
LITERARY LEARNING CONTAIN CREATIVE ECONOMY

M. Bayu Firmansyah
Program Studi Pendidikan Bahasa dan Sastra Indonesia
STKIP PGRI Pasuruan
firmansyahbayu970@gmail.com

ABSTRACT

This article describes a learning strategy specifically designed to improve student capabilities in higher education. Learning strategies include learning syntax, role guidelines, and task instruments. The learning syntax is designed to mobilize student capabilities and social communication between College Student through group work. The role guide provides guidance to lecturers and College Student to play a role as determined planning and focuses on the study of literary sociology concepts with a creative economy. The assignment instrument is to provide assignment techniques to College Student both online and offline. Through literary learning with a creative economy, it is expected that it can contribute positively to preparing College Student to take part in millennial society. However, to find out how increasing student capabilities are developed, in-depth studies are needed to measure the increase in capability.

Keywords: Literary Learning, Sociology of Literature, Creative Economy

INTRODUCTIONS

Literary learning can train College Student to improve their capabilities on campus. This is in line with the opinion of Firmansyah and Rokhmawan (2018a: 3) that through literary learning in Higher Education the capability of College Student can be optimized. Furthermore, this capability can be used as a provision by College Student in competing both among nations and partnerships with other nations. Capability in question is answering challenges, demands and learning needs in the Millennium Era. In the Millennium era, higher education requires continuous innovation. The innovations in question are: (1) building capabilities to achieve organizational and administrative excellence, (2) identifying potential knowledge assets that can be exploited for the growth of higher education innovations, and (3) spatial development of learning

environments accompanied by design learning experiences through research and development (Rofi'uddin, et al. 2017).

Literary learning is expected to contribute to improving student capabilities. This refers to the purpose of higher education, namely: (a) the development of the potential of College Student to become human beings who believe and fear the Almighty God and are noble, healthy, knowledgeable, capable, creative, independent, skilled, competent, and cultured for the sake of nation, (b) the production of graduates who master the branches of science and / or technology to meet national interests and increase national competitiveness, (c) the creation of science and technology through research that pays attention to and applies humanity values to benefit the nation's progress and progress civilization and welfare of mankind, and (d) the realization of community service based on reasoning and research work that is useful in advancing public welfare and educating the nation's life (President of the Republic of Indonesia, 2012). In particular, alluded to the learning in Law number 12 of 2012 Article 13 paragraph 1 and 2 of Higher Education Law, namely: (1) College Student as members of the Academic Society are positioned as adults who have their own awareness in developing their own potential in Higher Education to become intellectual, (2) College Student as referred to in paragraph (1) actively develop their potential by conducting learning, scientific truth-seeking, and / or mastering, developing, and practicing a branch of Science and / or Technology to become scientists, intellectuals, practitioners, and / or cultured professionals.

Literary learning, in this case, the literary sociology course is expected to provide College Student with the provision to be able to take part in society in the millennial era. According to Endraswara (2012: 88), the study of the sociology of literature which is based on observations should be developed by taking into account social factors concerning literature. These factors are: (1) the type and economic level of the community where he works, (2) the class or social group that has a direct or indirect relationship with him, (3) the characteristics of the reader, (4) the sponsor system, (5) guardianship system, and (6) literary traditions that have influenced his works and his own mental state. There are at least six studies that show that literary learning is responsive and takes into account social factors towards developments in the millennial

era. First, literary learning has a multicultural perspective that promotes socio-cultural transformation and changes in the value of global inclined life (M, 2007). Second, the literary learning model of Recreational-Responsive-Redescriptions (Al-Ma'ruf, 2006). Third, responsive humanist contextual learning models (Malang & Throwing, 2010), including poetry learning, namely, the RKPL model (Plan, Do Learn, Do), contextual learning models, poetry response models. In short story learning, the expressive model, the T-O-K model (imitation-develop), the image shopping model incorporates the role-playing model, mind map strategy, domino strategy, unloading strategy, Map-Mind method, Investigation Team method, and grouping technique. In the novel learning, there are a Jigsaw model, peer assessment methods, focus and compare strategies, and critical discourse analysis methods. In drama learning, there are techniques for playing drama, modeling techniques, short story conversion strategies, and short story transformation modeling strategies. Fourth, learning multimodal literature by paying attention to the conceptions of learning can improve aspects of student modality at the tertiary level (Firmansyah, 2018b: 6-8). Fifth, literary learning through the development of creative writing competencies can motivate writing student literature and simultaneously have implications for the productivity of the work produced (Bakri, 2004). Sixth, interdisciplinary literary learning is one of the solutions to create exciting and enjoyable learning conditions and provide meaningful learning experiences (Language, n.d.). Seventh, literary learning can train College Student to have the ability to find concepts and determine decisions in acting socially (Sastra, 2017).

