



Implementation of Literature Learning to Enhance Students' Appreciation at SMP Negeri 4 Panca Rijang

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Abstrak

Penelitian ini bertujuan untuk menganalisis implementasi pembelajaran sastra dalam meningkatkan apresiasi sastra peserta didik di SMP Negeri 4 Panca Rijang. Sampel penelitian terdiri atas 30 siswa kelas VIII yang dipilih melalui teknik purposive sampling. Penelitian ini menggunakan desain deskriptif kualitatif untuk mengkaji bagaimana strategi pembelajaran sastra—seperti kegiatan membaca, diskusi terarah, serta tugas apresiasi—berkontribusi terhadap pemahaman dan keterlibatan emosional siswa terhadap teks sastra. Data dikumpulkan melalui observasi kelas, lembar kerja siswa, dan wawancara, kemudian dianalisis melalui teknik pengkodean tematik. Hasil penelitian menunjukkan bahwa penggunaan metode pembelajaran sastra secara interaktif secara signifikan mendukung kemampuan siswa dalam mengidentifikasi unsur intrinsik, menafsirkan makna, serta mengungkapkan tanggapan pribadi terhadap cerpen dan puisi. Selain itu, siswa menunjukkan peningkatan motivasi dan kepercayaan diri dalam mengapresiasi karya sastra setelah penerapan langkah-langkah pembelajaran yang terstruktur. Penelitian ini menyimpulkan bahwa pembelajaran sastra yang direncanakan dan dilaksanakan secara sistematis dapat secara efektif meningkatkan apresiasi sastra peserta didik pada jenjang sekolah menengah pertama.

Kata Kunci : pembelajaran sastra; apresiasi sastra; siswa kelas VIII; implementasi pembelajaran; SMP Negeri 4 Panca Rijang

Abstract

This study aims to analyze the implementation of literature learning in enhancing students' literary appreciation at SMP Negeri 4 Panca Rijang. The research involved a sample of 30 eighth-grade students selected through purposive sampling. A descriptive qualitative design was employed to examine how literature learning strategies—such as reading activities, guided discussions, and appreciation tasks—contributed to students' understanding and emotional engagement with literary texts. Data were collected through classroom observations, student worksheets, and interviews, then analyzed through thematic coding. The findings indicate that the use of interactive literature learning methods significantly supports students' ability to identify intrinsic elements, interpret meanings, and express personal responses to stories and poems. Furthermore, students demonstrated increased motivation and confidence in appreciating literary works after the implementation of structured learning steps. The study concludes that literature learning, when systematically planned and delivered, can effectively improve students' literary appreciation at the junior secondary school level.

Keywords : literature learning; literary appreciation; eighth-grade students; learning implementation; SMP Negeri 4 Panca Rijang

Introduction

Literature learning plays a crucial role in shaping students' cognitive, emotional, and cultural development, especially at the junior secondary school level. As part of the Bahasa Indonesia curriculum, literature is not only intended to build students' language skills but also to cultivate their sensitivity, imagination, and appreciation toward various forms of literary works. However, in many schools, literature learning is still conducted conventionally, focusing mainly on the identification of structural elements without engaging students in deeper reflection and interpretation. This condition often causes students to perceive literature as a difficult and uninteresting subject.

Developing students' literary appreciation is a key objective in literature learning. Literary appreciation refers to the ability to understand, enjoy, and respond to literary texts both intellectually and emotionally. When students develop literary appreciation, they become more capable of interpreting meanings, evaluating characters, and connecting themes with real-life experiences. This ability is essential in fostering critical thinking and emotional intelligence, which are important competencies in 21st-century education.

SMP Negeri 4 Panca Rijang, as one of the public junior high schools in Sidenreng Rappang Regency, implements the national curriculum that emphasizes the integration of literary appreciation skills. However, based on preliminary observations, many students still struggle to analyze intrinsic elements of literary texts and to express their personal responses to stories and poems. This indicates the need for more effective implementation of literature learning strategies that can accommodate students' learning styles and enhance their appreciation skills.

Furthermore, eighth-grade students—who are at a transitional developmental stage—require learning activities that are interactive, engaging, and supportive of their emotional expression. Literature learning, when designed properly, has the potential to meet these developmental needs. Through reading activities, guided discussions, dramatization, and appreciation tasks, students can be encouraged to actively explore the meaning of texts and develop their own interpretations. Therefore,

examining how literature learning is implemented becomes essential in determining its impact on students' appreciation.

Several previous studies have emphasized the importance of varied instructional strategies in literature learning. Approaches such as reader-response theory, cooperative learning, and contextual learning have been shown to increase student engagement and appreciation. However, the effectiveness of these approaches depends on how teachers plan and deliver learning activities that connect literary texts with students' experiences. This highlights the need to examine literature learning not only from the perspective of curriculum requirements but also from classroom practices.

