

# Fun and Innovative Literature Learning

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## ABSTRACT

The need for teaching literature in schools is a necessity, including in triggering and encouraging students to love reading. For this reason, superior literary works need to be introduced in improving the literacy skills of students. The purpose of this study is to describe and apply a new paradigm regarding teaching literature in schools. This research uses qualitative methods through literature study. The results showed that the new paradigm in teaching literature in schools includes (1) learning literature is conducted in fun, enjoyable, and happy ways for students; (2) reading literary works, such as poetry, short stories, novels, dramas, and essays directly, not summaries, (3) composing classes are held in a fun manner; (4) giving appreciation to students for their multiple interpretations of a literary work; and (5) prioritizing the presentation of literary science such as theory, definition, and literary history. The most important aspect in learning literature is character education of students in which it is related to the sowing of noble values and morals in them. Literature education essentially rests on two main activities; reading and writing literary essays/ works. Thus, teachers, parents, students, and stakeholders must work together and be creative as well as innovative in realizing enjoyable learning.

**Keywords:** *Literature Teaching, Reading, Writing.*

## 1. INTRODUCTION

One of the materials for Taufiq Ismail's reflection is related to the isolation of literature in schools, namely the decline in reading literature and writing lessons in schools [1]. Taufiq Ismail has a concern for the interest in reading and writing of the Indonesian people. Together with the editorial team of Horison, Taufiq Ismail mapped literary problems in Indonesia, including the symptoms of 1) myopic reading and writing lame; 2) the Indonesian nation is already blind to reading and paralyzed in writing; and 3) the decline in morality of the Indonesian children [2]. This was concluded after further mapping was carried out on the symptoms of the decline in compulsory reading of literature, writing guidance, and teaching in schools. The curriculum for Language and Literature lessons in Indonesia so far has focused on grammar only, while the space for writing is very small. In addition, there is no obligation to read literary books or just an appeal. Literary work is no longer a topic to stimulate intellectuality. This is because literature lessons are still a "small part (approximately 20 percent)" of Indonesian language lessons [3].

There are at least three aims of teaching literature in schools. First, to use Indonesian in improving intellectual

abilities as well as emotional and social maturity. Second, to enjoy and take advantage of literary works to broaden horizons, broaden character, and increase knowledge and language skills. Lastly, to respect and to be proud of Indonesian literature as the cultural and intellectual treasure of Indonesian people [4]. The main cause of the failure of teaching literature is that there is no obligation to read literary books. In addition, there are several other causes, such as the integration of literature lessons with Indonesian language lessons, the teacher's inadequacy in teaching, the teacher's lack of understanding and literary knowledge as most of them are graduated from language discipline instead of literary discipline, limited amounts of literary books that are available in schools' library, low quality of Indonesian language and literature textbooks for high schoolers, and limited use of teaching media. However, these deficiencies can actually be minimized or overcome if there is an obligation to read literary books in the curriculum and literature lessons independently or separated from Indonesian language lessons.

The need for teaching literature in schools is a necessity, including in triggering and encouraging students to love reading. Therefore, excellent literary works need to be introduced in order to improve students'

literacy skills and to preserve the importance of cultures regarding reading and writing in educational curriculum in Indonesia. There are two curricula for teaching Indonesian, namely reading and writing. Teaching literature not only has short-term curricular goals to contribute to student graduation scores, but also has long-term ideal goals to help prepare superior and cultured future generations. This ideal goal can be achieved only if the literature teaching in schools has succeeded in increasing students' appreciation and reading interest for literary works. Therefore, the aspects of appreciation and interest in reading should ideally be emphasized in the practice of teaching literature in schools. This is because only with a high level of appreciation and reading interest, the noble cultural values of the nation in literary works can be passed on to students. If only curricular goals are emphasized, it is very possible that most students are not interested in taking literature lessons seriously. It is said that because the value of literature lessons will only contribute no more than 20 percent to the value of Indonesian. The percentage of other scores was contributed by aspects of reading skills, writing skills, speaking skills, and listening skills.

