LITERARY INSIGHT PROFILE OF STUDENTS: PERSPECTIVE OF LEARNING "BAHASA DAN SASTRA INDONESIA" AT SMA NEGERI 2 MUARO JAMBI

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ABSTRACT

Literature is essential to learning "Bahasa dan Sastra Indonesia" and integral to developing students' personalities and mental attitudes. This research aims to describe the profile of literary insights from the perspective of learning "Indonesian" at SMA Negeri 2 Muaro Jambi. This research uses a quantitative descriptive approach. The primary data in this research is that students' literary insight is measured using an instrument in the form of 40 test questions and is carried out during the "Indonesian Language" learning process. Data analysis was carried out using quantitative descriptive techniques, namely describing students' literary insight abilities into four main aspects: types of literary works, elements of literary works, and structure of literary works. Based on the data and discussion, the average mastery of literature, especially prose fiction, still needs to be higher. As for literary types, the type of poetry shows that, generally, the skill of poetry types of literature is pretty good compared to prose fiction types. Knowledge of drama literature is usually dominated by students in the "medium" category, namely 14 people or around 43.75%. The "high" and "low" categories have the same number, namely nine people or approximately 28.13%. Thus, students' knowledge of drama-type literary works is average in the "medium" category.

Keywords: *literary insights, Bahasan dan Sastra Indonesia, literary elements.*

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1. INTRODUCTION

Indonesia's educational curriculum requires every elementary and tertiary level student to take the subject "Bahasa dan Sastra Indonesia." In this subject, students study Indonesian language and literature. Learning the Indonesian language and literature is essential, apart from aiming to increase national unity and improve students' thinking abilities. Anindya et al. (2023) state that learning language and literature seeks to train students' thinking to develop, train critical and creative thinking, and put words together so that they have a work such as poetry or a novel so that it can be contested. Apart from that, Weixiang and Peng (2017) and Sanjaya (2022) explain that literature is a medium for instilling educational values that can influence readers because literature reflects society's life and can present social elements and the development of humanity itself. Thus, through Indonesian Language and Literature lessons, students are expected to have a sense of love for their country and the ability to think critically and creatively simultaneously.

In studying literature, there are many aspects that teachers and students must pay attention to. Literature contains beauty, language taste, and other literary tastes. Therefore, studying literature is always closely related to feelings, insight, and experience. Noor (2017) and Bushra (2023) explain that literature and taste are not a matter of technical learning about literature but rather a process of maturing insight, knowledge, and experience in the intensity of struggle with as many literary works as possible. Thus, studying an academic work must be done in a planned and

systematic manner and begin with a literary work's central concept. Understanding the main ideas of literary works aims to enable students to fully understand the meaning and essence of literary works.

Theoretically, literature manifests a person's ideas through viewing the social environment around them using beautiful language (Sanjaya, 2022; Kraus et al., 2022). Meanwhile, according to Istiqomah et al. (2014) and Boumezrag (2022), literary works embody life, resulting from the writer's observations of the life around him. Ayuningtiyas (2019) and Lim & Ali (2022) state that literary works can be considered fictional and imaginative forces to capture social buildings directly. Literature is a form of human creativity regarding what people feel, think, and experience (Sanjaya, 2022).

Other experts, for example, Hermawan and Shandi (2019) and Snyder and Snyder (2023), state that literary works are human creations that depict life (both natural and unreal images). Meanwhile, Budiarti (2017) and Barry et al. (2022) explain that literary works are the result of human creativity resulting from the expression of human feelings regarding life's problems through thoughts, opinions, and beliefs expressed in various forms, whether in the form of language, movement, voice or sound. Thus, it can be understood that literature is a product or result of someone's thinking, which draws about a phenomenon or event around them, whether in the form of natural or social abominations.

