

Critical Appreciation Learning Design in Examining Political Values in Literary Works

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Abstract

Minimal political awareness can have an impact on the quality of student human resources. This is due to students' insensitivity to political methods in society. Students, especially at the intermediate level, who have developed awareness and cognitive richness, are able to accommodate all new knowledge concepts. Political knowledge is very important to know so that they can carry out ideal politics to reach an agreement with their social partners. All political knowledge is reflected in literary works containing Indonesian political history. In fact, there are many literary works with political themes that are interesting to study. Learning critical observation of literary texts is an appropriate model for examining the message of a literary work. With critical observation, students can study with an objective mind and not be pragmatic in assessing a message.

Abstrak

Kesadaran politik yang minim dapat memberikan dampak pada mutu SDM siswa. Hal itu disebabkan tidak pekanya siswa terhadap cara-cara politik dalam masyarakat. Siswa, khususnya tingkat menengah, yang telah memiliki kesadaran dan kekayaan kognisi yang berkembang, mampu menampung segala konsep pengetahuan yang baru. Pengetahuan politik penting sekali untuk diketahui agar mereka dapat melakukan politik yang ideal untuk mencapai suatu kesepakatan dengan mitra sosialnya. Segala pengetahuan politik tercermin dalam karya sastra yang memuat sejarah politik Indonesia. Bahkan, karya sastra dengan tema politik tersebut yang banyak produknya dan menarik untuk dikaji. Pembelajaran observasi kritis teks sastra merupakan model yang tepat untuk menelaah pesan dari suatu karya sastra tersebut. Dengan observasi kritis, siswa dapat menelaah dengan pikiran yang objektif dan tidak pragmatis dalam menilai suatu pesan.

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1. INTRODUCTION

Literary works are not just to be enjoyed, but also need to be understood, appreciated and interpreted. Literary works do contain factual data based on experience, knowledge and societal values (Saraswati, 2003). To reach all the hidden content, literary appreciation is needed. Conveying knowledge, history and life values through literature is a fun way because of the aesthetic nature of literature which encapsulates the ethics and logic of life. Therefore, it is true that the purpose of reading literature is the process of absorbing values for the noble life of the reader, both from a religious and social perspective.

If we talk about social context, the related propositions are cultural, social and political. These three things are disciplines that study the ideal structure of social interaction. Basically, the state uses politics as a tool to achieve more advanced national, social and economic conditions. Indeed, politics is actually an action to reach an agreement. In fact, the nature of politics can have an impact on division and conflict between people. The conflict ended, but left lasting traces. Even these traces are lost in the current political conditions.

The magnitude of political influence has not been conveyed in social learning because of the pragmatic assumption that politics is a sensitive matter, so teachers tend to talk about

culture and society. Politics seems "taboo" for students to know about at school. Of course, this cannot be justified because the essence of politics is actually a way to reach a mutual agreement. The character of students who are active and open to all knowledge will make it very easy for them to instill new concepts, such as politics that are not widely known.

All traces of political conflict and political methods have been recorded beautifully and bitterly in literary texts which at that time were witnesses or document files of political conflict. If the school's social disciplines have not provided real political knowledge, then language learning can take that place. Language learning that uses literary texts as media can be a medium for recognizing political conflicts. This is due to the function of literature as an interpreter of social overviews (Wellek & Warren, 2014)

Abidin believes that literary appreciation learning is a series of activities carried out by students to discover the meaning and knowledge contained in literary works under the guidance, direction and motivation of teachers (Abidin, 2012). Therefore, it is important to specifically design literary appreciation learning designs so that the ability to criticize political messages in literature is clearly measured.

2. RESEARCH METHOD

The research method used is qualitative library research. This method prioritizes an in-depth understanding of the phenomenon being studied through detailed analysis of relevant sources of information. Literature study allows research to understand the construction of meaning from various existing perspectives, explore deeper understanding, and makes it possible to explore complex and dynamic aspects of the phenomenon being studied (Creswell, 2014).

