

Literature Learning Strategy and Technique

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ABSTRACT

This article examines literary learning strategies and techniques that are appropriate in carrying out literary learning. Learning strategies are different ways to achieve different learning outcomes under different conditions. Techniques are the way teachers teach and are implementative. An interesting learning strategy for students is PAIKEM while the technique is Induction. PAIKEM is a participatory, active, innovative, creative, effective, fun learning strategy. Induction Technique is encouraging and giving the widest possible opportunity for students to approach their own literary works, interact directly, and finally be able to enjoy, appreciate, and appreciate literary works. The use of PAIKEM strategies and Induction Techniques in literary learning will bring the learning atmosphere to life so that students are interested in learning and learning outcomes increase.

Keywords: literary learning strategies and techniques

Introduction

Literary learning is part of language learning because in general, literature is everything written. Literary learning is important for students because it is closely related to renewal. Literature can cause a sense of emotion, beauty, morality, religion, solemnness towards God, and love for the literature of his people (Broto, 1982: 67). Besides being able to provide pleasure and beauty, literature can also provide greatness to students in particular and the Indonesian people in general. Literature in general can be used as a mirror, interpretation, statement, or criticism of national life.

Literature can have a big influence on people's thinking about life, good and bad, right and wrong, and the way of life itself and a nation (Soehariato, 1976: 25). In short, literature can provide a variety of high-value satisfaction, which cannot be obtained in other ways so that literature provides a beneficial influence to the audience.

Literary learning process involves literary teachers as parties who teach literature, and students as subjects who study literature. Interesting literary learning requires stratification that demands the effectiveness of literary teachers in designing it. This strategy plays a role in activating students learning literature. Student activity in learning will influence student learning outcomes.

This strategic reality and literary teaching technique are rarely used by teachers in the literary learning process. The teacher still uses conventional learning so that it is not attractive for students to study literature. Students are not attractive because monotonous learning and centred on the teacher (teacher centre) not on students (student centre).

Based on the description, the problem in this article is: what is an interesting literary learning strategy for students to study? What is the right technique used by the teacher in carrying out literary learning?

Learning Strategies

According to Wena (2011: 5), learning strategies are different ways to achieve different learning outcomes under different conditions. Literary learning strategies are used to process and design interesting literary learning so that students who are learning are interested in learning.

The strategy used in literary learning is the PAIKEM learning strategy. PAIKEM learning is a learning that allows students to work on diverse activities in order to develop their skills and understanding, with the emphasis of students learning while working, while teachers use various sources and learning aids, so that learning is more enjoyable and effective.

The PAIKEM approach as a learning strategy has six criteria:

1. Participatory Learning

Participatory learning is learning that involves all components of education, especially students. In other words, learning is more functioning to give students freedom and independence so that their potentials can develop well.

Participatory learning, which is learning that involves students in learning activities optimally. This learning focuses on the involvement of students in learning activities not on the dominance of the teacher in the delivery of the subject matter. So learning will be more meaningful if students are given the opportunity to participate in various learning activities, while the teacher acts as a facilitator and mediator so that students are able to play a role and actively participate in actualizing their abilities inside and outside the classroom (Rusman, 2013:323).

2. Active Learning

Active learning is learning that emphasizes students as the subject of learning rather than objects. That is, students themselves are active in the learning process. While educators only act as facilitators and motivators for students. The atmosphere of active learning provides a sense of enthusiasm in the classroom, where each student feels himself valuable and every opinion / action is worthy of appreciation from the teacher or his friends (Djamarah, 2010: 369).

The trigger for student activity in the classroom is the emergence of curiosity, interrelation, and student interest in what is being learned. For that, through various techniques and methods, the teacher must try as much as possible to create an atmosphere in such a way as to trigger students' curiosity, so that students actively ask, question and express ideas.

There are several principles that need to be considered in an effort to optimize student activity, namely:

- a. Motivational growth, both intrinsic and extrinsic motivation.
- b. Strengthening the background of the material to be studied, especially the provision of apperception / linkage.
- c. Striving for direction to a focus, such as a core concept or problem so that students can focus attention and link the overall material being studied.
- d. Learn playing sauce or other activities.
- e. Adjustment to individual differences.
- f. Opportunities to work together with various interaction patterns.
- g. Opportunity to find your own information or concepts.
- h. Sensitivity growth seeks problems and solves them.
- i. Seeking integration, both assimilation and cognitive accommodation

(Djamarah, 2010: 371)

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To realize the above learning principles, there are several things that teachers must pay attention to in designing and implementing learning as follows:

- a. Endeavour a variety of learning activities and atmosphere with the use of various learning strategies.
- b. Foster student initiative to be active and creative in learning activities.
- c. Develop various patterns of interaction in learning, both between teachers and students and between students.
- d. Use various learning resources.
- e. Intensive monitoring and followed by specific feedback.