Considering that literature is the product or result of someone's thinking, which draws about a phenomenon or event around them, whether in the form of natural or social abominations, studying literature also means learning other people's ideas, ideas, views, or opinions regarding these events. Therefore, studying literature has many benefits, both regarding literature as a work or the content of teaching materials and the development of ideas from writers as inspiration. In line with this explanation, Laila (2019) and Luft et al. (2022) state that literary works are created by authors or writers to be enjoyed, understood, and utilized by people in their lives. In line with this opinion, Ayuningtiyas (2019) and García-peñalvo (2022) also stated that by studying literature, someone will know the function of literature. According to him, literature functions in a social context or the social part of literature. These functions include (a) as a reformer or reformer, (b) as a mere entertainer, and (c) as teaching something entertaining. Thus, specific literary works have socio-political, socio-spiritual, socio-cultural, or other functions, depending on the impression of the reading public.

Apart from its function, a critical aspect of studying literature is understanding the structure of literature itself. According to Budiarti (2017), Purpose (2009), and Khan & Khan (2023), in literature, there are two main structures, namely physical structure and inner structure. The physical form of language in literature is a) diction (word choice), b) imagery, c) concrete words, d) figurative language (figure of speech), e) verification (rhyme), and f) facial features (typography). The inner structure is feeling, tone atm, sphere, and message. Mastery of literary structure for students can make it easier to understand and learn valuable lessons in a literary work. Therefore, literary form is essential in studying an academic career.

Another aspect that must be studied in a literary work is the types of literary works. According to Hermawan and Shandi (2019) and Kraus et al. (2022b), literary works are divided into three types: prose fiction, poetry, and drama. Prose fiction is also divided into several types in various forms, such as romance, novel, novelette, and short story. The term prose fiction, or a work of fiction, is also usually termed prose story, narrative prose, narration, or story with a plot. This opinion aligns with Lafamane's (2020) and Pang's (2023) explanation that there are three literary works: poetry, prose, and drama. According to Wajed & Saghar (2023), poetry is a form of academic work resulting from the poet's expressions and feelings using language bound by rhythm, meter, rhyme, arrangement of lyrics, and stanzas, and is full of meaning. Apart from that, Shinde (2022) explains that poetry expresses the poet's thoughts and feelings imaginatively and is structured to concentrate the power of language with its physical structure and inner structure. According to Fircks (2022), poetry prioritizes sound, form, and the meaning conveyed, where meaning is proof that poetry is good if there is a deep meaning by condensing all the elements of language.

Apart from poetry, literary works also have another form, namely prose. Prose is a literary work whose written form is free and not bound by rules, such as rhyme, diction, rhythm, etc., usually used to describe a fact (Chen, 2019). According to Dirfantara (2017), prose or fiction means a narrative work that tells something fictional or imaginary, not based on reality, or can also mean a reality born based on imagination. Meanwhile, drama is a genre of literary

work in the form of essays that describe or illustrate the reality of life, character, and human behavior, where the story is told through roles and dialogue (Amrullah et al., 2023).

Knowledge of a literary work is incomplete if it does not involve insight into literary elements. According to Hermawan and Shandi (2019), as a creation, literature is complex. According to Antonio (2020), a literary work (fiction) contains various elements, including beauty, contemplation related to values or reflection, media of presentation, and intrinsic elements related to the characteristics of fiction as a literary text. In more detail, Pujo & Tetty (2022) explain that the intrinsic elements in a literary work include 1) characters, 2) theme, 3) setting, 4) plot, and 5) message. In line with the opinion above, Maretha (2019) explains that, in a literary work, there are two building blocks, namely, Intrinsic elements, which are elements that build from within the literature itself which include theme, message, setting and setting, characters and characterization, plot and plot, and narrative center. Meanwhile, extrinsic elements build a short story from outside the literature, including social values, politics, author biography, etc.

Language and literature learning are two things that are interconnected with each other. Literature learning cannot be separated from language learning because language conveys ideas and feelings to others in writing and orally. Language is central to students' intellectual, social, and emotional development (Riana, 2020). According to Anindya et al. (2023) and Down et al. (2022), several factors influence students' success in studying language and literature, namely, reading sources, the habit of expressing opinions by expressing ideas, and the level of boredom. Thus, when studying literature, you should consider these factors so that learning can run effectively and efficiently.