In the context of SMP Negeri 4 Panca Rijang, it becomes necessary to investigate whether the learning strategies used by the teacher are able to stimulate students' curiosity and emotional involvement in reading literary works. An understanding of the implementation process, including methods, materials, and classroom interactions, will provide insights into how literature learning influences students' appreciation. It also helps identify challenges that may hinder students from developing optimal literary appreciation skills.

This study focuses on a sample of 30 eighth-grade students as representatives of the learning environment at the school. Through observation, interviews, and analysis of student tasks, the research explores how literature learning is implemented and how students respond to various activities designed to enhance their appreciation of literary texts. The findings are expected to provide a comprehensive understanding of the actual classroom dynamics related to literature learning. Overall, this research aims to contribute to the improvement of literature learning practices in junior secondary schools, particularly in enhancing students' literary appreciation. By analyzing the strategies implemented, the study hopes to offer practical recommendations for teachers and curriculum developers in designing more effective and engaging literature learning activities. Enhancing students' appreciation of literature is essential in building a generation of learners who not only possess strong language skills but also deep cultural awareness and emotional maturity.

Method

This study employed a descriptive qualitative research design to examine the implementation of literature learning and its influence on students' literary appreciation at SMP Negeri 4 Panca Rijang. The qualitative approach was chosen because it allows the researcher to explore classroom processes, teacher-student interactions, and students' responses to literary texts in a natural learning environment. This design is suitable for capturing the depth of students' understanding and emotional engagement, which cannot be measured solely through quantitative techniques.

The research was conducted at SMP Negeri 4 Panca Rijang, focusing on eighth-grade students in the 2025 academic year. A total of 30 students were selected as the sample using purposive sampling. This sampling technique was chosen because the selected class had been identified by the teacher as representative in terms of student diversity, participation level, and learning outcomes in Bahasa Indonesia, particularly in literature learning. The sample size was considered adequate for qualitative observation and in-depth analysis.

Data were collected through three primary instruments: classroom observation, student worksheets, and semi-structured interviews. Classroom observation was conducted to document the learning activities, teaching strategies, and student engagement during literature learning sessions. Observation notes focused on how the teacher introduced literary materials, guided students in analyzing texts, and facilitated appreciation activities such as discussions and personal reflection tasks.

Student worksheets were used to assess students' understanding of intrinsic elements, interpretation of themes, and personal responses to literary texts. These worksheets served as supporting documentation to evaluate the extent to which learning activities improved their literary appreciation. Meanwhile, semi-structured interviews were conducted with selected students and the Bahasa Indonesia teacher to gain deeper insights into their perceptions of the learning process, the challenges they encountered, and the strategies they found helpful in appreciating literary works.

The collected data were analyzed using thematic analysis. The process included data reduction, coding, categorization, and

interpretation. Observation and interview results were transcribed and coded to identify recurring patterns related to student engagement, teacher strategies, and obstacles in literature learning. Thematic categories were then developed to explain how learning implementation influenced students' appreciation of literary texts. Student worksheets were also examined to triangulate findings and ensure the validity of interpretations.

To strengthen the credibility of the findings, the study applied data triangulation by comparing observations, interview responses, and written student work. Member checking was also conducted by allowing the teacher and selected students to confirm the accuracy of the interpretations. Ethical considerations were maintained by ensuring student anonymity and obtaining permission from the school to conduct research activities. Through these methodological procedures, the study aimed to provide an accurate and comprehensive description of literature learning implementation and its role in enhancing students' literary appreciation.

Result and Discussion

The findings of this study revealed that the implementation of literature learning at SMP Negeri 4 Panca Rijang was conducted through several structured stages, including introduction to literary texts, guided reading, group discussion, and appreciation tasks. Classroom observations showed that the teacher consistently provided clear explanations regarding intrinsic elements such as theme, plot, characters, setting, and moral values. These stages created a supportive learning environment that encouraged students to engage actively with literary materials.

The observation data demonstrated that students responded positively to interactive teaching strategies. During guided reading sessions, most students appeared focused and followed the teacher's instructions attentively. Their participation increased when the teacher used questioning techniques to stimulate critical thinking. Students were more willing to express their opinions when asked about characters' motivations or the message conveyed in the story. These responses indicate a growing sense of involvement in the learning process.

Group discussions emerged as the most effective activity in enhancing students' appreciation of literary texts. In groups, students shared interpretations, debated differing viewpoints, and collaborated in analyzing the intrinsic elements. The results of the discussions showed that students were able to identify plot structure, describe character traits, and interpret themes with greater accuracy compared to individual tasks. This collaborative environment supported their confidence in delivering literary judgments.