Literary learning with a creative economy has an important role and strategic position in developing student capabilities in higher education. This is in line with Syukron's opinion (2017), that the development of creative industry-based literary learning has the potential to be used as a packaging for culture industries which lead to student mastery and student soft skills. Literature learning with a creative economy is then integrated into optimizing student creativity, skills, and talents. Learning is designed by paying attention to aspects of ideas to create something truly new, original, typical of the literary runways analyzed. The aim of literary learning with a creative economy is to improve student capabilities in higher education and the end result of

creative economics namely ideas and innovations in product creation have selling points.

Based on the description above, this research needs to be done to answer the needs of College Student in acting in society in the millennial era. It is expected that College Student can improve their capabilities and can optimize their ideas and ideas adequately. Capability and capacity of ideas and ideas of College Student are then trained based on conceptual and procedural frameworks through learning. In addition, learning tools are needed that are in accordance with the characteristics of College Student who are accustomed to processing information creatively related to ideas and innovations. The general purpose of this study is to describe literary learning strategies with a creative economy. Specifically, it includes learning steps, role guidance, and task instruments.

METHOD

This study uses a qualitative approach with descriptive naturalistic types of research. The subjects of this study were fifth semester College Student of Indonesian language and literary education STKIP PGRI Pasuruan 2018/2019 academic year who were pursuing literary sociology courses. The procedure for collecting data is obtained through observation and interviews. Observation plays a role during the learning process takes place, while also carrying out the observation process and becomes a source of research data. Unstructured interviews were conducted with student representatives. This is done to get in-depth information about the learning process. Furthermore, the data collected through research are described and analyzed so that the research problems can be answered systematically and directed.

FINDINGS AND DISCUSSION

Based on unstructured interviews with 16 College Student occupying literary sociology courses, it is known that College Student' interest in literature is very high especially to be associated with the creative economy. The main requirements for developing a creative economy are sourced from the orientation of creative ideas or ideas (Toffler and Alvin, 1980). The creative economy is interpreted as an effort that

comes from creativity, skills, and talents that have the potential to be used as jobs that generate profits (PCH, 2013). In essence, the creative economy does not depart from the idea of creating something truly new but on the officialism that emphasizes the distinctiveness of innovation. The emphasis is on work that is the result of a creative idea to create innovation and modification until the work has a sale value. The motivation of College Student to create and innovate in producing works is shown through unstructured interviews to 16 College Student. Six College Student considered the assignment worksheet given by the lecturer was very helpful to develop ideas and innovations in creating works that have selling value. This fact certainly needs to be developed and studied more deeply through on-campus research.

Table 1 Learning Steps

Meeting	Learning steps	Creative Economy
1	<ul style="list-style-type: none"> • The lecturer opens the lecture with apperception and the purpose of the lecture • College Student get information through Lecturer lectures on the concept of the study of literary sociology with the creative economy • Lecturers explain the concept of literary sociology with a creative economy • College Student is given a Worksheet to select the study concept and determine the presentation schedule • Lecturers provide reinforcement and reflection of learning 	<p>Selling ideas</p> <p>Work product innovation is worth selling</p>
2,3,4,5,6,7,8,9,10,11,12	<ul style="list-style-type: none"> • The lecturer opens the lecture with apperception and the purpose of the lecture • Lecturers direct the focus of the discussion and convey the concept of the study of literary sociology with the creative economy • Lecturers observe the process of group discussion College Student who is presenting through the literature sociology assessment rubric with a creative economy • Lecturers close the discussion by summarizing and expressing the meaning of the discussion that has 	<p>Selling ideas</p> <p>Work product innovation is worth selling</p>

