The Improvement of Indonesian Literature Teachers’ Literary Competence in Literature Planning at Schools

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ABSTRACT

Abstract—The development of literary competence is now being criticized by various parties who pay attention to the weakness of literary learning in schools, especially secondary schools. For this reason, research targeting Indonesian language and literature teachers in secondary schools in the South Tangerang Municipality was conducted. This descriptive analysis writing describes the competence which includes understanding literary knowledge, literary interests and experiences as well as participation in literary development. The data obtained were analyzed and compared with the ideal standard of literary competence. In this connection, the instruments used for this paper are questionnaires or questionnaires. The results showed that Indonesian language and literature teachers in the Sidoarjo region based on literary competence were still far from the ideal criteria of Indonesian language and literature teachers. For this reason, efforts are needed to improve the competence of Indonesian language and literature teachers, especially in regard to literature.

Keywords: competence, literature, Indonesian teachers

1. INTRODUCTION

Indonesian learning is learning that has always been in the spotlight of the community because it has a specialty among other learnings at school. First, learning Indonesian is one of the UN-taught learning. Second, related to the name "Indonesian" which has various predicates, namely as a unity language and national language so that learning Indonesian becomes important to learn. In fact, the current position of Indonesian language learning is an indicator for the "glue of the nation".

In the context of the 2013 curriculum, Noah (in Mahsum, 2013: 1) explained that the Indonesian became more special because it was placed as a defender of knowledge [1]. That specialty is because the Indonesian in the 2013 curriculum is oriented to text-based learning, seen in the formulation of the basic competencies of the Indonesian substance from basic to higher education.

The Government through Law Number 24 of 2009 concerning Flags, Languages, and National Anthems, and the National Symbols in chapter 29 verse (1) states "Indonesian must be used as the language of instruction in national education". The statement confirms and strengthens the position of Indonesian in the world of education. The success of Indonesian language learning will determine the authority and honor of Indonesian [2]. Therefore, Indonesian literature teachers need to have the competencies as regulated in Government Regulation No. 19 of 2005 concerning National Education Standards [3].

Thus, the literary competencies of teachers also need to be considered in terms of the paradigm of their approach when teaching literature to their students. This competency mapping effort will be devoted to literary competence for the crucial problems in literary learning in schools currently being faced in this country.

Professional competencies that must be possessed by an Indonesian literature teacher include understanding Indonesian literary theory and genre and being able to appreciate receptively and productively Indonesian literature (Permendiknas No. 16). To support these professional competencies, the need for teachers need to have other competencies related to literature so that teaching of literature at schools will raise the interest of students in studying literature. (Rozak, 2012) said that literary competencies that must be possessed to become ideal literature teachers include understanding literary theory and history, being interested in literature, reading experience, and following the
development of literature [4]. In addition, literary experience needs to be included as part of these requirements. Understanding of theory and history as part of literary knowledge is complemented by studies or literary approaches.

2. BACKGROUNDS OF THE STUDY

Competence in the world of education becomes an absolute requirement of professionalism. This is demonstrated through the fulfillment of qualifications that are in line with national education standards. These qualifications include attitudes, knowledge, and skills that are realized through pedagogical competence, professional competence, personality competence, and social competence. Qualified teacher means being able to master the learning material, understanding the psychology of student development, and mastering the learning strategies and media needed.

Competencies that are directly related to learning in the classroom are pedagogical and professional competencies. Both competencies will also show the academic qualifications of a language and literature teacher. In the attachment to Permendiknas No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, described the core competencies of teachers from kindergarten / PAUD, SD / MI, SMP / MTs, SMA / MA, and SMK / MAK [5]. However, literary competence was not raised explicitly. Literary competence, which is one of the pillars in the curriculum of Indonesian and literature, is now being criticized by various parties who pay attention to the weakness of literary learning at schools, especially secondary schools. Lack of literary learning at schools causes a lack of interest in literary works moreover in reading literary themes. It is not strange that the culture of reading among high school students in Indonesia is very low compared to other students abroad. This is evidenced by the number of books they read. Overseas students every year can read six to seven books. Even in some countries there are dozens of books, while middle school students in Indonesia, zero books. This means that none of the books have been read, much less discussed together until the end. The symptom by the poet Taufiq Ismail is referred to by the term "myopic of reading and paralysis of writing".

This criticism has been raised for a long time, since the commencement of the School Entrance Literature program initiated by the Language Center (now the Language Board) in 2000. The program was then followed by a Literature Reading, Writing and Appreciation (MMAS) training program involving middle school teachers All over Indonesia. These various activities were created to bridge the gap between the competence of Indonesian language teachers in teaching literature and the ability of students to appreciate literature. A number of publications on the program "Literature Entering School", "Students Ask Literature Answers", and training "Reading, Writing and Appreciation of Literature" (MMAS) show the results of evaluating these activities, that 1) the low appreciation of student literature is equivalent to the low interest of language teachers towards literary materials, 2) the lack of literature reading material that allows students and teachers to read together, 3) the low of teacher creativity in literary learning strategies for secondary school students.

