature taught at MA Salafiyah Simbangkulon is still limited. However, student interest is still high and can be proven by the production of literary works in the form of poetry and short stories.

Keywords: Literature Problems, Literary Development, Literature Teaching.

INTRODUCTION

So far, education in Indonesia is only limited to students gaining knowledge without knowing how to implement it. The application of knowledge itself requires a deeper construction of knowledge so that the knowledge can benefit everyone. Learning literature, for example, has its own challenges that need to be well understood. There are various issues that need to be considered and developed. From the selection of appropriate reading materials to effective teaching strategies, all these aspects affect the quality of literature learning in the classroom. Cultivating students' attitudes and behaviors can be done through literature because both oral and written literature have beautiful meanings. In this paper, we will explore the problematic scope of developing literature learning in schools in more depth.

The educational value of literature has two requirements that can be expressed in the context of character building. The study of literature should be able to evoke sharper feelings. A person who has studied different literary works usually feels the same feelings more sensitively to determine what is valuable and what is not. Another requirement is that the study of literature should help in developing students' different personality traits, including determination, intelligence, imagination and creativity. Huda, et al (2009) say that the study of literature is able to multiply students' inner space so that schools do not only educate students like machines but form students who also have noble character.

Literature is considered less important in Indonesian society and plays less of a role today. As society is currently moving towards an industrialized society, concepts related to science, technology and physical needs are considered more important and urgent to achieve. Members of society pay less attention. Literary activity is one sign of the existence of this trend. Written activities only bring intangible benefits, internally, so they are considered less urgent and can still be postponed.

The aforementioned conditions also occur in the world of education. The attention of students and administrators in schools in subjects related to natural sciences, technology, and physical needs is much higher than in humanities

subjects. The absence of language laboratories, art studios, literature textbooks, and many other facilities is clear evidence of the inequality claimed in this study. Literature learning is considered less important by teachers, especially those with low literary knowledge. This leads to topics that should ideally be interesting and engaging. The great benefits that these students have are presented simply in meeting curriculum requirements, which are small, less vibrant, and generally lacking in the hearts of learners. This research aims to find out how literature teaching has developed at MA Salafiyah Simbangkulon and what limitations the teachers at MA Salafiyah Simbangkulon have experienced in teaching literature. In this research, researchers used a qualitative approach through interviews and observations by applying data reduction analysis, data presentation, and drawing in-depth conclusions from the findings obtained.

DISCUSSION

Nowadays, literature learning in schools has undergone significant changes. Some schools do not prioritize the learning of literature in their schools, one of which is the case at MA Salafiyah Simbangkulon. According to Mr. Tarlihin, an Indonesian language teacher who has taught at MA Salafiyah Simbangkulon since 2003, students' seriousness in learning Indonesian language, especially literature, has declined since the UN was abolished. Many students are lazy to read and write. This was also triggered by the outbreak of the Covid-19 case which required online learning for approximately one semester. The number of subjects at MA Salafiyah Simbangkulon makes literature learning minimal. Although literature is not emphasized too much, the learning process still takes place normally.

During his 20 years of teaching at MA Salafiyah Simbangkulon, Mr. Tarlihin's teaching and learning methods depended on the material covered. Sometimes learning takes place in the library, while literature classes only take place in the classroom. Literature materials studied in class X are hikayat and poetry, then for class XI, only limited to novels. Apart from learning, literary works are often performed at certain events such as graduation and teacher's day. The success of these literary performances is inseparable from the intervention of Mr. Tarlihin, who in the process certainly experienced several obstacles.

Although students' interest in reading at school is decreasing, Gen Z is starting to enjoy reading online, for example through the Fizzo novel application. This phenomenon is known as cyber literature. Cyber literature itself is a literary work that is displayed through social media in the form of applications or web pages. Adjusting to the current digital era that the use of devices is more than books, this cyber literature can be the right choice to increase Gen Z's interest in reading. This is because in the device there are many literary works that can be read and do not require carrying many books.

The phenomenon of cyber literature needs more attention because in addition to contributing to the development of literature in Indonesia, it can also cause quite complex problems in society due to the rapid development of technology and the internet. Cyber literature can be utilized by writers to develop their creativity and freedom in writing their works. The difficulty of breaking into the publishing world is the reason why ordinary writers prefer to publish their work on literary sites such as Wattpad, Fizzo Novel, and Fanfiction.