Qualitative research in this literature study involves an in-depth analytical approach to various library references such as books and journal articles. The process starts from identifying relevant and significant references in the context of literary learning, critical appreciation and political values. Next, a comprehensive text analysis was carried out to explore elements of critical appreciation that are appropriate for learning political values. This method makes this research an important contribution in understanding the relationship between literature and politics in a learning context.

3. RESEARCH RESULTS AND DISCUSSION (12 Pt)

Literary works become a link between reality and readers. However, not all reality is captured because the author takes it randomly and according to his needs. Writers select and arrange these materials based on certain principles and objectives (Suhandra, 2019). Kuntowijoyo states that literary works are the re-creation of historical events with the author's knowledge and imagination (Wurianto, 1997). Literary works themselves try to translate events into imaginary language. Literary works can be a means for authors to convey their thoughts, feelings and responses regarding historical events (Salam, 2019). Therefore, to analyze the message of a literary work, the mimetic approach is the right choice.

The mimetic approach is an approach that focuses on context which aims to make the text exemplary, imitating and imagining. In connection with the mimetic approach, literary texts will be studied from the contents of literary works produced by authors through high contemplation so that they contain various elements of the meaning of life (Teeuw, 2015). It has been mentioned that many literary works are produced from political events. Sources of learning political knowledge will not be difficult. However, what is not easy is broadening the teacher's insight into the background of the literary work and how to appreciate it.

This is reinforced by the results of Herlambang's research (Ministry of National Education, 2006) which states that literature learning in schools does not attract students' interest. The contributing factors are the teacher's inability to present literary lessons and the teacher's lack of knowledge of the context of literary works. In fact, teachers tend to memorize things to students, such as the title of a literary work, its author, and literary periodization. Of course these three points are important, but teachers do not invite students to explore the meaning and important facts of the creation of literary works. That's why students don't see literature as an interesting work to study. The conditions for teaching literature weaken students' critical, spiritual and emotional intelligence processes.

The classical teaching style does not maximize the process of literary mimesis. Literary appreciation activities should adapt to the level of critical thinking and take advantage of current technological developments. Therefore, the level of appreciation must increase to critical appreciation. Critical appreciation is an appreciation activity that is carried out scientifically and is fully scientific by presenting data appropriately, with responsible analysis, interpretation and assessment.

The main provision for critical appreciation is analyzing the cognitive aspects, namely data related to the facts behind the literary work and its supporting media. For example, in the poem "Student Meeting Poetry" by WS. Rendra, students must look for author biographies, facts about historical events, and related expert opinions. The teacher supports media such as video documentaries or visualizations of the reading of "Student Meeting Poems" read by WS. Rendra immediately. Apart from that, teachers must also master the form of poetry, markers or symbols of diction that refer to the message of the poetry.

After understanding the context of the literary work, students can continue the literary appreciation process through emotive and evaluative aspects. The emotive aspect is related to the involvement of emotional elements in experiencing the beauty of literary works. This emotive aspect can build connotative and interpretive meaning for readers, so that the process of understanding literary works will be closer and more touching. Meanwhile, the evaluative aspect is related to the assessment of good-bad, beautiful-not-beautiful, and appropriate-inappropriate as well as other types of assessment. This evaluative aspect is the pinnacle of critical thinking

Political Values in Literary Works

Etymologically, literature comes from Sanskrit which means a tool for directing. In relation to politics, literature can be a subtle, abstractive and persuasive directing tool. Literature is a powerful weapon in spreading political ideology. This power is used as a repressive tool in order to subdue society. If it does not support power, the literary work is prohibited from circulating. For example, literary works in countries with communist ideology, such as North Korea, China and Russia must present the hegemony and ideology of the rulers. Meanwhile, countries such as America and Europe tend to produce literary works that emphasize the notion of independence. This is different in other countries such as Türkiye which emphasizes secular values. This political content or value means it can be conveyed by individuals or countries.

