

Investigating Fiction Literacy Culture Indonesian Language Teacher and Junior High School Students in the Covid-19 Era

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ABSTRACT

The covid-19 pandemic has changed learning methods which ultimately affect teachers and students in accessing learning, including implementing a literacy culture. This study aims to describe the literacy culture applied by teachers and students in junior high schools in Kebumen Regency. The method in this research is descriptive qualitative, with data sources coming from teachers and students from various districts. Data was collected by means of questionnaires and structured interviews. The results showed that (1) From teaching and learning activities, reading and writing literary texts were most often applied. Fiction and poetry anthologies are the most widely used by teachers to teach, with students being prepared to bring textbooks. Youtube is the most interesting media to use, although its frequency is not too frequent compared to the use of print media. (2) In activities outside the classroom, teachers tend to design fiction learning no better than before the covid 19 pandemic, even though the teacher realizes that literacy culture is very important even in the era of the covid 19 pandemic. Students prefer fiction in the form of novels that are also filmed, short stories and fairy tales or folklore, and videos from Youtube. Through library facilities, students read or borrow books every week, one of which is fiction.

Keywords: Indonesian Language Teacher, Junior High School Student, Literacy Culture

1. INTRODUCTION

The COVID-19 pandemic has changed learning methods in schools, which were originally carried out face-to-face to be limited to online or face-to-face learning with certain rules and certain time limits. The result is not only on how teachers provide learning, but also related to the culture of teachers and students in accessing learning. One of the most prominent changes in culture is literacy culture.

Literacy can be interpreted as the ability to read and write which is further developed into the ability to master certain field knowledge (Wiedarti, Laksono, & Retnaningdyah, 2019). Literacy has various meanings. However, each of these meanings is never separated from reading and writing activities. This activity applies to every teaching and learning activity, including Indonesian language learning. In this case, two components are directly involved, namely teachers and students.

The teacher is one of the most important factors in determining student success (Wiesendanger, n.d.). Self-confidence, teacher stability, and emotional literacy skills are the most basic characteristics of teachers to create positive effects on students (Eminoglu Kucuktepe et al., 2017). Teachers who have adequate competence can reach various accesses to the progress of the times, including even the limitations. One of these limitations is related to national policies.

The use of technology and the implementation of school activities depend on the national policy on the use of technology by children, the relevant age group, and the attitude of the teachers themselves towards the use of technology (Kucirkova, 2018). With this policy, teachers learn more to understand technology, and adapt to the culture and students' abilities to new technologies.

The problems mentioned above are things that can still be addressed properly. However, the existence of the COVID-19 pandemic has brought major changes to the implementation of learning. Permendikbud No. 3

of 2000 concerning the prevention of the spread of COVID-19 was applied to educational units so that face-to-face learning in several schools turned into distance learning, or limited face-to-face learning.

The change in the implementation of the learning in essence does not change the teacher's task in teaching. Teachers are still asked to carry out their best role. The role of the Indonesian language teacher is to continue to introduce various reading sources as literacy culture.

The teacher's efforts to cultivate literacy will have an impact on students. Directly, teachers who become role models for students can be an inspiration for students. Indirectly, students who are familiarized with the literacy culture will have a similar culture in their lives. In learning Indonesian, this can be seen from the use of various texts that have been studied.

Fiction texts play an important role in growing students' literacy culture. Likewise, the readiness of teachers to introduce fiction needs to be equipped with insight and good literacy culture as well. Previous research in Manisa, Turkey showed that there was a significant and positive relationship between teachers' critical thinking power and information literacy (Cicek Saglam et al., 2017). Teachers who have literacy awareness will have an effect on students, including how to motivate students to access works of fiction.

The fiction text that is closest to children is youth literature. In terms of literary genres, it appears that youth literature is also different from children's literature, which includes fiction (short stories, novels, serials), poetry, drama, comics, traditional literature, as well as information and biographical books (Nurgiyantoro, 2013). Fiction literacy culture is a culture of accessing the text in addition to information books and biographies.

