

# The Problematics of Learning Indonesian Literature in the Pandemic Era at Islamic Junior High School 1 Ternate City

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Published: 24/10/2022

## How to cite (in APA style):

Sasmayunita, Hilmi, H. S. (2022). The Problematics of Learning Indonesian Literature in the Pandemic Era at Islamic Junior High School 1 Ternate City. *Retorika: Jurnal Ilmu Bahasa*, 8(2), 201-206.

**Abstract** - This study aims to describe the problems in learning Indonesian Language and Literature during the Islamic Junior High School 1 Ternate City pandemic. The method used in this research is qualitative, with the research location in Islamic Junior High School 1 Ternate City. The data in this study are the results of observations about the process of learning literature in Islamic Junior High School 1 Ternate city. Data collection techniques in this study are observation, documentation, and interviews. The data that has been collected is analyzed in several stages, including data reduction, data presentation, member checks, and conclusion. The results showed that the problems of learning literature in Islamic Junior High School 1 Ternate city were caused by some factors. They are the unprepared implementation of the online teaching and learning process, inadequate devices, the high price of data packages for eastern Indonesia, the lack of enthusiasm of students in online learning, and the mastery of science and technology among teachers, which is not sufficient. In addition, problems in learning literature arise due to the lack of innovative and creative teachers in applying learning methods, learning media, and students reading interest in reading materials in the form of literary works, which are still in the low category.

**Keywords:** Problematics, Learning, Indonesian literature, Pandemic

## I. INTRODUCTION

Unlike other subjects, Indonesian Literature subjects in schools do not stand alone. Indonesian Literature subjects are integrated into Indonesian subjects. Like other subjects, Indonesian Literature subjects also often experience obstacles in achieving the expected indicators. Moreover, the obstacles are increasingly diverse in the pandemic era.

At each level of education, Indonesian Literature subjects have different scopes. At the basic education level, Indonesian Literature lessons are only oriented toward reading and understanding literary works. In contrast, Indonesian Literature subjects include appreciation, reading, and writing sample essays at the secondary education level. It is different in

the scope of universities. Indonesian Literature lessons are more specific and stand-alone, covering literary theory, literary criticism, literary history, comparison of literary works, and literary appreciation. If judging from the objectives of learning Indonesian Literature at each level, it can be concluded that learning literature leads to the ability and skill to appreciate literary works.

The ability and skill to appreciate literary works in Indonesian Literature subjects at the elementary and high school levels demand teachers' ability and creativity in conveying and distributing their knowledge of literature in the classroom. However, the lack of adequate time in Indonesian Literature subjects that do not stand alone makes it difficult for teachers to be

creative. It has implications for the lack of interest, understanding, and student learning outcomes in Indonesian Literature subjects.

Problems in learning Indonesian literature are also found in junior high schools, especially in Islamic Junior High School 1 Ternate city. The observations show that teachers are less able to attract students' attention, especially in delivering Indonesian Literature subjects. It is reflected in the methods, media, materials, and learning strategies used. In addition, the teacher only provides theories without being accompanied by practices that follow the subject matter of Indonesian literature, such as material on poetry. The teacher only provides knowledge about poetry but does not provide reasonable poetry reading procedures in front of the class/public.

Problems in learning Indonesian literature are also reflected in the student's final grades. Based on the learning outcomes of students at Islamic Junior High School 1 in Ternate last semester, it can be seen that the average score in the literary aspect is only 64-78, while in the linguistic aspect, the average score is recorded at 71-85. The inequality shows that the students' literary scores are shallow compared to the linguistic scores. The mastery value set by the teacher in the Indonesian Language and Literature subject is 75. Based on that, the teacher must conduct remedial to achieve the predetermined value.

It requires finding the root of the problem in learning Indonesian Literature incorporated into Indonesian Language and Literature subjects at Islamic Junior High School 1 Ternate City, especially in the pandemic and digital era. Therefore, it is necessary to conduct a scientific study of the aspects that affect learning to find weaknesses that become problems in Indonesian Literature subjects. This study aims to describe and explain the problems of teachers in Indonesian Literature subjects at Islamic Junior High School 1 Ternate city.