Student worksheets further demonstrated improvement in literary appreciation. Most students were able to provide coherent explanations about the theme and moral values of the texts they studied. Their responses showed an increased ability to connect the content of the stories with real-life experiences. For example, many students related themes such as friendship, honesty, and perseverance to their personal lives. This indicates enhanced emotional engagement with literary works.

Interview results revealed that students appreciated the variety of activities implemented during the learning process. Many stated that they enjoyed reading stories and poems when the teacher guided them step-by-step in understanding unfamiliar vocabulary or complex plot structures. Students also expressed that group activities made literature learning more enjoyable because they could share ideas freely and learn from their peers.

The Bahasa Indonesia teacher also confirmed that students showed noticeable improvement in expressing personal responses after structured literature learning was introduced. According to the teacher, students who were previously passive became more willing to share their thoughts and interpretations. The teacher also noted that students demonstrated deeper emotional involvement, particularly when reading texts containing moral messages.

Overall, the results indicate that the implementation of interactive and structured literature learning contributed significantly to improving students' literary appreciation. The combination of direct instruction, guided reading, discussion, and appreciation tasks strengthened students' comprehension, critical interpretation, and emotional engagement with literary texts. These findings support the notion that effective literature learning requires varied and student-centered instructional strategies.

DISCUSSION

The results of the study support the idea that literature learning is most effective when delivered through interactive and student-centered approaches. The structured method used by the teacher—beginning with text introduction and followed by guided reading and discussion—aligns with the principles of reader-response theory, which emphasizes the active role of the reader in constructing meaning. This approach allows students not only to understand the text but also to interpret it based on their personal experiences.

The finding that group discussions significantly enhanced students' appreciation is consistent with previous studies indicating that collaborative learning promotes deeper comprehension. When students share their perspectives, they are exposed to multiple interpretations, which helps broaden their understanding. This interaction is essential in literature learning, as literary texts often contain symbolic meanings that require collective interpretation to fully appreciate.

The improvement observed in students' worksheets further suggests that literature learning activities were effective in strengthening both cognitive and affective domains. Students showed progress in identifying intrinsic elements, which indicates the development of analytical skills. Their ability to relate literary messages to real-life situations reflects the growth of affective appreciation, an important aspect of literary competence.

The positive responses gathered from student interviews highlight the importance of motivation and emotional engagement in literature learning. When students enjoy the learning process, they tend to invest more effort into understanding and appreciating the texts. The use of guided reading and teacher questioning appears to play an important role in maintaining students' interest and helping them overcome difficulties, especially when encountering challenging vocabulary and plot structures.

The teacher's observation that students became more confident in expressing personal opinions reinforces the value of creating a safe and supportive classroom environment. Literature learning requires opportunities for students to articulate interpretations freely without fear of being judged. When the teacher encourages open discussion and values diverse

viewpoints, students are more likely to participate actively and develop critical thinking skills.

These findings suggest that well-planned literature learning can foster both intellectual and emotional growth in students. By engaging with themes, characters, and moral messages, students not only improve their reading comprehension but also develop empathy and cultural awareness. This aligns with the broader educational goals of the Bahasa Indonesia curriculum, which emphasizes character development through the study of literary texts. The discussion confirms that the implementation of literature learning at SMP Negeri 4 Panca Rijang has successfully improved students' literary appreciation. The combination of interactive strategies, collaborative activities, and teacher guidance contributed to meaningful learning experiences. These results highlight the need for teachers to continue refining instructional techniques and integrating diverse activities that encourage students to connect personally with literary works. Future studies may explore the use of digital media or creative projects to further enhance appreciation in literature learning.

Conclusion

This study concludes that the implementation of literature learning at SMP Negeri 4 Panca Rijang has effectively enhanced students' literary appreciation. Through structured instructional stages—such as guided reading, group discussions, and appreciation tasks—students demonstrated improved abilities in identifying intrinsic elements, interpreting themes, and expressing personal reflections on literary texts. The learning process created an engaging environment that encouraged active participation and critical thinking.

The findings also indicate that interactive and collaborative learning strategies play an essential role in fostering students' cognitive and emotional engagement with literary works. Students showed greater motivation, confidence, and enjoyment when they were given opportunities to discuss, interpret, and relate stories and poems to their personal experiences. This suggests that literature learning must be designed not only to meet curriculum standards

but also to cultivate meaningful connections between students and the texts they read.

Overall, the study highlights the importance of well-planned and student-centered literature learning in junior secondary education. Teachers are encouraged to continue refining their instructional approaches by integrating varied activities that support both comprehension and appreciation. Future research may explore additional techniques—such as digital media integration or creative performance—to further enhance students' engagement with literature. Strengthening literary appreciation is essential for developing students' language competence, cultural awareness, and emotional maturity.

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