The literary fiction culture of students as a result of teacher education is interesting to discuss. The student literacy culture that is formed during learning and teaching activities is certainly a reflection of student learning outcomes with the teacher. Another possible factor for students is the library environment. In order to produce a sustainable and significant pattern, access to literacy cannot be handled only by librarians or only in isolated experiences (Jarson, 2010).

This study tries to explore the literacy culture applied by teachers and students after the covid 19 pandemic era. This literacy culture is seen from learning activities in the classroom and various supporting things related to teachers and students outside of face-to-face hours. In addition, this study tries to explore the habits of teachers and students in utilizing various facilities in the school, one of which is the library.

Previous research has tried to apply various forms of interest in the emergence of a fictional literacy culture. One of them is a virtual poetry writing exercise in Indramayu district (Emha, et.al., 2020) which is motivated by the decline in student interest in fiction and the difficulty of implementing the school literacy movement in the era of the covid 19 pandemic. The next research is the application of learning using multimodal texts (Putut, 2021) which not only analyzes text in the form of writing but is also accompanied by audio-visual, or text in the form of verbal and audio-visual.

From the various studies that have been carried out, this study describes the phenomena applied by teachers in learning and students in terms of their natural conditions. This research reveals how teacher strategies and possible implementations can be carried out. In this case, the research involves teachers, students, learning activities, and the learning environment including the library.

2. METHODS

This research is a qualitative research. Data collection in this study was carried out by distributing questionnaires or questionnaires, interviews and observations. This study used instruments in the form of questionnaires, questionnaires, and a list of interviews and observation sheets.

The focus to be studied consists of three aspects, namely the process of learning activities related to literary texts, the media used for learning literary texts, and student perceptions and the role of teachers in cultivating fictional literacy. Especially for students, questions are also focused on how students learn and recognize fictional literacy. In addition, the use of various facilities and media is also explored to identify various literary works as well as students' interests and tendencies towards a particular work. The questions posed to teachers and students were made different according to their respective points of view. Each aspect consists of 5 question items.

The instrument in the form of a questionnaire consists of questions in the form of multiple choice, check boxes, and questions in the form of descriptions. Several questions were arranged using a Likert scale with 5 answer options.

The data sources in this study were 50 Indonesian language teachers in Kebumen Regency and 50 junior high school students from grades VII, VIII, and IX. This research was given to both public and private junior high school teachers and students. The distribution of participants has included various sub-districts in Kebumen.

Data collection was carried out in conditions of the COVID-19 pandemic, starting from July to December 2021. Within that time span, the Kebumen Regency government determined two types of learning, namely online learning and limited face-to-face learning.

From the various instruments that have been collected, the data is then compiled and grouped into a conclusion. Data analysis is then presented in a table or graph format. The data presentation is made in descriptive form.

3. RESULTS AND DISCUSSION

The results in this study are related to the activities of students and teachers at school, especially in activities in the classroom and activities outside the classroom.

Fiction Literacy Culture in Teaching and Learning Activities

The literacy culture of teachers and students contained in learning activities can be seen from the way the teacher arranges Indonesian language learning activities in the classroom, as well as the media chosen in fiction learning activities.

In classroom learning activities, from several general fiction learning options given, the teacher applies the following activities for learning literature.

Table 1. Activities in class

No	Activity	Amount
1.	Reading 15 minutes before class begin	25 teacher
2.	Reading literary texts	23 teacher
3.	Writing literary texts	14 teacher
4.	Discussing literary texts with the teacher	2 teacher
5.	Listening to stories in class	1 teacher

The activity of reading 15 minutes before learning is the activity most often applied by teachers because it is the implementation of the School Literacy Movement (GLS). In both online and offline learning, this routine is considered the easiest to implement. This reason also supports reading and writing activities of literary texts that are often applied in class.

The activities of discussing literary texts with teachers are not carried out by many teachers. Only two teachers stated that they were carrying out these activities. Likewise, listening to stories in class. Although limited face-to-face meetings have taken place, the initial state of the transition from online learning to PTM has not allowed these activities to be carried out properly.