3. METHODS

This paper uses the descriptive-analysis method to describe competencies which include understanding literary knowledge, interest, and literary experience and participation in literary development. The data obtained is described and analyzed compared with the ideal standards of literary competence. The targets in this study were Indonesian literature teachers. The number of Indonesian language and literature teachers each school has varies depending on the needs and abilities of the school. The questionnaire used as a data collection tool after being distributed to respondents was then analyzed to obtain an overview of Indonesian literature teacher literary competencies. After the questionnaire was collected then a percentage of each respondent's answer was described according to the purpose of this study.

4. RESULTS AND DISCUSSION

These competencies are detailed in indicators that include Literature consisting of, 1) understanding the functions and benefits of literature; 2) understand literary classification; 3) understand the elements of poetry; 4) understand the elements of prose; 5) understand the elements of drama; 6) understand the periodization or class of literature; 7) understand literary courses; 8) understanding literary events; and 9) understanding the methods of literary study or literary approaches. While specialization in satra includes: 1) reading books of literature; 2) reading literary works on newspapers or general magazines generally; 3) reading literature books; 4) reading literary magazines or journals; 5) providing special time for literature; 6) providing fund for literature; 7) going to the library; and 8) witnessing literary performances.

As for those related to literary experience include, 1) organizing literary activities; 2) following the performance; 3) reading poetry in public; 4) reading prose in public; 5) writing poetry; 6) writing short stories or novels, 7) writing drama scripts; 8) writing literary essays; 9) taking
Benefits of Literature especially for their students. For that professional Indonesian literature teachers must understand well about the functions and benefits of literature especially for their students. Literature will enrich students' experiences and make them more responsive to their surroundings and environment. Middle school students who are experiencing personal and cultural formation are required to be able to explore the contents of literary works. Because thus when in the community, they can not only understand themselves and the environment, but also can develop themselves in the community.

1) Understanding Literature

Indonesian literature teachers based on literary understanding include understanding literary functions and benefits, literary classification, literary building elements (poetry, prose, and drama), periodization or literary generation, literary flow, literary events methods and approaches to literary reviews.

2) Understanding Literary Functions and Benefits

Indonesian literature teachers must understand well about the functions and benefits of literature especially for their students. Literature will enrich students' experiences and make them more responsive to their surroundings and environment. Middle school students who are experiencing personal and cultural formation are required to be able to explore the contents of literary works. Because thus when in the community, they can not only understand themselves and the environment, but also can develop themselves in the community.

3) Understanding Literary Classification

Literature is classified or classified based on several aspects. One of them is based on quality. Based on these classifications known serious literature and popular literature or commonly called dime novels.

4) Understanding the Elements of Poetry

The teachers master poetry at various levels ranging from verse, array, rhyme, rhythm, typography, concrete words, language style and other poetry-building elements.

5) Understanding the Prose Elements

Prose (novels and short stories) includes fiction stories that are quite popular. Many authors write books about these theories based on their views. The teacher in general knows about the elements of prose which include themes, mandates, points of view, plot, setting, language style, and characters and characterizations.

6) Understanding Dramatic Elements

In terms of theoretical mastery, drama elements include themes, mandates, settings, characterizations, scenes, acts, dialogues, and others. The competency is important because students will get good drama teaching. Through drama students can learn a variety of and emotions, for example: sad, angry, and happy. In addition, students can also feel life freely, for the context of being able to express a hidden imagination or cannot be released in everyday life.

7) Understanding Literary Periodization

Knowledge of literary history is needed by an Indonesian literature teacher. One important thing in the history of literature is the periodization or generation in the development of literature in Indonesia. Such knowledge is needed to know the description of the development of the authors in addition to facilitate the selection of criteria for literary works to be read. Because only important works and represented features in their generation are recorded in the history of Indonesian literature.

8) Understanding Literary Courses

These various literary courses are not mastered by the teacher. As many (60%) teachers felt they understood enough about the courses of literature. The mastery of Indonesian language and literature teachers for that is very important. Besides representing every historical development of literature, courses also become another identities for authors.

9) Understanding Literary Events

Various events that occurred in the development of literature such as the founding of Balai Pustaka, the publication of the magazine Pujangga Baru, Culture Polemic, Poetry Court, Literary Exit, Popular Literature, Sastrawangi, Cyber Literature, and other events.

10) Understanding the Study Method or Literary Approach

The activity of reviewing or studying literature drains the mind and attention because of having to understand some of the literary building elements. This is why this theory has received less attention among teachers.

11) Being interested in Literature

A teacher's literary interest will flow to his students. For that professional Indonesian literature teacher must have a high interest in literature. Following is a description of the teacher's description of interest in literature regarding the habit of reading literary books, literary magazines or
journals, the availability of time and funds for literary activities, visits to libraries and to literary performances.