Apparently, this case caught the attention of the Ministry of Education and Culture, which then revised the 2013 Curriculum (K-13). The obligation to read literary books is included in the Indonesian language subject with 6 titles for elementary school, 12 titles for junior high school, and 18 titles for senior high school. This means that as long as they follow basic education, students will read 36 titles of literary books. Literature books that are suggested are not limited to "heavy-weights" literature books or so-called "canon literature", but also popular literature including regional literature. Literature books are expected to be the first and foremost way to arouse students' interest in reading. The information on the K-13 revision regarding the obligation to read is certainly encouraging and answers that there is no obligation to read literature books in the curriculum. One data [5] states that students' literary reading skills in the Dutch colonial era were actually better because of the provision of literature books. In addition, currently rapid era of information and communication technology is not supposed to hinder younger generation to have ideal literacy skill. This is due to the culture of listening, watching, hunting, posting, chatting, gaming, and etc. that is considered more important and more popular than reading and writing books of literature [6].

If Indonesian people want to participate in the arena of world civilization, the love of reading literature and writing must be encouraged since early age. Reading literary books does not mean that students have to become writers. The love of reading literature will generate a love for reading literature in general or at least this ability will be very helpful in any type of profession. Only with the habit of reading and writing students can become involved in world civilization.

The benefit of this research is that teachers, parents, and students can know and understand well about literature learning, especially the importance of reading and writing literary works. The results of this study are also expected to be used as new inputs in the world of literature education in an effort to improve the quality of literature learning.

In accordance with the description on the background above, the problem in this study is how the new paradigm is applied in teaching literature in schools. Thus, this paper aims to describe the implementation of new paradigm in teaching literature in schools.

## **2. THEORY FRAMEWORK**

### ***2.1. Previous Research***

Discussions on Innovative Literature Learning have been conducted by some researchers, such as [7] entitled *Effective, Contextual, and Innovative Literary Learning*. The conclusions of the research showed that effective, contextual, innovative literary learning in schools can be pursued by attracting interest by presenting literary works in various forms, presenting light literary works, inserting theoretical concepts, linking the value of literary works with the lives of students so that literary meaning is obtained, variations of active and creative learning strategies, and variations of both electronic and printed media. In addition, [8] also conducted his study entitled *Learning Innovative and Creative Indonesian Literature (2015)*. The research conclusions indicated that the contextual, cooperative, and accelerated learning model can be used as an innovative and creative learning model for Indonesian literature for students at various levels of education [8].

Low quality or quality Learning Indonesian language and literature in schools has been caused by many things, starting from the curriculum, teachers, students, facilities and infrastructure, and the government as policy makers related to education. Therefore, in order to realize student-oriented Indonesian language and literature learning, it is time for all of us to make innovations related to learning, including: (1) curriculum innovation, (2) learning innovation, and (3) classroom management innovation [9].

[10] concluded that it is necessary to emphasize literary aspects in literature learning in tertiary institutions. First, literature learning must be done in groups. Second, literature learning must cover three aspects, namely cognitive aspects, emotive aspects, and evaluative aspects. Third, literary learning must involve literary works. The student's task is to bring together literary concepts and literary works. Fourth, within the framework of creative and innovative literature learning, students are required to do assignments and evaluations that support their literary appreciation abilities. Meanwhile, the evaluation given does not emphasize the

realm of memory and understanding, but is directed at the realm of application and evaluation [10].

This present research is actually different from previous research. In addition to describe the importance of reading and writing literature, this research also contains recommendations and benefits of excellent literary works that students should read.

## **2.2. The Nature of Learning Literature**

Literature learning should prioritize character building by choosing literary works that contain positive values that can be internalized in the personality of students. According to Suhardini Nurhayati and Mohammad Kanzunudin, receptive use of literary works as a medium for character education can be carried out in two steps, namely: (1) selecting teaching materials, and (2) managing the learning process. The literary works chosen as teaching materials are literary works of local color, religion, and multiculturalism so that the character values are internalized in students. That way, the learning atmosphere will be fun, especially the emphasis on the central theme of the pillars of character building. A pleasant learning atmosphere can reduce stress on children, increase motivation, increase children's competence, and learn more. All of this will greatly support the character building of children [11]. Literary works can be used to build character through appreciation activities, namely activities to deepen literary creation seriously to generate understanding, expectation, sensitivity to critical thoughts, and sensitivity to good feelings towards literary creations [12]. Sayuti further argues that if the appreciation activity is achieved, students will prioritize reading literary works that are beneficial for their mental development [13].

## **3. RESEARCH METHOD**

This research is descriptive qualitative in nature. Qualitative descriptive prioritizes data retrieval through words. Words contain thousands of meanings and each word supports millions of meanings [14]. The view that a descriptive qualitative approach is that all things in the form of a sign system should not be underestimated, all of which are important, and all of them have influence and are related to others [15]. By using this method, the researcher will describe the existing data and then analyze the data.