Indonesian literature has incorporated politics since the end of the nineteenth century in *Serat Kalatidha* by R.Ng. Ranggawarsita, poet of the Surakarta Palace. This article explains the involvement of the Dutch in the palace's internal affairs which led to political decisions and shifted the priyayi ethical system. Literature was even used as a propaganda tool in the Balai Pustaka era in the 1920s, an era that required all works to convey the meaning of Dutch rule. After that, literature no longer became a propaganda tool, but became a medium for humanist thought in demonstrating protests against social unrest, especially in the 1960s.

Until now, literature remains a symbol of life, human experience aesthetically and humanly. The novel *Pulang* (third print in 2013) by Leila Salijha Chudori describes the political conflict that occurred during the G30SPKI and reform era. The political conditions presented are still related to current life. Apart from that, his life values are also a good lesson. The novel *Negeri di Ujung Tanduk* by Tere Liye contains political conflicts between the authorities, state officials and consultants. The work outlines a political strategy that includes open and covert struggle, upheaval within the regime, and the struggle to control the regime (Noor, 2011).

From literature, students – more or less – will learn about the politics of their country and how politics works. From all these political conflicts, students, together with teachers, can reflect on ideal politics in society to reach an agreement. Starting from understanding political values from the old literary era to the latest literary era (2000s). A lot of literacy about a political event can make it easier for students to combine their knowledge.

Critical Appreciation Learning Design

Reading literature or literary appreciation is important for students. Currently, students, as an inseparable part of the younger generation, have a significant role in determining the fate of their nation. These students can be said to be the backbone of the country because it is on their shoulders that the future of this nation will depend (Primasari et al., 2016). Students, especially middle school students, are at an age who are able to look in this positive direction. Even though this age is in the unstable phase, they are very active in receiving new cognition or knowledge. In addition, they begin to become aware of the structure of the social environment and how to utilize cognitive richness to interact. Awareness of this means that teachers must equip students with the right knowledge concepts so that positive characters are formed as social actors and their educational process becomes focused.

In order to be able to interpret the life message of a literary work, teachers must update their knowledge regarding the background to which the literary work was created. In addition, teachers and students must expand their reading sources. This ability is reflected in a critical attitude. A critical attitude means recognizing a problem and then gathering as much information as possible to assess and find a solution to the problem. Politics is something that is relatively new for students. Therefore, critical observation is needed to examine an event from a literary work.

This critical observation is carried out by looking for relevant sources related to political events in a literary work, such as news, videos, or expert sources. There are 12 steps in critical observation activities, namely 1) recognizing the problem, 2) finding ways to use to handle the problem, 3) collecting and compiling the necessary information, 4) analyzing data, 5) assessing facts and evaluating statements, 6) recognize logical relationships between problems, 7) draw necessary conclusions and similarities, 8) reconstruct one's belief patterns based on broader experience, and 9) make appropriate judgments about things and qualities certain things in everyday life (Fisher, 2009:7).

When linked to literary learning, critical observation activities are integrated into the Marzano appreciation stage (Harsiati, 2013). There are five steps, namely 1) recognize, 2) classify, 3) understand, 4) appreciate, and 5) communicate. These critical observation activities are integrated in steps one to four (Draditaswari, 2022). Below we will present an example of a critical observation learning model for examining political messages in a literary work.

The book used is the novel *Nyali* by Putu Wijaya in 1994 with a thickness of 94 pages. This novel tells the story of social and political conflicts that occur in a country. This novel reveals social and political conflicts full of violence and cruelty. These social and political conflicts have parallels with social and political conflicts in Indonesian history. This conflict

manifested itself in the form of a rebellion carried out by the Zabaza gang under the leadership of Kropos. As a result, society is polarized into interest groups, institutions, organizations and social classes that do not always have the same and harmonious interests. These groups are His Majesty the King who represents the ruling group, the Zabaza group, and General Leonel who actually represents the military group. His Majesty's aim was to maintain the current political system; maintain the status quo. General Leonel aims to overhaul the existing system or in other words, he wants social change to occur, while the Zabaza gang has the goal of carrying out a personality revolution that makes every citizen a good servant of the kingdom (Setijowati, 2018).