As noted in the online Big Indonesian Dictionary V, the problem itself states that the word problematic has the meaning of still causing problems that cannot be solved. This problem is a source of obstacles when trying to achieve a planned goal. Syukir (2013: 65) says that the problem is a gap between expectations and reality that can be resolved or needed. While in learning, learning problems, as stated by Gunawan (2014: 116) states that learning problems are several problems that interfere, hinder, complicate, or even result in failure in achieving learning

objectives. This problem can be traced from the learning process and the determinants of the success or failure of the learning process, at least depending on three main factors: the book material (raw input), the instrument, and the environment.

So based on the description, it can be understood that the problems in learning are several problems that arise in the ongoing learning process in the classroom and have implications for the achievement of the planned learning objectives. Problems in learning are increasingly complex along with the outbreak of covid-19 and the presence of the era we know as the pandemic.

The era of pandemic still ongoing throughout the world, including in Indonesia, not only presents problems in the health sector, but there are also several problems in other fields, one of which is in the field of education. Learning in the pandemic era is increasingly becoming a dilemma for educational actors, teachers, and students. Teachers and students are required to continue to carry out teaching and learning activities. However, on the other hand, teachers and students must reduce mobilization and stay at home to maintain health.

The use of digital-based learning is undoubtedly the only option so that learning continues to reduce the risk of transmission of covid 19. However, the presence of distance learning by utilizing technological developments raises several other problems that cannot be solved, one of which is the uneven ability of teachers and students in literacy. Digital. The ability to operate technology in learning is mandatory for teachers and students. Simarmata, et al., (in Haryadi, R. & Fitria S., 2021: 256) said that this ability is an absolute requirement for the creation of online learning. It also applies to learning Indonesian Language and Literature, especially Indonesian Literature subjects at Islamic Junior High School 1 Ternate City.

As explained earlier, that learning literature does not stand alone. It "rides" in language learning, especially at the elementary school to the high school level. The Ministry of National Education (in Mirnawati, 2015: 53) also recognizes this by saying that the presentation of teaching literature is only to fulfill the demands of the curriculum, is dry, lacking in life, and tends to have less place in the hearts of students. Literature learning at various levels of education, in particular, primary and secondary schools, is considered less important and "discarded" by the

curriculum, teachers, and especially teachers whose knowledge and appreciation (and culture) of literature is low.

It has implications for students' interest in studying literature in schools. As told by Hidayat, A. (in Nugraha, D., 2021: 38), literature learning has not succeeded in creating student interest because learning is monotonous and often focuses on the structure of literary works. It is also given without any contextualization with students' real life because the literature learning material is not actual or because of the lack of teacher competence. In addition, several schools also do not have a collection of literary works in their libraries, thus hindering the learning of literature in schools. Another obstacle to learning literature in schools is the view of students seeing the world of literature, which has no economic and practical implications for their lives.

Whereas learning literature in schools is a crucial lesson, not only to improve language skills but learning literature is also able to shape the character of students. Rahmanto (in Susanti, R.D., 2015: 140) reveals that the benefits of learning literature include helping language skills, increasing cultural knowledge, developing creativity and taste, and supporting the formation of students' character.

The aspect of learning that is quite difficult to implement in learning literature in schools is the aspect of appreciation of literary works. Besides focusing on theoretical aspects of knowledge, academic learning also requires students to appreciate literary works. Esti, I. (2013: 1) explained that this aspect of appreciation is quite challenging to implement in the teaching process, especially in the ability to appreciate students. Esti I. (2013: 117) adds that ideally, the process of literary appreciation should be interpreted as an activity to associate, cultivate, understand, and enjoy literary creativity, so that knowledge, understanding, sensitivity, understanding, enjoyment, and appreciation of literary creations are mixed, cultivated, understood, and enjoyed. In other words, literary appreciation is an attitude that involves the affective domain related to attitudes and values, so academic learning is not only a short-lived activity. However, it must also take place continuously and continuously until the time after the teaching process takes place.

