

LEARNING LITERATURE IN SCHOOLS AS A MEDIA FOR MAINTAINING THE MENTAL HEALTH OF STUDENTS OF SMAN 11 BANDUNG

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Abstract

Currently literary learning is a means to pour feelings through a series of words or phrases containing many meanings. The sentence is written that someone who freely devotes the word and mastery of vocabulary is one of the characteristics of a person who has a wide knowledge. Therefore, literary learning in schools needs to be followed by all students to find the right media to forget his feelings. Therefore this paper aims to: 1) knowing the literary learning in school, 2) knowing the interest of students to literary learning in school, 3) knowing the feeling of students when making good literary works, poetry or storiette. The method of research used is qualitative descriptive with literature study techniques and questionnaires.

Keywords: Literature Studies, Mental Health

Abstrak

Saat ini pembelajaran sastra menjadi sarana untuk menuangkan perasaan lewat serangkaian kata atau kalimat yang mengandung banyak makna. Kalimat yang ditulis itulah, seseorang dengan leluasa mencurahkan isi hati dengan elegan dan cerdas karena pemilihan kata dan penguasaan kosakata merupakan salah satu ciri seseorang memiliki pengetahuan yang luas. Oleh sebab itu pembelajaran sastra di sekolah perlu diikuti oleh semua siswa agar mereka menemukan media yang tepat untuk meluapkan perasaannya. Maka dari itu, makalah ini bertujuan untuk: 1) mengetahui pembelajaran sastra di sekolah, 2) mengetahui ketertarikan peserta didik terhadap pembelajaran sastra di sekolah, 3) mengetahui perasaan peserta didik ketika membuat karya sastra baik puisi atau cerpen. Metode penelitian yang digunakan adalah deskriptif kualitatif dengan teknik studi pustaka dan kuesioner.

Kata Kunci: Pembelajaran sastra, Kesehatan Mental

INTRODUCTION

Learning is a process carried out by someone to gain knowledge and insight as well as to improve the quality of himself. In general, learning can be done anywhere, but basically learning is more focused on activities carried out at school. According to Sri Sunarsih (2012: 36) learning is a process of interaction between two human elements, namely the learning community and the learning resources as the implementation of learning. Meanwhile, literature is a work that is born from the feelings and inner experiences of a person which is delegated through words as the medium. A. Teeuw (Hidayat. 2009:2) said that literature is an incarnation of a distinctive language that we

cannot possibly understand properly without understanding the proper conception of language, therefore language and literature are an inseparable unit. Sumardjo (Sukirman, 2021: 19) explains that literature is an expression of the human person in the form of experiences, thoughts, ideas, enthusiasm and beliefs in the form of concrete images that evoke messages with language as the medium. So that it can be concluded that learning and literature is a process carried out by someone in understanding the concept of literature, how to appreciate and introduce literature to students. According to Moody in Waluyo (Waryanti, 2015: 158) the objectives of learning literature are information, conception, perspective and appreciation where the four see literature from various perspectives to enjoy literary works.

Learning literature in schools can be used as a medium or a tool to maintain the mental health of students. This is motivated by the existence of children of the millennial generation or those born in the 2000s who are facing a phenomenon related to their psychological condition which is caused by several factors. Among other things: the influx of foreign cultures entering Indonesia and becoming children's role models, so that they follow all styles from clothing, food, music, to social interactions. Apart from that, technological developments have made it easier for them to access some information and many applications as a means of expressing their creativity. The unstoppable development of social media and the effects of the covid-19 pandemic which requires them to stay at home, carry out all activities alone, are less familiar with the environment and lack of socializing and the last one is bullying or bullying. So that elementary-junior high school aged children are prone to mental disorders such as stress or depression. Therefore learning literature in schools can strive to maintain the mental health of students.

Mental health itself is a condition of a person who feels he has the ability to maximize his own potential, is able to deal with problems in his life and is able to control his emotions when facing pressure. In line with this (Putri, Wibhawa, & Gutama, 2015: 252) said that mental health is as important for humans as physical health in general. With a person's mental health, other aspects of life will work optimally for him. According to Dewi (Ayuningtyas, Misnaniarti, & Rayhani, 2018: 2) the healthy mental condition of each individual cannot be generalized. This condition makes the discussion of mental health more urgent which leads to how to empower individuals, families, and communities to be

able to find, maintain, and optimize their mental health in dealing with everyday life. Based on the results of the 2022 I-NAMHS survey cited <https://ugm.ac.id/id/berita/23086-hasil-survei-i-namhs-satu-dari-tiga-remaja-indonesia-memiliki-masalah-kesehatan-mental> that 1 out of 3 Indonesian teenagers has mental health problems and 1 out of 20 teenagers has mental disorders, which means that mental health is a serious problem and needs to be addressed immediately. Because youth is an important asset for Indonesia to realize a golden Indonesia in 2024. Therefore this article focuses on "Learning Literature in Schools as a Means to Maintain Students' Mental Health" because literature is the most appropriate medium for treating and maintaining adolescent mental health, because they can express all their hearts through poetry, short stories, novels, mini-fiction and so on. In this way, it is hoped that they can control their emotions so they can avoid depression, stress and anxiety. Therefore, it can be concluded that the aims of this research are as follows: 1) knowing the learning of literature in schools; 2) knowing students' interest in learning literature at school; and 3) knowing the feelings of students when creating literary works, either poetry or short stories.