In addition to general activities, teachers are also asked questions related to special activities that teachers apply to students. This activity is not related to the Basic Competence (KD) of Indonesian, but rather to literacy culture. These activities are 1) making a summary/synopsis of stories to be collected, 2) writing a diary to be an inspiration for writing literary texts, 3) reading stories from books/magazines to be reported, and 4) reading literary works independently to be told in class.

An interesting thing expressed by one of the teachers was that there was an in-depth discussion of the Toto Chan series. The activity is in the form of a discussion of the title of the story with a number of two stories within 30 minutes of each Indonesian language lesson. The discussion starts with reading the story together or being represented by the teacher or students. After that, there was a discussion about the content of the story.

From the two titles of the story, then a comparison of the similarities and differences of the stories is carried out.

However, some teachers stated that they did not give special assignments to students. The technical reasons put forward are that teachers have difficulty with online learning and there are restrictions on teaching and learning activities. "Because during this pandemic, students have not studied face-to-face, then only face-to-face is limited, that's all, the time is limited. So when students leave and are only given time for literacy habituation, it is less effective because of the lack of time." said one of the teachers.

This obstacle is also supported by the statement of several teachers that the literacy culture has not been promoted by the school so that teachers feel that the literacy culture is sufficiently implemented in classroom activities. The literacy activities that are applied are only limited to reading and writing a literary work. For these teachers, literacy activities are already contained in the contents of the Basic Competencies. The activities that are stated to have included fiction literacy are observing the contents of fictional texts, followed by exploring the intrinsic elements.

Another teacher stated that a special assignment to cultivate student literacy does not need to be added because the school has facilitated a literacy culture in accordance with the GLS. Students through the school program have been familiarized with reading activities. Literacy in this case is seen as a routine activity for every subject teacher, not only Indonesian language teachers. With this view, literacy activities are not emphasized more specifically by Indonesian language teachers, including fiction literacy.

Furthermore, judging from the selected media and learning resources, the teacher reveals books as non-electronic media and electronic media. The following are books used by teachers to support learning.

Table 2. Fiction Learning Support Book

No	Kind of Books	Amount
1.	Short Story Anthology	30 teacher
2.	Poetry Anthology	30 teacher
3.	Magazines	10 teacher
4.	Newspaper	24 teacher
5.	Comics	4 teacher

Several teachers mentioned special books, including 1) inspirational story books, 2) novels, and 3) children's story books. Inspirational story books, for example, are inspired by biographies of characters. The novels used include fantasy story genres and children's novels. As for children's story books such as folklore books and fairy tales.

From the student's point of view, questions related to learning are devoted to material about fictional texts. One of the important things is the readiness of students to receive knowledge about fictional texts as seen from the books brought to class in learning. In preparing for fiction learning, the following are books that students prepare for each lesson.

Table 3. Books Prepared by Students

No	Kind of Books	Amount
1.	Pack books	33 students
2.	Moduls	6 students
3.	Notebooks	11 students
4.	Novels	14 students
5.	Short Story Anthology	11 students

Package books are the first books that students bring to school. Students stated that they recognized various types of literary works from the textbooks. When asked to name various types of literary works that are already known, students mention the titles of the stories they have learned from textbooks. From class VII participants, the type of story that is often mentioned is fantasy story text. Likewise for grades VIII and IX, the

titles of the stories mentioned are short stories and folk tales that have been studied in class. From electronic media sources, the following are the teacher's choices to be applied to students in the classroom.

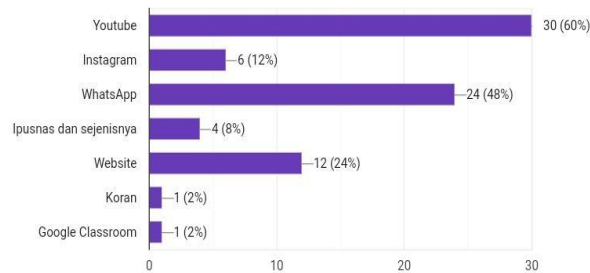


Figure 1. Fiction Learning Support Media

Youtube is the highest supporting medium for learning fiction. This is because the videos go through various channels, which are institutional accounts or individual accounts. In addition, Youtube is more easily accessed by anyone without having to register and pay first.

