
ESTABLISHMENT OF CHARACTER THROUGH AUTHOR CULTURE IN LITERATURE LEARNING IN OPEN ENVIRONMENT

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ABSTRACT

This paper analyzes the key concepts and factors of character building through aesthetic culture in Indonesian language and literature education as part of the implementation of the character-based 2013 curriculum. Various efforts are made by the government and academia with the main focus on the formation of character and the development of creativity based on cultural background of each region in Indonesia. However, these efforts can be best accomplished if the teacher as a spearhead of successful students have the knowledge, skills and creativity in designing and managing the learning of Indonesian language and literature through the integration between art, culture and literature in shaping the character of students. The author offers a model of literacy learning that utilizes the surrounding environment as the learning objectives of open learning environments (OLEs), through OLEs, literary learning can be done by involving artists, cultural experts, indigenous peoples, and the environment as a learning resource. Thus, students not only have knowledge of cultural arts and languages but also absorb and apply aesthetic values, culture, and language in everyday life.

Keywords: Character Building, Aesthetic Culture, Literature Learning, OLEs

INTRODUCTION

The post-industrial civilization has changed the pattern of community life. The facts show that this fourth industrial Era requires human beings with not only high-level knowledge (Arksey, n.d.) but also a strong character and aesthetic culture that is high in facing global challenges (Masturi, 2015). In this case, it is necessary to change the mindset of education managers to the applied intensity of aesthetic culture in Indonesian language and literature education as a medium for character formation and creativity development. According to Perminova in (Papushyna, 2017), The present era of culture has become the foundation for solving economic, political and ecological problems even having an alternative variant in development in Europe. The world of globalization has become open to adopting the best achievements in shaping the students' aesthetic culture, understanding, and exchange of their practical information. The main focus of this paper is that everyone has the hidden potential to form character through aesthetic culture.

The idea of developing an aesthetic culture in the educational context is a form of respect for art and culture in a multicultural society. The authors view in this article that one of the educational institutions in Indonesia that handle the concept of aesthetic culture in the form of literature is the education of Indonesian language and literature. According Suryaman, (2010) literature can serve as a medium of cultural understanding of a nation in which is also contained education character. Indonesian language and literature education plays a role in the humanization of education, shaping the aesthetic culture and future specialist competence as a creative person who can receive diversity. O. Shevniuk in (Papushyna, 2017), suggests that language education can form fundamentally creative characters, achieving efficiency through integrative, disciplinary, creative and aesthetic principles. Indonesian language and literature education gave birth to aesthetic culture to shape and develop the attitude of students in appreciating the art and multiculturalism of Indonesian culture. To achieve the goal of language education, the application of Indonesian language and literature education in schools must be done integrally in several disciplines (social sciences, language, literature, art etc.) and involves several stakeholders such as humanist, artist. In addition, the utilization of information technology is very important. Literature and other types of art can be provided in the form of electronic media. The main task of teachers is to shape the skills and culture of creative aesthetics through the use of technology. Thus, the learning process of Indonesian language and literature education not only takes place in the classroom but also takes place in an open environment. The purpose of this article is to study and analyze how character formation through aesthetic culture in open literary learning.

DISCUSSIONS

Literature Learning in the Open Environment

The term literature first emerged from the English literature. In the dictionary of the term literary, translation as an oral or written work that has the characteristics of excellence, originality, artistic, and aesthetics both implicit and explicit (Sujiman, 1990 in Warsiman, 2016 Meanwhile, according to KBBI (1988) literature is defined as a language, not everyday language that we use but a language that has special features

such as authenticity, artistic and beauty. In the world of education associated with the curriculum of learning literature combined with language learning into Indonesian language and literature education. But in reality, there are still many problems that occur in schools related to learning literature.

The problems that occur in the field related to the study of literature in the school impressed teachers ignore the learning of literature and only teach language learning. This imbalance has an impact on students who ultimately do not have good knowledge related to literacy learning. H.E. Suryatin (1999: 52-53) identified three factors as the root cause, namely teacher factor, student factor and facility factor. According to Suryati, the teacher factor is the low reading interest of the teacher towards the literary works, the lack of understanding related to literary theory, the lack of appreciation of the literary works, and the wide material coverage with the limited portion of the time. The student factor is the lack of interest of students to the literary learning while the means factor is the lack of literary books owned by the school library.

In addition, learning is still monotonous teacher-centered. Learning only relies on textbooks with lecture methods so that students feel bored and reduce student interest in learning about literacy learning. Professional teachers should have specific knowledge related to learning models or learning strategies to create active and creative learning. Other problems teachers do not have expertise in the field of literature such as the ability to create poetry and appreciate it, teachers have not used variations of appropriate learning models in learning. For example, during the stage of the play, the teacher uses a role-play model so that students really explore the characters and characters that exist in the drama text. Then learning is only done in the classroom.

From several literary learning problems, the writer tries to provide a solution by offering a literary learning model that utilizes the surrounding environment as the learning object that is open learning environments (OLEs). Through OLEs, literary learning can be done in an open environment by involving artists, cultural experts, indigenous peoples, and the environment as a learning resource.