12) Reading Literature Books
Students' interest in literature will emerge if the teacher shows his interest in literature. The teacher's interest in literature is marked by reading literary works. Most teachers lack in reading books of literature. Professional Indonesian literature teachers are required to read as many literary works and books as possible. He must be an example in reading literature so that students are accustomed to reading literature. By reading literary works, students will have new experiences without taking risks that can disappoint or burden themselves.

13) Reading Literary Works on newspapers or magazines
Most teachers read literary works in public newspapers or magazines.

14) Reading Literature Books
Indonesian literature teachers can use Literary knowledge books to increase their literary knowledge. By his vast literary knowledge, he increases the quality of literary learning at class so that boring and unattractive learning will not occur.

15) Reading Literary Magazines or Journals
Utilization of literary magazines or journals that have not been maximized.

16) Providing Special Time for Literature
The ideal representation of a literary teacher has not yet appeared, the teacher lacks a special time for literary activities.

17) Providing Funds for Literature
Generally teachers do not provide special funds for literary activities. Funds to buy books or literary magazines, watch literary performances, and other literary activities.

18) Visiting the Library
Various reasons cause some teachers do not often come to the library.

19) Witnessing Literature Performances
The idea of an ideal Indonesian literature teacher is still far from the expectation. It can be seen from the lack of teachers to witness literary performances.

20) Literary Experience
Literature teachers are required to organize literary activities, take part in literary performances, read literary works in public, write literary works and essays in competitions, and become judges of literary competitions as part of literary experience.

21) Organizing Literature Activities
Literary activities that Indonesian language and literature teachers can do are conducting theater performances at school. The show can collaborate a variety of student skills with various other subject teachers. This literary activity can also be used as a practical test for various subjects. However, this activity is very complex and involves many people.

22) Presenting Literature
Indonesian language and literature teachers who master literature are not described in terms of literary performances. Rarely are teachers involved in staging literature.

23) Reading Poetry in Public
Some teachers rarely read poetry in public.

24) Read Prose in Public
An interesting description of the literature teacher is not reflected in the prose reading activity in public.

25) Writing Poetry
The idea of a professional Indonesian literature teacher is not yet visible in this section because generally teachers rarely write poetry.

26) Writing Prose
The description of a good Indonesian literature teacher, who is able to write prose both novels and short stories, has not yet appeared.

27) Writing a Drama Script
Compared to other literary works, drama scripts are a little written form of literature. Not many writers write drama scripts. The activity was considered more complex than other literary forms. Writing drama scripts is certainly more difficult than writing other forms.

28) Writing Literary Essays
In general, teachers are less active in writing literary essays.

29) Joining Literature Contest
Teachers are less active in participating in literary competitions or contests.

30) Becoming a Literature Competition Judge
Teachers rarely become judges in literary competitions.

31) Following the Development of Literature
Language and literature teachers are required to follow the latest or contemporary developments in Indonesian literature which are characterized by getting to know writers, critics and reading their reviews, attending discussions, training, community and following the development of literature.

32) Knowing Contemporary Writers
In general, teachers are unfamiliar with contemporary authors. This description certainly will not realize the ideal of literary learning. Students do not have
much choice about authors whose work will be read and reviewed.

33) Knowing contemporary Indonesian caste critics
Most teachers are familiar with some critics of Indonesian literature as guardians and protectors of literature.

34) Reading Literary Reviews
Reading literary reviews is considered important for Indonesian literature teachers because not only for providing guidance on choosing good literary works to be discussed in class, but also for providing literary knowledge so that literary learning in class is in accordance with the latest literary developments.

35) Following Literary Discussions or Seminars
Following the literature discussion or seminar is an opportunity for teachers to improve their literary competencies.

36) Following Literary Awards
The best works selected each year apparently do not get the attention of Indonesian literature teachers.

37) Following Literature Training
Literature training has not been followed by all Indonesian literature teachers.

38) Joining the Literature Community
With regard to the above, Indonesian literature teachers have never participated in the literary community.

39) Conducting Literary Research
The description of qualified Indonesian language and literature teachers is not seen in literary research.

5. CONCLUSION

Based on the explanation, it can be concluded that the language and literature teacher is still far from expectations. Teachers still need high motivation to become teachers with ideal literary competencies. Generally, teachers have not mastered the knowledge of literature, but only theories about the elements of literature. Teacher interest has not yet led to an ideal picture of teacher quality. Teachers mostly show sufficient interest in reading literature books, literary magazines, providing time and special funding for literature. The teachers don't go to the library often. The lack of collection of literary books at schools or in regional libraries is the reason why teachers do not often visit the library.

The experience of the teachers has not led to an idea of the quality of literary learning in the future. Most teachers lack literary experience that can be transmitted to students. In fact, experience is an investment to become an ideal Indonesian literature teacher. The teachers also lack public reading and writing literature in the form of prose, both fragments of novels or short stories, drama, and essays. Some teachers quite often write poetry while experience in participating in competitions and being judges of the competition is lacking.

Some literary experts documented literary works in detail in various books. Information technology also provides an overview of the development of Indonesian literature. However, this was not followed by the teachers. Most teachers just simply follow the development of writers, critics and reviews of literary works

6. REFERENCES