Another critical factor that must be considered in implementing language and language learning to increase students' insight and knowledge about literature is students' initial knowledge. Hasanuddin (2020), Nwosu et al. (2022), and Alvarez-Risco et al. (2022) explain that according to cognitive theory, learning is a change in mental structure (cognitive) where learning is a combination of initial knowledge and what is currently learned to build new knowledge. It means that students' initial insights about literature must be used as the starting point for teachers' learning of literature so that combined knowledge occurs and students' understanding of a literary work is comprehensive.

The urgency regarding students' initial knowledge at SMA Negeri 2 Muaro Jambi is still being determined. Implementing literature learning in these schools only follows the content of the applicable curriculum without considering students' initial insights about literature. As a result, there is no accurate data on how students master literature. Therefore, it is essential to carry out this research to provide initial data for literature teachers regarding students' understanding of literary work. The data in the research can be used as consideration for teachers to plan, implement, and evaluate literature learning, especially at SMA Negeri 2 Muaro Jambi. Apart from that, the data in this research can also be used as a reference for developing learning models oriented toward increasing students' mastery/understanding of literary work.

Students' mastery/understanding of a literary work in this research is focused on three main things: 1) students' knowledge of types of literary works, 2) elements of literary works, and 3) literary structures. Knowledge about types of literary works in this research refers to the opinion of Hermawan & Shandi (2019) and Lafamane (2020), who believe that literary works are divided into three types: prose fiction, poetry, and drama. The measurement of the elements of literary works in this research refers to the opinion of Hermawan & Shandi (2019), which includes the intrinsic elements: 1) characters, 2) theme, 3) setting, 4) plot, 5) message, and extrinsic elements which include; social values, politics, and author biography—regarding structure, referring to Budiarti's (2017) opinion that in literature there are two main structures, namely physical structure and inner structure. The physical structure of language in literature is a) diction (word choice), b) imagery, c) concrete words, d) figurative language (figure of speech), e) verification (rhyme), and f) facial features (typography). The inner structure is feeling, tone, atmosphere, and message.

2. METHOD

This research uses a quantitative descriptive approach, with the leading research subjects being 32 students of SMA Negeri 2 Muaro Jambi class XI Science, totaling 32 people. The primary data in this research is that students'

literary insight is measured using an instrument in the form of 60 test questions and is carried out during the "Bahasa dan Sastra Indonesia" learning process. Thus, each variable in this research is 1) students' knowledge of types of literary works, 2) elements of literary works, and 3) literary structure, which is measured with 20 questions distributed equally to each indicator variable.

Data analysis in the research was carried out in two main stages, namely determining the percentage of students' mastery of literary works and grouping them into three categories, namely "High," "Medium," and "Low." Determining the percentage of student's mastery of literary works is based on the results of tests carried out using the following formula:

$$S = \frac{N}{60} x 100\%$$

Information:
S: Score obtained by students
N: Correct Answer
For the "high," "medium," and "low" categories, the percentage calculation results are then grouped as shown in Table 1 below:

Table 1. Student Ability Category

Percentage	Category
≥80	High
50≥x≤80	Medium
≤50	Low

3. RESULTS AND DISCUSS

As previously mentioned, the test of students' mastery/understanding of a literary work in this research is focused on three main things: types of literary works, literary elements, and literary structure. The results of measurements with previously developed instruments can be summarized in Table 2 below:

Table 2. Students' Mastery of Literature Type Variables

Aspect	Range of Score	Frekuensi	Percentage (%)	Kategori
Prose Fiction	≥80	8	25	High
	50≥x≤80	13	40.63	Medium
	≤50	11	34.37	Low
Average		32	100	Medium
Poetry	≥80	13	40,63	High
	50≥x≤80	11	34,38	Medium
	≤50	8	25	Low
Average		32	100	Medium
Drama	≥80	9	28,13	High
	50≥x≤80	14	43,75	Medium
	≤50	9	28,13	Low
Average		32	100	Medium

The data in Table 2 shows that, in general, students understand the "medium" category, namely 13 people who scored between 50-80 points or around 40.63%. It was followed by students with "low" category abilities, namely 11 people or around 34.37%. Eight students have "high" category abilities, or around 25%. Based on these data, the average mastery of literature, especially prose fiction, is still relatively low.