	<p>been held to College Student</p> <ul style="list-style-type: none"> • The lecturer asks College Student to examine the discussion process, especially the study of literary sociology with the creative economy • Lecturers provide reinforcement and reflection of learning 	
13,14	<ul style="list-style-type: none"> • The lecturer opens the lecture with apperception and the purpose of the lecture • Lecturers review the results of student discussions especially about the relevance of concepts and the study of literary sociology with the creative economy • College Student revise the results of their presentations and reflect on literary sociology with creative economic contents based on the assessment rubric given by Lecturer and determine the schedule of the creative economic exploration planned • Student revision results are sent by email with a predetermined deadline along with scheduling creative economic exploration • Lecturers provide reinforcement and reflection of learning 	<p>Selling ideas</p> <p>Work product innovation is worth selling</p>

Steps in Learning Literature with a Creative Economy

Syntax

The syntax is the steps of learning carried out during the learning process. The design of literary learning with a creative economy can be seen in table 1. In the context of learning, the creative economy is interpreted as a capability that needs to be trained by College Student. The process of literary learning with creative economic content leads to the analysis of literary texts with a sociological perspective by positioning the creative economy as an integrated learning content. Integration in question is the process of creating works that lead to ideas and innovations that are worth selling using the runway of the sociological approach to literature.

Role Guidelines

This role guide presents the things College Student and lecturers do during the activity. Role guidance can be seen in table 3. Based on learning activities, it can be seen the positive impact of learning that has been produced. The impact of the learning in question is original and innovative work produced by College Student who have selling value through student assignment sheets provided by lecturers. This impact was reflected in group discussions through class presentations.

Table 2 Role Guidelines

No	Lecturer	College Student	Creative Economy
1	The lecturer opens the lecture with apperception and the purpose of the lecture	College Student listen and understand the perceptions and objectives of the lectures delivered by the lecturers	Selling ideas Work product innovation is worth selling
2	The lecturer explains the concept of creative sociology of literary studies	College Student get information through lecturer lectures on the concept of the study of literary sociology with the creative economy	Selling ideas Work product innovation is worth selling
3	The lecturer gives a creative charged concept of literary sociology presented in the RPS to College Student to choose from and determine the presentation schedule	College Student is given the concept of creative literary sociology that is presented in RPS	Selling ideas Work product innovation is worth selling
4	The lecturer explains the concept of creatively charged sociology of literature	College Student listen to the concept of the study of literary sociology with a creative economy	Selling ideas Work product innovation is worth selling
5	The lecturer directs the student's focus on creative charged literary sociology	College Student prepare creative-charged literary sociology studies	Selling ideas Work product innovation is worth selling
6	The lecturer observes the group presentation process through a creative charged literary sociology assessment rubric	College Student make presentations	Selling ideas Work product innovation is worth selling
7	The lecturer asks students to examine the process of presentation and the relevance of concepts and creative sociology of literature	College Student examine the process of presentation and the relevance of concepts and creatively charged sociology of literature	Selling ideas Work product innovation is worth selling
8	Lecturers review the results of student discussions	College Student listen to the results of the lecturer review and	Selling ideas Work product

	especially about the relevance of concepts and the study of literary sociology with the creative economy	record suggestions for improvement	innovation is worth selling
9	Lecturers ask students to revise the results of their presentations including the relevance of concepts and the study of literary sociology with the creative economy	College Student revise the results of the review	Selling ideas Work product innovation is worth selling
10	The lecturer asks students to send revised results via email with a predetermined deadline along with scheduling their creative economic exploration	College Student record and prepare for sending revisions via email	Selling ideas Work product innovation is worth selling
11	Lecturers provide reinforcement and reflection of learning	College Student reflect on their learning	Selling ideas Work product innovation is worth selling

College Student Worksheets As an Effort to Improve Capability

To improve the capabilities of students through learning, lecturers ask for input from other lecturers who are lecturers, especially in the subject of a class of literary learning. Based on the results of observations and interviews there are several inputs to optimize the quality of the learning stages (syntax). Literary learning activities with creative economics are changed in sequence so that they are more easily explored by a college student. Literary learning with a creative economy is not only limited to learning, but there is also a structured coaching and mentoring through both face-to-face and email, WhatsUp, Facebook.