The active role of students in learning is very important, because essentially learning is an active process of learners in building their thoughts and knowledge. The active role of students in learning will be the basis for the formation of creative generations, who are capable of producing something that is not only beneficial for themselves, but also for others (Djamarah, 2010: 371).

3. Innovative Learning

Innovative learning can be done by adapting fun learning models that can make students free from learning saturations. This innovative learning model is certainly different from conventional learning models that have become habits in learning. The teacher tries to instil thought in his students. Through innovative learning, students must be free from boredom, laziness, fear of failure or feeling depressed due to duty deadlines etc. (Djamarah, 2010: 372).

One example of innovative learning is adopting learning models that can stimulate creative students. For example, currently there is a lot of computer-based learning. Through this learning model, students use computers as learning aids. Study materials that were originally delivered orally by the teacher, can be read by the students themselves through a computer screen. Students can also simulate repeatedly. In addition, students can also test their mastery of learning material through the tests that have been provided and see their achievement scores directly.

Innovative means having a tendency to renew in the sense of improvement and development in learning activities. Innovative learning is learning that provides opportunities for students to express new ideas / ideas for improvement or development of learning activities in order to achieve learning goals.

4. Creative Learning

Creative learning is a learning process that requires teachers to be able to motivate and bring out students' creativity during learning, using a number of varied methods and strategies, such as group work, role playing and problem solving (Rusman, 2013: 185).

Creative learning requires teachers to stimulate students' creativity, both in developing thinking skills and in carrying out actions. Creative thinking always starts with critical thinking, which is finding and giving birth to something that was not there before.

5. Effective Learning

Effective learning is learning that allows students to learn easily and fun, the learning process is easy, avoid threats, obstacles and disruptions (Djamarah, 2010: 375). Effective learning means a learning activity that is carried out quickly to obtain maximum results. Learning is said to be effective if it is able to provide new experiences to students, shape their competencies, and deliver them to the goals to be achieved optimally. This can be achieved by involving and educating them in planning, implementing and evaluating learning. All students must be involved fully in order to be

passionate in learning, so that the learning atmosphere is truly conducive and focused on the goals and formation of student competencies (Rusman, 2013: 325).

6. Fun Learning

Fun learning is learning that is designed in such a way as to provide an atmosphere of fun, fun, and the main thing is not boring to students. Such an atmosphere will make students more focused on teaching and learning activities in class, so that their attention will be higher. The high attention will increase learning outcomes (Djamarah, 2010: 377).

Learning Techniques

Nuridin & Uno (2011: 7) states that learning techniques are roads, tools or media used by teachers to direct the activities of students towards the desired or achieved goals. In short, techniques are the way teachers teach and are implementative. According to Trianto (2011: 52) learning model is a plan or pattern that can be used to design teaching patterns face to face in the classroom and to determine learning devices including books, films, and computer media programs. In other words it can be concluded that the technique is the same as the model which means the use of devices / tools / media to achieve learning objectives.

Learning techniques should be in accordance with methods and approaches. Techniques related to teaching strategies in the classroom. Effective and efficient strategies will be created if learning strategies can be applied and support student learning achievement.

The right learning technique used in literary learning is an induction technique. This technique requires not only active participation of students, but more than that, encouraging and giving the widest possible opportunity to students to approach their own literary works, interact directly, and ultimately are expected to be able to enjoy, appreciate, and appreciate the literary work itself. The teacher acts to stimulate, provoke, encourage, and direct learning activities.

Induction naming for this technique borrows the term from the Logic field. As is known, there are two ways of drawing conclusions, namely inductive logic and deductive logic. The inductive logic used is closely related to drawing conclusions from real individual cases into general conclusions. As a particular process, induction attempts to conclude knowledge that is 'general' or universal of 'specific' or particular knowledge. Induction is a way of thinking by drawing a general conclusion from various individual cases.

As an illustration, teaching poetry, for example, the techniques commonly used by teachers are as follows. First, the teacher gives understanding, limitations, or definitions of poetry. Next are the characteristics of poetry. Then poetry examples are presented. This step is coupled with the teacher's dictation presentation model. This step is not very appreciative, so the results are in the form of mere memorization.

With the induction technique which is a reversal of the steps mentioned above, students are given the opportunity to directly face, dialogue, and enjoy poetry works. With the guidance of the teacher students are invited to be able to find the location of its beauty, the characteristics of its form, which finally comes to the conclusion of poetry.

Conclusion

Literary learning is part of language learning. Teachers as facilitators who summarize the two lessons are required to be able to use the right strategies and

techniques to achieve learning goals. Strategies that can be used to achieve these goals are PAIKEM and Induction techniques.

Induction Technique provides an active role for students who encourage and give the widest opportunity to approach their own literary works, interact directly, and finally be able to enjoy, appreciate, and appreciate literary works.

The use of PAIKEM strategies and Induction Techniques in literary learning will enliven the learning atmosphere so students are interested in learning. Student interest in learning will provide good learning outcomes for students.

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