Guidance on Writing Literary Works for Students as Support for the School Literacy Movement

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A B S T R A C T

Community empowerment program in literacy aims to provide training and coaching in writing literary works for students. This activity is an effort to foster students' critical literacy skills, primarily through writing skills. Also, this activity is a way to bring schools and students closer to literature. The implementation method, Community Service, is carried out by providing training and mentoring on an ongoing basis. The training is conducted for three days for students. This training is carried out in two ways, namely in-class and outclass. In-class training is conducted to provide students with the same understanding of writing literary works. Simultaneously, outclass training is conducted to hone students' sensitivity, critical power, and intuition to capture any existing problems around them to be used as a material in writing literary works. Likewise, with students' writing skills increasing and better, this is evidenced by the results of literary works that they make in the form of an anthology of poetry. The poems they made was varied in typography, theme, and contents. The students were enthusiastic and enthusiastic in participating in the activity. The activities of fostering literary writing in schools can help students and school parties better recognize literacy, especially in literary works' authorship. On the other hand, fostering the writing of literary works in schools can help teachers form the School Literacy Programme in their respective schools, bearing in mind is still very important in the school environment, so there is a need for sweet activities to increase student competency and love in reading and writing.

1. Introduction

It has long been realized that the learning system that applies in schools in Indonesia is still unable to bring out the potential of students. One of the reasons for this is teacher-centered learning. The presence of the 2013 curriculum, which underwent the last revision in 2017, can provide a new perspective on learning in schools, especially in developing individual student competencies.[1]

However, not all schools are capable of implementing digital and internet technology-based learning. The majority of learning in class today is still very dependent on teaching materials and face-to-face meeting hours. It cannot be forced by the teacher to teach something that is oriented towards one subject only because it will ignore other subject matter. With the issuance of Permendikbud Number 23 of 2015 concerning the cultivation of character, the issue of literacy began to emerge. Students begin to be required to read non-lesson books for 15 minutes every day before the first lesson begins. In response to this regulation, an activity called the school literacy program (SLP) was also created. However, the SLP, which has begun to be enlivened in schools, is still at the literacy level for reading ability only. This policy is understandable if we look at the findings of PISA in the last few years, which have always placed Indonesia at the lowest level of the group. PISA is a competency test

conducted on students in schools in a number of countries. The test material provided includes three aspects, mathematics, reading, and science. Indonesia has taken this test for a long time and has not changed significantly so far. Especially in the field of reading, the reading power of Indonesian students has not yet reached the reading level (Mahsun, 2014). This puts Indonesia under other ASEAN countries, such as Singapore and Malaysia. Most importantly, this shows how weak the abilities of Indonesian students are when faced with questions that lead students to tests of critical literacy skills.[2-3]

On the other hand, the emergence of Permendikbud Number 25 of 2015 and SLP is more of a "let's read" movement. In fact, the aspect assessed by the literacy movement is not only the aspect of reading. Reading is only the beginning of the literacy movement. When referring to human language competence, reading competence is included in the competence that is passive. This means that in reading, a person is only required to absorb the information received from the reading material. This is the same as listening skills which only absorb information from the listening activity. Unlike the case with other language competencies such as speaking and writing, which emphasize the productive aspects. Because, in speaking and writing, a person is required to convey to others the ideas he has. Weaknesses in the ability to analyze reading material and the lack of encouragement for students to want to hone productive language competencies are problems that must be quickly resolved.[4-6]

The problems faced are increasingly complex when not many schools have the courage to take the initiative to independently seek creative space for students, especially extracurricular activities in the field of literature. In the implementation of extracurricular activities, for example, literary literacy is still misunderstood by schools. Literature is included in journalistic extracurricular activities or wall magazines. Both are certainly different in approach and perspective on the problem being observed. Journalism sees and conveys facts more

explicitly, whereas literary works see and convey facts implicitly.[5]

Writing literary works is an alternative that can be used as a positive approach in habituating students to write.[4-6] Literary work does not require a detailed explanation of facts and is accompanied by scientific references as its theoretical basis. This is because literary works implicitly approach facts and describe facts in imaginative images and figurative language. Although relying on imaginative imagery, sensitivity in sorting out every fact remains the concern of literary works, so writing literary works does not mean mere writing skills but also requires the ability to put facts in a different way. From here, the critical power of students will be formed, which will lead to a noble character and personality.[7-9]

Therefore, it is necessary to initiate an effort to provide continuous and continuous stimulus to students so that they want to develop literacy competencies that are oriented toward the field of writing literary works.[10-12] This stimulus must have implications for product income so that this program is proposed not only to provide continuous coaching but also to facilitate the publication of literary works produced by students in the form of anthology books with students' work as a commitment to their seriousness. This study aimed to describe community service activities related to the development of school literacy programs for students in MAN 1 and MAN 2 Palembang.