Table 3 College Student Worksheets

Group	Focus of Study	Sub Focus	The object of Literary Creation	Creative Economy
Group 1 1. ARIFIN 2. APRIL 3. WARDA 4. MEGA 5. ASTUTI 6. JABAR	Sociology study of literary performances (Endraswara, 2012:29-43)	<ul style="list-style-type: none"> SOSIO-ROMANTIC MINISTRY OF POETRY POETRY AS A SIMULAKRUM OF SOCIAL 	Poetry "Sajak Peperangan Abimanyu" creation W.S. Rendra	Poetry musicalization performed

7. MIRZA		EVENTS		
Group 2 1. VUVI 2. SIFAK 3. YENI 4. ARIS 5. AYU 6. MADA	CHARACTERISTICS OF DRAMA SOCIOLOGY (Endraswara, 2012:51-62)	<ul style="list-style-type: none"> • DRAMA SOCIAL CONVENTION • SOCIAL THEORY IN DRAMA SHOWS 	Script “Kota tak berhenti menyanyi” creation Herdin Noviandi	Drama performed
Group 3 1. VIVI 2. MAYANG 3. FITRI 4. RIZAL 5. YUSNIAR 6. NISA’	Sociology study of literary performances (Endraswara, 2012:29-43)	<ul style="list-style-type: none"> • ASSOCIATION AS A SOCIAL COMMUNICATI ON PROCESS • SOSIO-ROMANTIC MINISTRY OF POETRY • POETRY AS A SIMULAKRUM OF SOCIAL EVENTS 	Poetry “Makna sebuah titipan” creation W.S Rendra	Drama performed
Group 4 1. ILA 2. RENI 3. RISKI 4. NURUL 5. KHOIR 6. AMANG	CHARACTERISTICS OF DRAMA SOCIOLOGY (Endraswara, 2012:51-62)	<ul style="list-style-type: none"> • SOCIAL THEORY IN DRAMA SHOWS 	The script of drama “kesuksesan yang tertunda” creation Syahreja Juliandoko	Drama performed

Worksheet college student PBSI STKIP PGRI Pasuruan

The principle of literary learning with a creative economy cannot be separated between dimensions. These dimensions together build the integrity of the actions and events carried out by individuals in mobilizing all aspects. That means that literary learning with a creative economy is formed based on independence and a learning climate that can develop the dimensions of learning as a whole.

Literary learning with a creative economy is focused on ideas and innovations that produce sales value. The worksheets given to students are then a guide to developing student ideas and innovations in determining works that are worth selling. Literary learning with creative economics involves students in learning literary texts. After the literary text is analyzed by the sociological approach of literature, students then identify potential ideas and innovations that will later be developed into works that are worth selling. Based on the student worksheet in table 3 above, students can

determine the potential of literature which is then adapted into a work worth selling. Among other things, through poetry musicalization and drama performances which were then installed according to the conditions of the people who enjoyed the literature. The levels in this learning process, namely (a) students determine the focus of study, (b) students determine sub focus studies, (c) students determine objects of literary works in accordance with sociological themes relevant to the focus of study, (d) students determine works that are worth selling by paying attention to aspects of originality of ideas and innovations. Finally, students are given the opportunity to mobilize all aspects of the planned creative economy in accordance with their views and discuss the strategies used to draw conclusions. Students are given the opportunity to explore their work and innovate.

Furthermore, from the results of interviews, there were several students who used YouTube to find work as a stimulus for their strategy to determine national-scale selling value. The process of analysis and group discussion is conducive because students are motivated to make works that have high selling value. This process is achieved through worksheets designed by providing opportunities for students to explain their views and discuss through group performance to determine ideas and innovations that are worth selling. In the end, students are given the opportunity to represent it through activities that have high selling value.

CONCLUSIONS

Literary learning with a creative economy is an effort to improve student capabilities in higher education. Through a learning strategy that is specifically designed to lead to the improvement of student capabilities, it is reflected in the learning syntax, role guidance and task instruments that are expected to contribute positively in preparing students to take part in millennial society. Furthermore, student capabilities can increase with ideas and innovations that are designed to be worth selling. However, to find out how increasing student capabilities are developed, in-depth studies are needed to measure the increase in capability.

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