In the novel, the time setting of the conflict is the old order and the new order. The Old Order was characterized by a traditional autocracy or monarchy political system. The head of state is a king (Supreme King). Meanwhile, the New Order was characterized by a republican government system with the president as head of state. Political conflicts occurred during the Old Order and New Order. The political conflict that occurred during the New Order was the result of the political conflict during the Old Order. The political conflict in the kingdom told in the novel Nyali is polarized into social groups that have different roles and interests. Power and authority are rare things that often cause conflict and changes in institutionalized patterns. In a country with a traditional autocratic political system of power (Setijowati, 2018).

What teachers need to do before carrying out learning is to find out the background of the literary work, the history of the author, and the learning media? By preparing all these things, teachers can guide students to find the meaning of the message from the novel Nyali.

Table 1. Learning Design for Critical Appreciation of the Political Values of Literature

Competency Achievement
Analyzing the message of a fiction book read
Indicator
<ol style="list-style-type: none"> 1. Determine the conflict of the fiction book. 2. Sequence the events that formed the conflict. 3. Linking these events to context. 4. Make sense of these events.
Strategy
Critical observation
Source
The novel Nyali by Putu Wijaya
Learning steps
Meeting 1
Opener
<ol style="list-style-type: none"> 1. The teacher conveys the learning objectives 2. Apperception
Core (observation of the first part of the novel)
<ol style="list-style-type: none"> 1. Students read the first 30 pages of the novel. 2. Students sort events from the reading results. 3. Students classify conflicts from the results of their reading. 4. Students appreciate the conflict found with other supporting sources (news, history books, and expert sources). 5. Students record important points as reflections on one sheet of paper and then communicate them to the class.
Closing
<ol style="list-style-type: none"> 1. The teacher provides reinforcement

2. The teacher assigns students to read the second part at home and make important points to collect next week.

Meeting 2

Opener

1. The teacher conveys the learning objectives
2. Apperception
3. The teacher shows a video of the history of the 1965 political conflict
4. The teacher and students relate the first and second reading results to the video.

Core (third part of the novel observation)

1. Students read 30 pages of the third part of the novel
2. Students sort events from the reading results.
3. Students classify conflicts from the results of their reading.
4. Students appreciate the conflict found with other supporting sources (news, history books, and expert sources).
5. Students record important points as reflections on one sheet of paper and then communicate them to the class.
6. Students make comments regarding the results of reading the novel *Nyali* on a piece of paper.
7. Students create a poem as a response to the analysis of the message of the novel *Nyali*.

Closing

The teacher provides reinforcement

This observation activity can use other literary text sources. For example, to strengthen the analysis of the message of the novel *Nyali*, the teacher can recommend other poems or short stories with the same background to compare the theme patterns and messages. On the other hand, students need to be introduced to Indonesian political events.

With this observation activity, students will experience meaningful learning to find the meaning of the literary work. Apart from that, students' knowledge will increase and students will learn to be critical in responding to a literary text. To attract students' attention, teachers can read poetry or a piece of drama script related to politics. This technique emphasizes an aesthetic approach, where students are interested in analyzing messages based on their aesthetic properties.

4. CONCLUSION

Literary education aims to convey current social issues. Literature for education is closely related to the learning context. The educational context can be broader, such as family, school or community education. Politics is knowledge related to society. However, this knowledge is rare, not even communicated in school education. Literature, which reflects social reality, is the right medium to inform this in a pleasant way (through aesthetic elements). Therefore, literary learning needs to be promoted in a better and conceptual way so that it can become a bridge between good quality human resources and students.

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