Research related to the problems of learning literature in schools has been carried out previously by Fuadudin (2018) with the title of research on Problems of Learning Indonesian

Literature in Elementary Schools. His research focuses on the difficulties or obstacles experienced by students in learning literature in elementary schools. The problems students in elementary schools face in learning literature are related to the obstacles and difficulties of sure students master literary appreciation learning competencies in various levels of academic learning as well as in the realm of achieving literary appreciation competencies. The problems arising in the study are caused by several factors, such as environmental factors, family factors, and internal factors of the students.

Mirawati (2015) also researched the problems of learning literature in schools with the research title Review of the Problems of Learning Indonesian Literature in Formal Education. His research describes that several factors cause the problems or problems that arise in learning Indonesian literature. The low quality or quality of learning the Indonesian language and literature in schools so far is caused by many things, ranging from the curriculum, teachers, students, infrastructure, and shared understanding of concepts about literature. Various solutions can be taken to overcome this, including making schools a literary field, innovative learning, teaching literature with a pragmatic literary approach, moving from literary practice to literary theory, the role of teacher provider institutions and continuous empowerment, a particular evaluation system for literature, application in the context of school.

In the digital era that utilizes distance learning, the problems of learning literature in this era have also been examined by Normasunah (2021) with the research title Problems of Digital-Based Literature Learning in a Pandemic Period within the Scope of STKIP Barantai. His research shows that the main problem in digital-based literature learning is that the learning media used by lecturers is inappropriate for learning literature in universities. In addition, problems are also caused by network access problems, both teacher network access (lecturers) and student internet access.

Based on several things described, this study examines the problems or obstacles teachers and students face at SMP Islam 1 Ternate city during the pandemic era, especially in learning Indonesian Literature integrated with Indonesian subjects.

## **II. METHOD**

The Islamic Junior High School 1 Ternate

city is the location of the research. This research is qualitative research, as explained by Sugiyono (2019: 15) that qualitative research is a research method based on the philosophy of postpositivism, which is used to examine the natural condition of the object and the position of the researcher as the key instrument. Furthermore, Bogdan and Taylor (in Moleong, 2017: 4) stated that the qualitative approach is research that produces descriptive data, both in writing and orally from people and visible behavior. This research itself examines descriptively explaining each problem experienced by teachers in learning Indonesian Literature subjects at Islamic Junior High School 1 Ternate City.

The data in this study are the results of observations about the process of learning literature at Islamic Junior High School 1 Ternate city. The sources of data in this study were Indonesian language teachers and students at Islamic Junior High School 1 Ternate city. The data in this study were collected with a number of data collection techniques including observation, documentation, and interviews.

The data analysis technique used is that data analysis takes place simultaneously with the data collection process. The four stages of the data analysis model used in this study are data reduction, data presentation, member checks, and drawing conclusions. The steps in analyzing the data are as follows. Data reduction is carried out by collecting and recording data in field notes then summarized and selected; presentation of data is done by processing data by compiling or presenting it into matrices that are in accordance with the state of the data; member checks, researchers check the interpretation of data with research subjects and informants from the data obtained; drawing conclusions, from the production and presentation of data, researchers produce a deep understanding and understanding of the entire processed data.

### **III. RESULTS AND DISCUSSION**

#### **a) Overview of Indonesian Literature Learning at Islamic Junior High School 1 Ternate City**

Indonesian literature learning is integrated into Indonesian language subjects, and literature subjects seem unable to stand alone. They "ride" in language learning, especially at the elementary school to the high school level. Literature learning at various levels of education, in particular, primary and secondary schools, is

considered less important and "discarded" by the curriculum, teachers, and especially teachers whose knowledge and appreciation (and culture) of literature is low.

It has implications for students' interest in studying literature in schools. Students tend not to have an interest, and learning literature itself has not been able to create student interest because in their learning, material, both theory and practice in literary subjects, is often presented monotonously and often focuses on the structure of literary works. This is also given without any contextualization with students' real life because the literature learning material is not actual or because of the lack of teacher competence. In addition, the procurement and arrangement of literature-based reading materials or collections of reading materials in the form of literary works in the library are still relatively incomplete and unattractive, thus hindering the learning of literature in schools. Another obstacle to learning literature in schools is the view of students seeing the world of literature, which has no economic and practical implications for their lives. Whereas learning literature in schools is a crucial lesson, not only to improve language skills but learning literature is also able to shape the character of students.