The research data were analyzed using qualitative data analysis techniques. The narrative analysis technique is carried out by working steps: (1) reviewing various sources of literature; (2) conducting literature studies by reading, taking notes, understanding, and identifying forms to reveal fun and innovative aspects of literary learning; (3) describe and apply aspects of learning literature that are fun and innovative; and (4) conclude the research results.

## **4. RESULTS AND DISCUSSION**

### **4.1. The Importance of Reading and Writing Literature for Students**

Reading is expected to really read, not just looking for a book that contains a summary of literary works. Therefore, there is a limitation that reading is meant analytical reading. Prof. Mortimer Adler and Charles van Doren in their book *How to Read a Book* compile reading levels, namely the basic reading level, the speed and systematic reading level, the analytical reading level, and the highest is the syntropic reading level.

Analytical reading is reading thoroughly, completely, or reading well. The time given is unlimited. Therefore, the measure of six years of reading six book titles for elementary students makes a lot of sense. Likewise, the size of the 12 titles for junior high school students and 18 titles for senior high school students. Moreover, they are free to choose their reading material from serious literature to popular literature.

According to Tarigan, reading is a process that is carried out and used by readers to get messages conveyed by the author through the media of written words / language [16]. Mortimer Adler and Charles van Doren suggest that success in reading the writing is determined by how far a person accepts everything the writer wants to communicate [17]. Therefore, reading can be said to be an activity to obtain information or messages conveyed in written language speech [18].

Literature etymologically means 'beautiful essay'. Literature (from Sanskrit) means 'writing, essay'. According to Wellek and Warren, literature is a creative activity, a work of art. However, nowadays the notion of literature has expanded beyond that etymological understanding [19]. Another opinion that supports this argument is expressed by Horace in which literature is *dulce et utile*, which means "beautiful and meaningful" [20]. It is beautiful since literature works can be enjoyed as of their aesthetic value; meaningful means that in literature works, there are values that can be used as learning material by students. In addition, literature also functions as material for reflection and reflection on life because literature is consistency (side by side) with life.

Literature works play an important role in human life, especially in society. Wibowo states that the mission of literature includes: (a) literature works as a tool to move reader's thoughts to reality and help him make a decision when he faces a problem, (b) literature works make himself a place where human values get a place that is appropriate and disseminated, especially in modern life and serves as a counterweight to science and technology, and (c) literature works as a continuation of the national traditions to its contemporaries [21]. These three missions of literature are very important because it represents expressions of the soul, nuances of life, and

beauty that are all created in literature. The role of literature, art, and culture as the core of character education also serves as an establishment of sense of nationality, pride, heroism, and loyalty to the homeland [22].

Reading literary works intensively is essentially unconsciously reconstructing the attitudes and personality of the reader. Literature work apart from being an inculcation of character values will also stimulate the imagination of students in critical thinking through curiosity about the storyline. Novel Negeri 5 Menara by A. Fuadi is an example of a literary work that displays the behavior of a character with a distinctive character; the closeness of humans to God, fellow humans, and being grateful for the beauty created by God. According to Mangunwijaya, religiosity looks more at aspects that are deep in the heart, the vibrations of the personal conscience, personal attitudes are more or less a mystery to others because they breathe the intimacy of the soul and a taste that includes totality (including the ratio and human taste) into the each other [23].

The enthusiasm to learn until the end of life always motivates human to look for the future. Prayer, effort, knowledge and tawakal (consistent) should continue to be developed in life to achieve goals and always encourage students to achieve their goals and the future. Besides, surrendering to God is something very important. Praying for effort, knowledge and trust in God are things that all humans must do to achieve success.

Exactly. We need to be determined to learn more from the average person. If people generally study morning, noon and night, then I will add to getting up again in the early morning to reduce lags and cover up my weaknesses in memorizing. Above all, when all our efforts have been perfected, we pray fervently to Allah. And it is only after this effort and prayer that we put our trust, surrender everything to Allah, said Said.

The attitude of helping between friends in need is very important. From there, positive energy will be felt for those in need. This can be seen through the following quotation. What I am grateful for, these two smart friends of mine are good people who are always willing to help and share knowledge. They are still willing to repeatedly explain chapters that I don't understand many times. I try to console myself that I'm not alone. Atang, Dulmajid and Said also have similar problems, and we are very grateful to Baso and Raja.