As in Table 2, mastery of poetry-type literature can be seen, and 13 students reached the "high" category, or around 40.63%. There are 11 students with abilities in the "medium" category, or around 34.37%, and the remaining eight people, or around 25%, are in the "low" category. These data show that mastery of poetry-type literature is relatively good compared to prose fiction.

Mastery of drama literature is generally dominated by students in the "medium" category, namely 14 people or around 43.75%. The "high" and "low" categories have the same number, namely nine people or around 28.13%. Thus, students' knowledge of drama-type literary works is average in the "medium" category.

The test results on students' ability to understand and master literary elements can be seen in Table 3 below:

Table 3 Student Mastery of Literary Elements Variables

Aspect	Range of Score	Frequency	Percentage	Category
Intrinsic	≥80	13	40,63	High
	50≥x≤80	11	34,38	Medium
	≤50	8	25	Low
Average		32	100	Medium
Extrinsic	≥80	8	25	High
	50≥x≤80	12	37,50	Medium
	≤50	12	37.50	Low
Average		32	100	

Mastery of literature, primarily related to literary elements, as in Table 3, can be seen. Thirteen students reached the "high" category, or around 40.63%. There are 11 students with abilities in the "medium" category, or around 34.37%, and the remaining eight people, or around 25%, are in the "low" category. These data show that, in general, the mastery of intrinsic literary elements is relatively good. As for literary mastery of extrinsic elements is generally dominated by groups of students in the "medium" and "low" categories, each with 12 people or around 37.50%. Eight people are in the "high" category, or around 25%. Thus, students' knowledge of literary works, especially literary elements, is average in the "medium" category. When compared, mastery of intrinsic elements is relatively better than mastery of extrinsic elements.

Table 4 Students' Mastery of Literary Structure Variables

Physical Aspects	Range of Score	Frequency	Percentage	Category
	≥80	12	37.50	High
	50≥x≤80	12	37.50	Medium
	≤50	8	25	Low
Average		32	100	
Inner Structure	≥80	8	25	High
	50≥x≤80	10	31,25	Medium
	≤50	14	43.75	Low
Average		32	100	

Mastery of literature, especially related to literary structure, as in Table 4, can be seen that the students who reached the "high" and "medium" categories were 12 each or around 37.50%, and the remaining eight people, or around 25% were in the "low" category. These data show that, in general, mastery of the physical aspect of literary structure is relatively good. As for literary mastery in the inner aspect is generally dominated by groups of students in the "low" category, each with 14 people or around 43.750%. As for the "medium" category, there were ten people, or around 31.25%. Eight people are in the "high" category, or around 25%. Thus, it can be understood that students' knowledge of literary works, especially the inner structure of literature, is, on average, in the "medium" category. When compared, mastery of physical structure and mastery of inner structure are relatively lower.

Discussion

As mentioned previously, in this research, students' mastery/comprehension of a literary work is focused on three main things: 1) students' knowledge of types of literary works, 2) elements of literary works, and 3) literary

structures. Knowledge about types of literary works in this research refers to the opinion of Hermawan & Shandi (2019) and Lafamane (2020), who believe that literary works are divided into three types: prose fiction, poetry, and drama. The research results (Table 2) show that, in general, the average mastery of prose fiction is still relatively low. As for his mastery of poetry, poetry is relatively good compared to prose fiction. Mastery of drama literature, generally or on average, is in the "medium" category.

The results of the research above show a need to increase students' abilities in understanding types of literature, both prose/fiction, poetry, and drama. Apart from that, the results of this study are also in line with the research of Roro et al. (2022), who stated that, in general, students' insight and knowledge, especially in terms of prose reading analysis, is still relatively low. Thus, efforts to improve students' abilities must continue to be made considering that studying literature is an effort to develop various aspects of children's development, for example, the moral or character development of students. Morals or character are part of affective intelligence, namely the ability to understand right and wrong, having solid ethical beliefs, and acting based on these beliefs so that people behave correctly and honorably.