2. Methods

This community service is carried out in two forms of activities, namely workshops to provide an even understanding of literary works and continuous coaching until the publication of the papers of MAN 1 and MAN 2 Palembang students in the form of an anthology book with these students. In practice, the workshop will be held for three days, with the division of two days being an in-class workshop and one day an outclass workshop. In the in-class workshop, the participants will be given practical material in order to write good literary works and be directed with

assistance to be able to plan certain issues or topics around them as writing material. Meanwhile, in the outclass workshop, participants were directed to look in the field (their environment) for every detail of their literary works.

These findings will be used as material to enrich and strengthen the impression of the literary works they write. Next, the participants were assigned to write five poems, at least for writing. Continuous coaching is carried out after the workshop is completed. Coaching will be carried out twice a week. In this coaching process, participants will present any findings and works they have produced. Here, the participants' work will be evaluated, and their weaknesses examined. From these evaluations, the participants will later correct the deficiencies in their literary works until they are ready to be published in book form. This program will be implemented from March to June 2019.

3. Results and Discussion

Based on the results of the implementation of the Community Service program, it can be concluded that the program has made a very positive contribution to students, namely the increase in their literary skills. With guidance in writing literary works in schools, it can increase students' understanding in developing their interests and talents or skills in writing poetry. His understanding of literary works (poetry) is better than before. Likewise, the student's writing skills are improving and getting better. This is evidenced by the works of literature (poetry) that they make in the form of poetry anthologies. The poetry they make varies in typography, theme, and content. The students were enthusiastic and enthusiastic in participating in these activities. The coaching of literary writing activities in schools can help students and schools to recognize literary literacy more, especially in the field of writing literary works (poetry).

On the other hand, guidance in writing literary works in schools can help teachers form SLPs in their respective schools, considering that SLP is still very minimal in the school environment, so there is a need for activities that are in line with the goal of increasing competence and student love in reading and writing.

Figure 1. Socialization at MAN 2 Palembang.

Based on the results of the analysis of the poetry of the students' work, these works have very positive results. This is evidenced by their work after the team conducted coaching at the school. Before coaching, these students were still unable to make poetry well. Many of the poems they produced did not comply with the rules or rules of writing poetry. For example, in choosing words (diction), they still have minimal vocabulary because they rarely read and they rarely practice making poetry, for example, poetry by students of MAN 1 Palembang entitled "Tengorokan" by Muhktar Nawawi. This poem was made before we did coaching. Seeing the title of this poem, only these students do not understand the diction used in the

poem. The title of the poem seems ridiculous regardless of the diction that will be used. This can be seen in the fifth stanza in the sentence "Then I drank the banana sap", "Then you were healed". In this sentence, there is the word "banana sap". This shows that the diction in the poem is not coherent between the title and the content. It is a fact in life that banana sap cannot cure coughs. Then, "then will you be healed" shows the inconsistency between the fiction with the title. This can be seen in the word, "You are healed". The word you should use the word "I" because it is he (the poet) who is sick. Because of his inability to use diction, so he used the word you.

In addition, in terms of the themes used, we don't think about looking for themes that have more impressive, for example, learning, life, social problems, and so on. He just wrote what was on his mind. Meanwhile, from the perspective of recitation in poetry, there is no image in both hearing, feeling, feeling, and seeing images. The typography still uses the old poetry style. This is evidenced by the lines of the poetry. The making of poetry is made like making old rhymes or poetry.[13-15]

4. Conclusion

The implementation of community service programs in the field of literacy in schools MAN 1 and MAN 2 Palembang made a very positive contribution to students, namely increasing their literacy skills. With guidance in writing literary works in schools, it can increase students' understanding in developing their interests and talents or skills in writing poetry. His understanding of literary works (poetry) is better than before. Likewise, the student's writing skills are improving and getting better. This is evidenced by the works of literature (poetry) that they make in the form of poetry anthologies. The poetry they make varies in typography, theme, and content. The students were enthusiastic and enthusiastic in participating in these activities. The coaching of literary writing activities in schools can help students and schools recognize literary literacy more, especially in the field of literary writing (poetry). On the other hand, guidance in writing literary works in schools can help teachers form SLPs in their respective schools.

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