In the current era, students are more interested in *_cyber_* literature such as Wattpad. They have heard the term literature, but do not know the theoretical definition of literature. Lack of interest in literature is one of the reasons why they don't want to study literature at school. In addition, the lack of emphasis on literature taught in Indonesian language classes can also be a major factor. There are several types of literature taught at MA Salafiyah Simbangkulon, such as poetry, short stories, rhymes, historical stories, fiction and nonfiction. Related to the tasks given by the teacher in creating literary works, many students complain about the obstacles they encounter, such as difficulty choosing the right words when writing poetry, empty thoughts and running out of ideas when writing short stories, as well as not being able to concentrate in writing and not focusing when learning the linguistic elements and rules of novels. The number of obstacles makes students lazy in learning Indonesian, especially literature.

The results of interviews with several students show that some of them are interested and like literature. They enjoy literature on social media and fill their spare time with reading. They prefer novels and short stories to other literary works

such as poetry, due to the need for word mastery and high imagination. One of the interviewees, Arinal Harisatul Kamila, admitted that she liked literature and often created works such as novels because she was inspired by her older brother who is a writer, so she wanted to be like her brother. Meanwhile, Minhatuz Zahra herself is a literature lover who prefers reading works rather than creating because she thinks reading is fun.

Students become disinterested in literature due to their lack of understanding regarding the usefulness of literature in developing critical thinking. Based on interviews with two students from Ips 3 and Ipa 2, Dwi Amelia and Nurul Qomariyah, they said that the lack of interest in literature was due to the many difficulties encountered when creating a literary work, for example in making poetry and rhymes, Nurul Qomariyah had difficulty in choosing the right diction and understanding the rules of language, then in writing short stories, Nurul Qomariyah had difficulty finding ideas to complete the story she wrote. At the same time, Dwi Amelia can create horror stories, but not for publication, but for personal consumption. Dwi Amelia admitted that she was not interested in literature and made short stories only to fill her spare time.

From these problems, students' disinterest is triggered by their lack of understanding of the benefits of literature. If Nurul Qomariyah tries more diligently to learn the rules of language, then Nurul Qomariyah can create a literary work, while if Dwi Amelia is more confident to publish her work, then Dwi Amelia will benefit from the published work.

Based on field research conducted regarding literature learning at MA Salafiyah Simbangkulon, significant changes were found in the approach and acceptance of literature learning. This is influenced by several factors. First, after the National Examination was abolished, students' seriousness about learning Indonesian, especially literature, decreased. Second, the COVID-19 pandemic played an important role in changing the way people learn online, resulting in students becoming increasingly lazy when it comes to reading and writing. Third, prioritizing other subjects, such as religion, decreases students' interest in and appreciation for literature.

From the results of interviews with several students, it appears that some of them are still interested in and like literature. They enjoy writing activities such as composing stories and are connoisseurs of cyberliterature; their interests tend to be in novels and short stories, with some inspired to create their own literary works. However, there are also students who are less interested in literature. Due to a lack of understanding regarding literature, as well as difficulties in arranging words, understanding linguistic rules, and developing ideas.

This proves that even though students' interest in reading has decreased, in the current era of technological advances, Generation Z is starting to switch to reading online through applications such as Wattpad and others. Showing a shift in interest in reading from conventional books to online media, with the large number of works that can be read and easy access becoming an option for Gen Z, this is known as cyber literature. Cyberliterature is starting to receive attention, especially from generation Z. This shows that the cyberliterature phenomenon has the potential to increase interest in literature through an approach appropriate to the current digital era. However, despite its positive potential in the development of literature, cyberliterature also creates complexity in society due to increasingly rapid technological developments.

CONCLUSION

The results of this research show that the literature taught at MA Salafiyah Simbangkulon is still limited. However, student interest is still high and can be proven by the production of literary works in the form of poetry and short stories. The lack of focus on teaching literature is a major factor. Apart from that, interest in literature is decreasing, and students are having problems developing creativity, imagination, reflecting ideas, and thinking critically. This is a big challenge in literary education in Indonesia. The staging of literary works at certain events, such as graduations, encouraging self-confidence to be creative in literary works, and the role of cyber literary advancement are some of the efforts to overcome obstacles in literary learning in Indonesia.

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