In everyday life, people have to help. Characters helping each other make others feel lightened. Moreover, it is obligatory to help related to science. If someone gives knowledge to those in need, it will be elaborated by God in relation to the knowledge he has.

A creative spirit is important for humans in this life. Those who are creative will be able to take advantage of everything around them to benefit others. Therefore,

living artists must be able to harmonize their souls and express creativity and create balanced beauty. Human life must have a balance between body and spirit. For us here, art is important to harmonize the soul and express creativity and beauty. Hadith says: Innallaha jamiil wahuwa yuhbibul jamal. Indeed, God is beautiful and loves beauty [24].

Some examples of these quotes provide an illustration to students that in the novel, the integrated character value has been revealed by the author. However, whether we realize it or not, it will be able to influence students regarding the function of catharsis in literature. This cathartic function makes students aware of new experiences that make them feel sad, happy, sad, empathetic, sympathetic, and sensitive to fellow humans and other things that can touch their heart directly or indirectly.

Why is it so important to read Indonesian literature? The answer is simple. Students are more engaged to and understand their own country. Through the poem "The Beast Bitch", students can feel the spirit of the struggle for independence. The novel *Belenggu* by Armijn Pane attracts students to witness forbidden love in Batavia in the 1930s. Goenawan Mohamad's "Edge Notes" invites students to be critical about everything from Pancasila to world leaders, such as Mao, Stalin, Soekarno, Pot, and Deng. The short story "Scribbles on the Toilet" by Eka Kurniawan made students aware of the disappointment of students with the post-1998 political situation.

The process of feeling, knowing, and criticizing brings students to be sensitive and understand their own nation and culture. Students are not only a smart human being, but they live with identity and humanity. The more compulsory books the students read, the more moral lessons they will get. Of course, it can have more effect in changing their behavior. It is time that reading is a necessity, not just reading literature works, but reading everything related to everyday life.

#### ***4.2. Recommendations for Featured Literature Books the Students Should Read***

One of the best ways to get students interested in literature is to provide students with an environment rich in literary books. The book in question is a book that contains literary works that contain positive values and knowledge of literature that is useful, useful, and can be easily applied by students. As educators, teachers must introduce a wide variety of literary works to their students. For example, novels, poetry, dramas, or literary fiction and non-fiction stories. The book titles recommended by Taufik Ismail are as follows:

#### 4.2.1. *Novel Rain for the Month of June by Sapardi Djoko Damono*

This novel tells the story of a simple and rigid Javanese man who really loves Pingkan, a Javanese and Manado crossbreed woman who has beauty, intelligence, and good behavior. The ideals that his idol in Sakura country must pursue creates a sense of anxiety and worry which is getting worse day by day. This is not because the trust that has been planted in her lover is lost, but because her lover will often meet other men, men who were close to her crush. The love story emerged when they became young lecturers at the same campus, namely the University of Indonesia, plus Toar, Pingkan's older brother, was Sarwono's best friend since high school.

This novel has the theme of romance above ethnicity, culture, and even religion diversity. However, this novel emphasizes more on the struggle of the heart that continues to ask how they can possibly convince themselves in their relationship. If in fact they are far apart not because of differences, but because of an ideal.

"... This is the first time they have realized that compassion transcends all things through anything incomprehensible".

The novel *Hujan Bulan Juni* has an implicit meaning that refers to teaching how humans appreciate all differences. Happiness is not absolute, but must have a permanent position. In life, compassion transcends all through anything incomprehensible in any method and approach.

"... proves to humans that beauty must always end in the fall of white and reddish sheets on the tree" [25].

#### 4.2.2. *Roman sinking of Hamka's Van Der Wijck*

Initially, all literature was religious. However, religion is the full belief of the characters in the story, not the religious belief (sharia) that is at issue. In other words, the religious element itself does not really influence the story conflict. The conflict in the story itself still revolves around the lack of freedom to choose a mate. There are parties who impose their will on the other party which causes that party to suffer. The element of religiosity of the Van Der Wijck Ship Sinking romance contains aspects of faith, sharia, and morals that are reflected in the behavior of the characters played. In addition, the author, as a religious man, is very strong in incorporating religious elements into the novel.