METHOD

This research used descriptive qualitative which aims to describe the results of the research in the form of a questionnaire filled out by students of SMAN 11 Bandung. Qualitative descriptive research focuses on describing research results so that it does not require hypothesis testing. Moleong (2010) states that the qualitative descriptive method is useful for knowing related phenomena experienced by research subjects as a whole so as to produce data in the form of spoken words. While the data collection technique used is a questionnaire given to students of SMAN 11 Bandung. The procedure for this research is as follows: 1. reviewing several articles related to learning literature and mental health; 2. make simple observations to see the mental situation of students; 3. create questions for the questionnaire; 4. distributing questionnaires to students; 5. Analyze the results and conclude the questionnaire

RESULTS AND DISCUSSION

Literature learning is a process that is passed by two elements in the learning process, namely educators and students in order to study literary works and appreciate literary works. Currently learning literature in schools is still based on three competency domains, namely: cognitive, psychomotor, and affective. For literature learning material, it still refers to the 2013 Curriculum and for class X SMA this year it already uses the Merdeka Curriculum.

There are slight differences in learning literature in the two curricula. The 2013 curriculum for learning literature focuses more on literary texts and students' understanding in analyzing the meaning of a literary work. Meanwhile, in the Merdeka Curriculum, students are given freedom of thought. According to Wuriyanto (2020: 23) studying literature in the Merdeka Curriculum the teacher acts as a class manager, organizes learning reflections, equips students with critical knowledge, organizes assessments, analyzes content philosophically and pragmatically for skills that students must have. Literature learning in the 2006 curriculum has the goal of students mastering competence and appreciating literary works by reading, listening, watching, speaking literature, understanding and discussing literature (Waryanti. 2015: 158). From the differences in each literature learning curriculum in schools, it can be concluded that the progress of learning literature in schools is influenced by several factors, including.

a. Curriculum Content

The curriculum was a set of references that guide the implementation of education (Kusumaningrum, Arifin, & Gunawan, 2017: 17). The development of literature learning in schools is highly dependent on the content of the curriculum, as explained earlier, that the literary material in the school curriculum is not much different from the previous curricula, it's just that each curriculum has its peculiarities. For example, in learning literature in the Merdeka Curriculum, the material and context are almost the same, but what distinguishes it is that there is a character education for Pancasila students in each learning objective and achievement, while the 2013 Curriculum focuses on strengthening character. According to Susilawati and Sarifuddin (2021: 161) the profile of Pancasila students is a profile of graduates who aim to demonstrate the character and competence that are expected to be achieved and strengthen the noble values of Pancasila for students

and stakeholders. In addition, the impact of frequent changes in the curriculum on learning literature results in monotonous learning of literature in schools and this becomes a major problem faced by teachers and students. In this case the teacher is required to carry out innovative, creative and interesting learning so that students are interested and interested in studying literature. For the scope of material taught to students, it is still centered on poetry, short stories, novels and dramas as well as saga which only introduces the physical and inner structure of these works. Examples of literary works introduced from one curriculum to another are still the same, poetry by Sapardi Djoko Damono, WS. Rendra, Taufiq Ismail. Seeing this, the study of literature needs to be packaged properly and adapted to the realities of people's lives so that learning is more interesting.

b. Teacher Competency

Teacher competence is the ability to complete tasks and obligations that are in accordance with the field they are well in charge of. So that the learning process goes well and the learning objectives are achieved. Students are able to understand and master the material well. According to Jamawi (Sudrajat, 2020: 104) teacher competence is a professional description of whether an educator is professional or not because teacher competence influences the success achieved by students. For studying literature at school, of course, a teacher needs to have an understanding of literary works: concepts, theories and their nature. In order for learning to be interesting and learning objectives to be achieved, it is important for teachers of Indonesian language and literature to master literary material, not only its inner structure, but other things that cover the scope of literature.

c. Student Interests

It's not just about the curriculum that changes frequently that causes confusion for all parties, or it's not just about the competence of the teachers who teach. Another obstacle to learning literature is the lack of interest of students. They still think that to create a literary work, for example a poem or short story, they have difficulty putting together words or putting ideas into writing. In addition, they often do not have confidence in their own work. Even though teachers often grow their self-confidence through several treatments, one of which is the use of learning methods that are appropriate to the material and adapted to the conditions of students.

d. Literature Learning in Schools

Currently learning literature at school is quite good, because all teachers who teach Indonesian language and literature at SMAN 11 Bandung have good competence so that learning goes well and is interesting, this can be proven from the results of the questionnaire. Questionnaire participants were students in grades 10-12.