The aspect of learning that is quite difficult to implement in learning literature in schools is the aspect of appreciation of literary works. Besides focusing on theoretical aspects of knowledge, academic learning also requires students to appreciate literary works. A number of these obstacles and difficulties were also faced and experienced by teachers and students at SMP Islam 1 Ternate city when the covid 19 pandemic hit, which required teachers and students to meet through virtual spaces. Hence, teachers could not supervise, pay attention, and carry out adequate supervision during teaching and learning.

#### **b) The Problematics of Learning Indonesian Literature at Islamic Junior High School 1 Ternate City in the Pandemic Era**

The presence of the pandemic era makes learning literature integrated with Indonesian lessons increasingly challenging to implement to achieve the desired essential competencies because the presence of a pandemic also makes learning literature less attractive for students. The problems of learning literature at SMP Islam 1 Ternate in the pandemic era are increasingly diverse.

Based on observations and interviews conducted by researchers with several Indonesian language teachers and with several students of Islamic Junior High School 1 Ternate City, there were several problems in learning literature at Islamic Junior High School 1 Ternate City during the pandemic, including those related to the following matters.

1) Method of Learning

The learning method used by the teachers at the Islamic Junior High School 1 in Ternate during the pandemic practically used a one-way learning method, namely the lecture method. It is what makes the students have no interest in literature lessons which has implications for the final grades of students who are not satisfactory. This method is a method that, for students, is very boring, and not infrequently, students admit to feeling sleepy when presented with learning using the lecture method. The students only played a role in listening to their teachers talk about theories and literary works from the old to the latest without providing clear examples of how to understand, appreciate, and create literary works.

2) Media of Learning

The problem of learning literature at SMP Islam 1 Ternate city is also related to the inability of teachers to use digital devices as the only media used during the pandemic. The teachers at SMP Islam 1 Ternate City only use learning media in the form of zoom meetings, google meet, and Whatsapp groups. The teachers did not innovate the use of digital-based learning media that could arouse students' interest, ability, creativity, and innovation in following and doing the tasks given in Indonesian literature lessons at SMP Islam 1 Ternate city.

3) Interest in Reading

Literature learning is very synonymous with students' interest and reading abilities. SMP Islam 1 Ternate city students have shallow interest and reading ability. It makes academic learning very

monotonous, and very rarely reciprocity occurs between teachers and students. Students only listen without criticizing what is conveyed by the teacher. It happens because students' reading power is lacking, which is directly related to the knowledge of students who are also significantly less related to the material presented by the teacher.

4) Other Factors

The problem of learning Indonesian literature at Islamic Junior High School 1 in Ternate is also constrained by other factors as in other subjects. These problems arise due to the inability of students and teachers to use digital devices and obstacles or problems arising due to poor internet connection factors, both experienced by students and teachers, which disrupt the transfer of knowledge from teachers to students. In addition, the problem of learning Indonesian literature at Islamic Junior High School 1 Ternate city also occurs because there are quite a several students who do not own and are not proficient enough in using digital devices, such as gadgets, as well as the price of data packages that some students complain about.

#### IV. CONCLUSION

The problems in learning Indonesian Language and Literature during the SMP Islam 1 Ternate City pandemic were influenced by several factors, both from the teachers and the students. A number of these factors include the learning methods used by the teachers in the classroom when learning takes place, which are less innovative and creative, less innovative and creative these teachers are also reflected in the use of learning media used in learning literature at SMP Islam 1 Ternate city, both this at least dramatically affects students' interest in taking literature lessons in class and has implications for students' reading power of reading materials in the form of literary works, the pandemic is another contributor to the problem of learning literature at Islamic Junior High School 1 Ternate city, where students are required to have a smartphone. Moreover, able to use it. This necessity to have and use a gadget is the problem

in learning literature at SMP Islam 1 Ternate city because not all students have a gadget due to the economic factor of their low-income families.

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