It tells the story of Zainuddin, a young man who lives in Makassar, going on a journey to his father's hometown in Padang. At that place, he was not recognized as a Minang person because a strong lineage should come from his mother's side according to customary law. Meanwhile, Zainuddin's mother was a Makassar people. Zainuddin falls in love with Hayati, a beautiful country girl who comes from a family that adheres to customs.

Unfortunately, Zainuddin's love had to be hindered because his family and traditional leaders did not agree that Hayati married Zainuddin, who was considered to be an equal. Hayati also married the brother of her friend named Azis.

A heartbroken Zainuddin migrated to Java and became a well-known writer there. Azis who was assigned to work on the island of Java also brought Hayati and lived there. Who would have thought, it turns out that Azis is a young man who likes to get drunk, gamble, and play with women, until he finally goes bankrupt, and Zainuddin helps him. Azis also entrusted Hayati to Zainuddin, then committed suicide. However, Zainuddin, who had been hurt by Hayati, did not want to accept Hayati and sent her back to Padang. The Van der Wijck ship Hayati was carrying sank, Hayati died after being taken to the hospital. After Hayati's departure, Zainuddin was always sad and died following his lover.

The theme in Hamka's novel "The sinking of the Van Der Wijck ship" is about love that does not arrive. The contents are thoroughly filled with Minang culture which is very obedient to customary regulations.

"... What he does, even though love is the rudder of the ark of life. Now the rudder is removed, where is he going to anchor, he is slammed back and forth, the land is invisible, the island is visible. Such is the fate of young people whose meaning does not go through".

The mandate in the novel "The sinking of the Van Der Wijck ship" contains high moral values seen in characters such as Zainuddin.

"That is the end of the life of that great man. One of the Formators who erected the first stone of the glory of his people; the living is pressed and daydreamed by love. And even to death in love. But even though he died, the history of the homeland will not be able to forget his name and will not be able to lose his services. Because that is the fate of every person who aspires to his pleasure for others. Not for himself" [26].

#### 4.2.3. *Novel Wrong Upbringing by Abdoel Moeis*

Salah Asuhan's novel tells the story of Hanafi, a Minangkabau tribe, who came to Batavia (Jakarta) to study. There, he fell in love with Corrie du Bussée, a French descent and eventually married. Hanafi initially lives happily with Corie, but he gradually becomes violent and hitting Corie, so she decided to leave. After Corie died due to cholera, Hanafi returned to his village and met Rapiyah. His bitter life experience made him commit suicide after apologizing to the family he had wasted.

The moral message of this novel was implicitly conveyed by Abdoel Moeis through the character of the Hanafi character who glorified Europe after receiving Dutch education as a child. The Dutch modern lifestyle

and mindset did not only belong to Hanafi, but also to some of the young, educated Indonesian generation at that time. Through this Hanafi character, Abdoel Moeis also questioned the views of the natives towards Europeans. They are considered too overly looking at everything European. Not a few of them end up forgetting their own culture, as did Hanafi.

Advice from his father, "... in short, he can be sure, that socially life and feelings of fellow human beings now, will be more destitute of the mixed marriage, than the benefits".

Misconduct had a strange theme, perhaps considered presumptuous at the time. How is it possible for Hanafi, who is actually a low class for the "class" point of view applied in Dutch East Indies, to marry a Dutch woman? Psychological conflicts, conflicts of belief, religious values and traditional values become serious problems (which make the characters considered deviant) with the tragic end of life experienced by each character, making this novel feel bitter and heartbreaking.

The following quote is taken from Corrie's letter addressed to her friend Hanafi, which may prove the theme in Abdoel Moeis' novel *Salah Asuhan*.

Also, as far as I think, surely you are more than aware that I seriously violated this mixed marriage. I wonder how you didn't even think about getting there yourself. Even though many people are trying to close East and West, but for today, the biggest part of people is still, East lives East, West lives West, the gulf that divides the two parts cannot be filled [24].

Based on this quote, it can be concluded that mixed marriages (natives and Westerners) can cause various problems, sadness, physical and mental suffering, and even fatal consequences because the marriage itself does not agree. This is the theme of the romance *Misconduct*.

#### *4.2.4. Atheis by Achdiat Karta Mihardja*

This novel tells the story of a character named Hasan who is in love with a girl named Rukmini, but the girl has been arranged and married to a man her parents chose. As a result, Hasan's sadness made him a devout religious follower. Hasan is also a descendant of Raden who later influenced his character as a steadfast figure, plus the support of his parents who were so fanatical about Islam.