Apart from that, this research also seeks to determine students' abilities in understanding literary elements. The measurement of the elements of literary works in this research refers to the opinion of Hermawan & Shandi (2019), which includes the intrinsic elements: 1) characters, 2) theme, 3) setting, 4) plot, 5) message, and extrinsic elements which include; social values, politics, and author biography. Based on research data (Table 3), mastery of literature, especially related to literary elements in general, still needs to be improved. On average, knowledge and mastery of literary elements are in the "medium" category. If students' mastery and knowledge are compared, mastery of intrinsic elements is relatively better than mastery of extrinsic elements.

According to Nuryatin (2017), each person will have a different impression when reading a literary work (short story). Creative readers can find value in the literary works they read. These values can be used as a form of lesson for readers so that apart from getting entertainment, readers of literary works can also find life lessons that are useful for themselves. The value of life can be found in short stories through the characters' words, actions, thoughts, and feelings. For example, divine values, religious values, moral values, cultural values, social values, educational values, psychological values, and aesthetic values. In this way, insight or in-depth knowledge related to the elements in a literary work enables students to understand the storyline and take advantage of the values presented in a literary work. It means that efforts to increase students' ability to understand the elements in a literary work are significant.

Regarding students' knowledge or insight into the structure of a literary work, it includes many things. This refers to Budiarti's (2017) opinion that in literature, there are two main structures, namely physical structure and inner structure. The physical structure of language in literature is a) diction (word choice), b) imagery, c) concrete words, d) figurative language (figure of speech), e) verification (rhyme), and f) facial features (typography). The inner structure is feeling, tone, atmosphere, and message. The results of this study show that mastery of literature, especially related to literary structure (Table 4), shows that, in general, mastery of physical aspects of literary structure is relatively good. As for literary mastery in the inner aspect, it is generally in the "medium" category. When compared, mastery of physical structure and mastery of inner structure are relatively lower.

Structural studies determine the relationships and interrelationships between elements (intrinsic) in a literary work. Through knowledge of the structure of literary works, a person will know the relationship between elements (intrinsic), which are reciprocal, determine each other, influence each other, and form a unified whole (Arianti, 2020). Apart from that, according to Fadlil (2019), the study of structuralism covers a fairly broad field and involves many literary and linguistic experts. In terms of substance and expert views, structuralism also has broad aspects, including (i) the movement of the mind, (ii) as a method, and (iii) the evolution of linguistic studies. Thus, knowledge related to the structure of a literary work can encourage students to know more deeply about a literary work.

The results of the research and discussion described above show that severe and systematic efforts must be made to improve students' ability to understand literary work. There are several things teachers can do to improve students' abilities in mastering literary work, including conducting learning using innovative learning models. Anita (2017) explained that improving students' ability to appreciate literary work can be done by implementing the ask-effective and answer-effective learning models. Meanwhile, according to (Ketut, 2011), efforts to increase students' insight and knowledge in understanding a literary work can be made through reading workshops. Meanwhile, Wiyatmi (2002) stated that increasing students' insight into literary work can be improved through literary reception activities.

This research has been carried out systematically and produced accurate data. However, this research has yet to examine how students' limited or relatively low level of insight and knowledge in literary work influences other learning outcomes. Apart from that, this research also contains case studies, which means that further research needs to be carried out to obtain a more general picture regarding students' ability to understand a literary work, especially regarding the type, elements, and structure. Thus, this research has implications for a literature teacher's need to create innovative learning models that can stimulate an increase in students' ability to understand a literary work.

4. Conclusion

Based on the data and discussion, the average mastery of literature, especially prose fiction, is still relatively low. As for literary types, the type of poetry shows that, in general, mastery of poetry types of literature is relatively good compared to prose fiction types. Mastery of drama literature is generally dominated by students in the "medium" category, namely 14 people or around 43.75%. The "high" and "low" categories have the same number, namely nine people or around 28.13%. Thus, students' knowledge of drama-type literary works is average in the "medium" category.

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