Open Learning Environment Theory of Open Learning Environment is born from the ideas of previous education experts such as Paulo Freire with his popular

education based on social transformation. John Dewey (Rahmat, 2013: 43) with his opinion that experience is a very important value to be used as a paradigm to build education. According to Dewey the curriculum at school should respond to social and cultural developments. In addition Piaget (Billett, 2004), also introduces the idea that abstract thought develops on the basis of interaction with the environment through the process of assimilation and accommodation. The assimilation process is done by linking the learned material with what has been experienced while the accommodation process affects the new knowledge category from experience.

The Open Learning Environment (OLEs) or open learning environment provides a variety of sources for learning literature by experiencing themselves. Open learning is done by integrating material with prior knowledge and is contextual. The open learning environment aims to encourage critical thinking and student-centered learning through inquiry and heuristic (Reigeluth, 1999). Heuristic is a method of problem-solving or a general step that guides problem-solving in finding problem solutions (Widmer & Hertz, 1989). Open learning environments support students' efforts in understanding the material based on their awareness of the benefits of the material they are learning in their daily lives. According to (Abele, Flum, & Strobel, 2017) action centered on an open learning environment can facilitate independent learning. The quality of teaching and learning will be better if the learning environment can facilitate independent learning. Knowles (Schwartz, Stiefel & Wiswall, 2016) show that the broad meaning of self-study is a process whereby individuals take initiative, with or without the help of others. This definition also includes determining student learning needs, formulating learning objectives, identifying Resources and materials for learning, selecting and applying appropriate strategies and assessments are part of the self-learning process. According to Shireen Haron in (Schwartz et al., 2016) a learning environment such as self-study can improve one's life. Therefore, there is a need for good and careful steps to design an independent learning environment from planning, control, action and evaluation to long-term applications (Din, Haron, & Rashid, 2016). Another thing to note is that the setting of the learning environment must be flexible ie from a static learning environment that consists of tables, chairs to the active learning environment

but also efficient to achieve future learning goals (Yajma, Hayakawa, Kashiwaba, Takahshi, & Oiguchi, 2016).

According to Hannafin et. al (Reigeluth, 1999), there are four components that should be considered in learning by utilizing an open environment, including 1) context; 2) resources; 3) tools; 4) teachers. Context and experience are very important to understand as a first step in designing learning in an open environment. According to Hannafin learning is most effective when it evolves from real and concrete experiences in which learners confront, shape and revise found theories (Hannafin, Hall, Land, & Hill, 1994). Learning will be effective and efficient if it has been designed from the beginning. The learning design is structured by providing a realistic framework. The context provided is a problem that can be solved, contextual, coherent, and based on prior experience and knowledge. Open space learning emphasizes the fulfillment of learning needs, achievement of learning objectives and student involvement in the learning process (Hannafin, Hall, Land & Hill, 1994). Openness refers to learning objectives, facilities, and infrastructure or both (Hannafin, Land, and Oliver, 1999). Open space learning does not come from abstract descriptions of phenomena but from the practical experience of individuals in understanding and solving problems through metacognition with the help of tools and learning resources.

From the above explanation it can be concluded that the principles of open learning environment include: 1) media of thought promotion from different perspectives; 2) autonomous and autonomous learning with metacognitive support; 3) real experience with authentic problems; 4) mediate learning through individual experience and personal theory; 5) provide tools and resources to aid the learning process (Reigeluth, 1999).

The Role of Aesthetic and Literary Culture in the Formation of Character

Aesthetics is a branch of philosophy. Aesthetics is closely related to beauty or art. Aesthetics are more directed toward value and parallel to ethical values. The object of the aesthetic itself is logic, ethics, aesthetics, and anthropology. The initial aesthetics of philosophy later became the value of art or beauty. Thus, the goal of aesthetics is a beauty. The beauty of art has meaning and can bring other values in addition to the value of beauty (Sumardjo, 1983: 25-26). While culture as all the work, the taste and the

creation of society have a huge function for human life because it regulates that people can understand how to act, do and determine their attitude. Culture itself can be understood through the value of art or beauty contained in it. The value of art or beauty or aesthetics in cultures into the value of its own charm for the community.

To be able to understand the culture of a nation needed media that serves as a means. The medium used by humans to learn culture is language. According to Koentjaraningrat (1985; 88-89) language is one of the seven elements of a universal culture. As one element of culture, language plays an important role in an effort to understand the culture of a community group. In this case, language can determine the cultural values that become traditions or habits of a society passed down from generation to generation. Thus language can express thoughts that reflect the mindset of a society.

Literature is part of the art, while art is often identified with the culture of society. Literature as a cultural heritage that contains the value of art should be passed on to the younger generation. Through a variety of literary works are expected to create the personality and character of the younger generation is good. This is in accordance with Herfanda's (2008) statement that literature has great potential to bring society toward change, especially character change.

Characters can be interpreted as the nature of the temperament or deeds that always do someone or also called the habit. According to Suyanto (2009), the character is defined as the way of thinking and behaving that characterizes each individual to live and work together both within the family, society, nation, and country. In this case, there is a pattern of interaction between literature, art and culture in a society to form a person's character both in the family environment, society, and nation.

CONCLUSIONS

The culture of art in the study of literature by involving the environment as a source of learning can improve the character of students, both in the family environment, school environment, community environment and the environment of the nation and state. The main conditions and factors to achieve this goal are effective, creative, aesthetic and cultural elements of Indonesian literary learning.

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