The theme in *Atheist* novel is "The Problem of Man and God". This theme can be seen from the dialogue between Rusli and Hasan in the following quote:

"Religion is human-made. As a result of something the condition of society and the economic structure of an era are imperfect. From the start, humans have had to deal with nature".

The life or spirit of man is an extraordinary creation of God. Until now, not a single scientist has been able to

describe the essence of this soul or spirit. Islam, through the Qur'an, reports that knowledge about life is absolutely God's property.

The mandate contained in the *Atheist* novel includes: obey the orders of your father and mother, be diligent in praying and reciting the Qur'an, do not like to torture animals and cut others. Pray like you're going to die tomorrow. Stay true to your stand. Don't let love make you forget about the afterlife. How nice, love is not only for the opposite sex but for God as well.

"My father and mother are classified as religious people. Since he was a child, his life has been carried out by prayer beads and mukenah (praying clothes for Moslem's women). His Islamic faith is much deeper than average people" [27].

The obedience of Hasan's parents to Islam gradually spread to Hasan. This was due to the education given to Hasan about Islam accompanied by examples of deeds. Education was very effective in nurturing Hasan to become a person who was also very devout to Islamic teachings.

In addition, excellent literary works that must be read by students include *Derai-Rai-Cemara*, by Chairil Anwar, *Perampok* by W.S. Rendra, *Dor* by Putu Wijaya, *Terkenang Topeng Cirebon* by Ajip Rosidi, and *Peluru* by Armin Pane.

### ***4.3. Recommendations for Featured Literature Books the Students Should Read***

It is necessary to establish a new perspective as a reference in helping to improve teaching reading, writing, and appreciation of literature in schools. The new perspective that must be developed in schools is as follows: 1) Students are guided to engaged to literature in a fun, enjoyable, and happy way. The approach is not a scientific approach such as understanding physics and also not a rote approach like memorizing years of history. Teachers must be able to form literary images in the hearts of students as something that is fun, which makes them enthusiastic, and what they feel is necessary. Imagine a class full of literature lessons, students are given literary anthology books, ranging from poetry or short stories. Then, they were asked to read and discuss it together. Through joint learning and improving the quality of reading and writing, it is hoped that the quality of literature will emerge many students who love literature. This dream requires a qualified and excellent language and literature teacher, who likes to read and is good at writing. The facilities of literature books in the library have also increased so that the aspirations towards a human with a good civilization can be achieved, 2) Students read literature works of poetry, short stories, novels, plays and essays directly, not by summaries. Literature books that are mentioned in the curriculum must be available in the school library. The current

generation only reads books in summary form. When asked about Chairil Anwar's writings, what they know is not more than three books among hundreds of works of Chairil Anwar had. The reading and writing habits of the younger generation are increasingly being eroded by all the conveniences provided by today's technology. The students have very little interest in reading now. In the era of the Dutch East Indies, a middle-level student for three years had to read at least 25 books. These literature books are mentioned in the curriculum and provided in the library. The contents of the literature book must be summarized and will be tested. Reading habits are closely related to writing habits. Therefore, it is not surprising that students now generally have difficulty in writing activities, such as writing scientific papers and theses. Naturally, if students find it difficult to write because they do not have a strong foundation of reading habits. The younger generation now has to read and write more,

3) Composing classes must be held in a fun way, so that it does not feel a burden, both for students and for teachers. Composing, must be felt as self-expression that relieves feelings. The old-fashioned way of giving cliché titles such as "My Goal" or "Vacationing Experience at Grandma's House" must be replaced with a rich imagination that matches the fantasies of the learners. Writing is not just writing reports, but inspires the imagination and guides students to think. There are two things that need to be improved, namely regarding the love of reading literary books and the writing ability of students. During the colonial period of the Dutch East Indies, language and literature teaching was the same as the language and literature lessons that existed in America and Europe. Every student must be able to master at least three languages, namely Malay, Dutch and English. Each student is required to read as many as 25 books in a period of three years, namely nine book titles in the first year and eight book titles in the second and third years. As for the writing assignment, it is mandatory for one week to write two pieces of essay. If added for three years, the students were able to compose as many as 108 essays. Nowadays, students are only assigned to write once a year. The theme of the essay is the same in every senior high school in Indonesia, amounting to around 26 thousand schools, namely "vacationing at grandma's house". The obligation to write is only once a year, when we are going to go up to class.