The 50 students who filled out the questionnaire, as many as 64.9% stated that learning literature at school was good, 24.3% said it was very good and 8.1% lacked. This proved that learning literature at school was not a problem. All learning processes went well and almost all students could follow them well.

CONCLUSION

Media development in learning Indonesian language includes (1) students need digital skills which begin with the use of digital-based media in the learning process; (2) digital-based media has proven to have an effect on Indonesian language learning because it can be designed to present material in a more rational or real form; (3) digital-based media. Based on the diagram, it can be concluded that 89.2% of students understand literary material such as poetry, short stories, saga, drama and novels after listening to the teacher's explanation. Therefore, learning literature at school is going well.

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e. Student Interest in Learning Literature at School

Learning literature is something that is commonly encountered in Indonesian language lessons from elementary to high school, learning literature cannot be separated from language learning. Because literature and language are a unified whole and cannot be separated. Therefore, so that learning literature can be interesting and not seem monotonous, a teacher needs to innovate, must be creative in carrying out learning in the classroom. A teacher needs to develop interactive learning methods in order to foster interest in students. Based on the results of a questionnaire conducted at SMAN 11 Bandung with the following results:

Based on the diagram, 73% of students said they were interested in creating literary works in the form of poetry or short stories after participating in all literature lessons. From these figures it can be concluded that the understanding of the basic concepts of literary works needs to be provided by teachers with appropriate learning methods so that students can conceptually understand literature so that they can create a literary work based on their understanding.

f. Emotional Conditions of Students in Making a Literary Work

According to the world health organization (Maqdis, Santika & Mujtaba. 2022: 845), health is not only seen from physical illness, but can also include mental and social health conditions. Mental health still has a negative stigma against people with mental disorders. Therefore mental health needs to be handled specifically so that sufferers do not feel alienated from the social environment which can worsen their own mental health. Currently, many teenagers experience mental health disorders, based on a survey conducted by I-NAMHS that 1 in 20 Indonesian teenagers experience depression, stress, trauma, or other health problems. This has created polemics among parents and the government, so that the government and parents need to make various efforts to save the mentality of Indonesian youth.

Because it is in the hands of youth, Indonesia will reach its peak of glory and Indonesia's vision and mission will be realized in 2045. However, in recent years the government and related ministries have tried to overcome this problem in various ways, one of which is providing free counseling services in each region, but those that can only a small portion of teenagers touch service facilities. Therefore, learning literature is one of

the real efforts made by Indonesian language teachers to maintain and treat adolescent mental health by learning literature at school. Because literature is a manifestation of the feelings of the heart that is poured through words. To see the effectiveness of literary works as a medium for maintaining students' mental health, the author conducted a questionnaire some time ago, so here are the results.

As many as 64.9% of students stated that the literary work they made was an expression of the feelings they were feeling at that time. 29.7% stated that the poetry they wrote did not originate from their heart or feelings, but rather the imagination they created, the rest stated that they may or may not know. From these data it can be concluded that most of the poetry or short stories students wrote came from their life stories and inner experiences. So that learning literature at school is a good enough means to express feelings.

Can be explained that as much as 74.4% feel relieved after pouring out their hearts through poetry or short stories. 17.9% answered no and the rest answered other things. From the acquisition of these data, it can be concluded that most students feel relieved after pouring their feelings through poetry and short stories. Therefore, learning literature can help students maintain their mental health, because in learning literature students can express feelings that may have been ingrained and do not get a place to vent that makes them comfortable. So they pour their heart out through literary works which are expressed through a series of words that hold many meanings. Thus they feel relieved and calm after confiding in literary works, in this case poetry and short stories.

In addition, literature learning materials also need development, not only discussing inner and physical structures. But other aspects that enter into the realm of literature and language. For example, pragmatic learning needs to be encouraged or included in the Indonesian language learning curriculum so that students can easily understand the contents of the literary work itself.

From the presentation of the results that have been explained in detail, then learning literature can be used as a medium or means to treat and maintain mental health. Learning literature in schools must be packaged properly, the methods used must be innovative, creative, and interesting so that learning can run well and can be followed by students well. In addition, teachers must be more communicative and interactive with students so that

later they are open and confident in expressing their feelings in a literary work, thus literature as a suggestion for maintaining and caring for students' mental health can function optimally so that adolescents with mental health disorders can be overcome by way like this.

CONCLUSION

1. The current condition of learning literature in schools is still fixated on understanding the physical and inner structure of literary works. However, learning literature in schools is still quite good, because learning is carried out in an innovative, creative and communicative manner so that most students are interested and enthusiastic and take part in learning literature well.
2. After participating in literature lessons at school, the majority of students said they were interested in creating literary works, both in the form of poetry and short stories. Students' interest in creating literary works is due to their understanding of the basic concepts of literary works.
3. The use of literature as a medium to express feelings or express feelings can reduce the burden on the mind, pressure, and control the emotions of students so that they can control or maintain their mental health. Because according to more than 74% of students, they claim to be relieved when writing or creating literary works whose contents come from thoughts, feelings and moods so that students can express their feelings in an elegant way.

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