So far, the writer who is very enthusiastic about fighting for literary revival in schools is Taufik Ismail. National poets have an agenda called "Literature in School" which he developed in a number of writings. The question that should be underlined is "to what extent the teacher have the ability to teach literature in schools and to what extent is their ability to write and appreciate literature works?" Thus, teaching literature in schools can be carried out, both based on the experience of the teacher who teaches and the experience of students.

#### *4.3.1. Writing Fiction*

Activities of writing literature in schools can certainly still be based on theory, especially old theories. In fact, the teacher as class facilitator should be able to apply this theory so that when there are obstacles to students, such as "loss of ideas" can be anticipated based on the experience of the teacher.

The rigid case of learning to write literature in schools tends to be when the teacher intervenes in providing themes or topics to students. The matter of determining the theme for students must be considered carefully. When students have never been asked to write, the theme should not be determined by the teacher. Give first the opportunity to students to develop their thinking freely, then directed.

There are two things that must be considered, namely finding ideas and finding problems. These two things certainly apply in writing fiction (short stories and novels). The topic that has been determined by the teacher in the short story "Lessons on Composing" has made Sandra unable to express her ideas. This is one of the few drawbacks when the idea (topic) is set by the teacher. However, there are times when the teacher has to determine the topic. This is possible for students who have been trained or are trained to write. Students who are trying to compose for the first time, it is also possible if the reason students do not have ideas.

##### *4.3.1.1. Idea's Brainstorm*

The idea exists in the universe. This is in accordance with one of the literary approaches offered by Abram, namely the mimesis approach, which means that the literary approach focuses on nature. Next, ideas can also be directed from experience, both the author's experience and the experiences of others. For assessment, this can be done with expressive theory [28]. Therefore, it is possible for the teacher to direct students who have difficulty with ideas to write based on personal experiences or experiences of friends. From the reading, the students are then asked to write a story. It may be that the teacher teaches writing to students after first being asked to read one of the literary works (e.g., short stories). Students who have read the work are asked to rewrite it based on what they remember. This is valid because there is such a thing as intertextuality in literary assessment. In short, there are many ways that can be done to generate ideas because ideas are not inspirations that fall from the sky.

##### *4.3.1.2. Troubleshooting*

After getting the idea, in literature works like fiction or prose or short stories and novels, the next most important thing is formulating the problem. The problem here is the conflict that will build the story later. Short stories without problems (conflicts) will certainly not be interesting stories. Regarding the problem in a short

story, it is enough to present only one, while for a novel there may be several problems. This means that short stories are indeed stories that only present one conflict.

When students have had a conflict, they must also be led to build conflict towards the peak of the conflict, which is to create suspense in the story. One offer of conflict that is built with conflict interest will make the short story feel “good” when read. Therefore, teachers must also teach students to use storytelling language or communicative language.

How to mix language, is the same as how to build conflict, that is, you have to read literary works often. Writing without reading is a futile process. If teaching short story writing, students are also given examples of short stories that are worth reading. Likewise with poetry, novels, dramas, or other literature works.

#### 4.3.2. Writing Poetry

Especially for poetry, students must be taught how to contemplate. That is, in simple terms students are asked to reflect on the words that will be used when they want to express something in their poetry. As what is known, poetry is a literature work that has hermeneutics, quite ambiguous, and has multiple interpretations. Therefore, students must be given sufficient understanding in interpreting people’s poetry. After that, they can write poetry too. Students must also be taught how to mark concrete words and use appropriate diction in poetry. Likewise with the use of figurative language so that the reading of poetry is obtained. The issue of themes and topics, do not be limited to beginners. Especially for poetry, limiting the topic will narrow the steps for students to develop a frame of mind.

3) Students are guided in feeling any senses. This is very easy because it can be ensured that every student understands the senses. For the sense of sight and listener, it is possible for students to be invited out of the class for a moment. Let them see or listen to anything outside, then ask to write it down. From a number of words that have been found, students sort between possible “strange words” or “simple/ popular words”. After that, teacher may give explanations to students about the category “strange words” that are suitable diction for writing poetry.

Endraswara offers six steps for someone to write poetry. They are (1) training sasmita responsiveness (being sensitive to something); (2) capturing inspiration (trying to find a certain place that can stimulate ideas); (3) bringing up the word “first” (trying to write down whatever word appeared first, it could be the universe); (4) processing words (manipulating inspiration, but processing this word still requires the heart); (5) giving vitamins (giving certain words as a language style in speaking something, in the sense of trying to make wordplay); and (6) completing words (selecting words that have been selected to be used in poetry) [12]. Regardless of Endraswara’s offer, writing poetry or short stories is an act of giving words the opportunity to be structured. Next, also teach students to accept comments.

Once students finish their writing, teacher should provide input of constructive comments for students.

4) When discussing literary works, various interpretations must be respected. There is no single interpretation of literary works. The teacher must be open to the different opinions of students as long as the opinion is expressed in the discipline of logical thinking.

5) Knowledge of literature (theory, definition, history) is not the main thing in teaching literature in senior high school. Instead, secondary information is supposed to be sufficient when discussing literature works. Students should not be constantly burdened with memorizing theories and definitions. Grammar is no longer given theoretically, but integrally checked in students’ essays.

The largest portion of teaching literary appreciation should remain in literature works which are the object of appreciation. This means that the teaching and learning process in the classroom remains centered on literary works. When appreciating literature works, knowledge of literary theory and history can be given (expanded) at the same time. For example, when students are invited to appreciate the poem about God in “We Are So Near” by Abdul Hadi W.M., students’ knowledge of the imaging function can be added, as well as knowledge of the names of other writers from the generation of Abdul Hadi W.M.

Teaching literature must nurture positive values in students’ minds which equip them to face the harsh realities of present-day life in society. If observed, the teaching of literature in high school has actually shown some progress. There have been many schools and literature teachers who have paid more attention to increasing their students’ appreciation of literature. They are not only given knowledge and history of literature, are invited to appreciate literary works, they are also invited to write literary works. At least, through extra-curricular activities and workshops on literature in schools.

Efforts to intensify teaching literature as well as to keep abreast of the latest development of literature in order to increase students’ literary appreciation are also represented in the handbook of teaching Indonesian Language and Literature based on curriculum principles. The linguistic aspect occupies the same portion as the literary appreciation aspect. Other aspects that are included are listening, speaking and writing. Therefore, all aspects of Indonesian language are provided in a balanced portion. In addition, examples of literature work that are used as learning materials should ranging from the latest literature works to the works in 1990s generation, without leaving old literary works. Art events that are taken as reading materials should also the current events.

The materials (literature books) available for teaching literature in senior high school is actually already advanced and in accordance with the development of literature and the latest times. The teacher only needs to encourage students to read other works of selected authors whose works are quoted in the literature book. However, some of these efforts and advances are considered insufficient for efforts to



increase students' appreciation and reading interest on literature. The most important goal of teaching literature is still considered to have not been achieved as expected because literature teaching in schools has not been implemented optimally.

Several things that demand to be changed, namely (a) improving the Indonesian language curriculum which contains literary studies proportionally according to the level and level of education (b) programmatically and continuously campaigning against the importance of literary education for students (c) releasing literature from teaching language, (b) improving the quality of literary literature teaching educators, (c) increasing the availability of adequate literature works in school libraries, (d) increasing the intensity of the involvement of national and local writers in teaching literature in an integrated manner, (e) increasing literary extracurricular spaces. In line with the views of Ki Hajar Dewantara Education Center, education should not stop at school. Family and society play the same big role in learning literature. The introduction of literature works from an early age in the family environment and followed by broad community support in the form of literary appreciation will stimulate a quality literary learning process.

## 6. CONCLUSION

Based on the results of the discussion of fun and innovative literature learning, it can be concluded that the need for teaching literature in schools is a necessity, including in triggering and encouraging students to like reading. For this reason, superior literary works need to be introduced in improving students' literacy. The new paradigm in teaching literature in schools is (1) students in literature learning feel fun, enjoyable, and happy; (2) students read literary works, such as poetry, short stories, novels, dramas, and essays directly, not summaries, (3) composing classes are held in a fun manner; (4) giving appreciation/ appreciation to students for their multiple interpretations of a literary work; and (5) the presentation of literary science, for example theory, definition, and literary history is not prioritized or not. The most important aspect in learning literature is building character education of students which is related to the sowing of noble values and noble morals in them. Literary education essentially rests on two main activities: reading and writing literature essays or works. Thus, teachers, parents, children, and stakeholders must work together, be creative, and innovative in realizing enjoyable learning.

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