WhatsApp is the second most used medium. The unlimited text sending feature allows teachers to freely send text in the form of document files, screenshots, or directly send the text in messages. Furthermore, the website is used by a third of teachers because of easy access, although there are not as many of them as Youtube. On the other hand, Instagram, e-library, digital newspapers, and Google Classroom are less attractive because they are considered less familiar and limited to certain users.

The use of these media by teachers is in line with students' interest in accessing electronic media. Of all students, 79% of them stated that the most frequently accessed media by students was Youtube. The activities carried out especially in studying literature are watching video stories or stories from Youtube. On the other hand, WhatsApp is not very interested in students studying fiction. This is indicated by the few students who state the use of WhatsApp as a fictional learning medium.

From all these media, the frequency of use by teachers is measured with the provisions of number 1 for frequency of use 20%, 2 for 20-40%, 3 for 40%-60%, 4 for 60-80%, and 5 for 80-100% . The answers from all teachers are summarized in the graph of the frequency of use as follows.

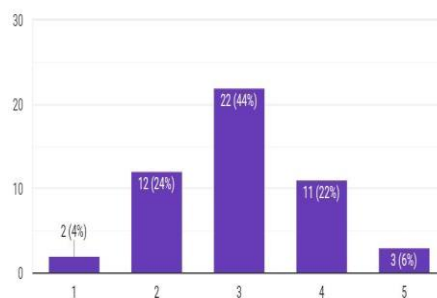


Figure 2. Frequency of Media Usage

Numbers 1 to 5 show the frequency of using electronic media in classroom learning. The frequency is measured based on the intensity of use from each face-to-face or online meeting. From the histogram, it is known that teachers in Kebumen Regency tend not to use media often in learning. This means that teachers often apply learning to print books or other non-electronic media.

The various types of educational technology do provide an alternative to be applied to learning, but this must also take into account the diverse backgrounds and abilities of students, for example the use of video conferencing (Day, 2015) which was not applied in learning in junior high school. In this study, there were still

many obstacles in online learning in the form of limitations in technology or devices, network limitations, and the lack of students' ability to understand the use of technology.

Fiction literacy culture on activities outside the classroom

The fictional literacy culture seen from activities outside the classroom was observed from the way the teacher gave student assignments in relation to the teacher's perception of the importance of fictional literacy culture in learning. From the student's point of view, fiction literacy culture is seen from the intensity of students interacting with literary works outside of learning activities.

The teacher gives several tasks in order to improve the students' fiction literacy culture. The tasks are 1) visiting the library, 2) listening to a certain story or film on television, 3) reading literary texts from other reading sources, and 4) making a synopsis or summary of the story. This form of assignment is given over a long period of time, such as one year or one semester.

This study also explores the perception of teacher literacy culture. This affects the application that will be given to students. Numbers 1 to 5 show the level of importance of literacy culture seen from the teacher's perception. The number 1 means not important, while the number 5 means very important. From a scale of 1-5, most teachers consider that literacy culture is very important to apply during the COVID-19 pandemic.

As many as 72% of teachers stated that literacy culture is very important. Even so, the awareness of the importance of literacy culture has not been balanced with the reality on the ground. In the end, the habits and habituation of teacher literacy to students have not been thoroughly balanced. A total of 30% of teachers stated that habituation of literacy culture was not the same as before the COVID-19 pandemic. Another 30% stated that it had decreased.

As many as 24% of teachers stated that literacy culture, especially fiction literacy applied in daily life, was the same as before the covid 19 pandemic. This shows that there is no change in terms of the frequency of accessing fictional literacy or from the selected media. As many as 34% of teachers stated that with the COVID-19 pandemic, the fictional literacy culture applied by teachers had increased. The main supporting factor is the existence of various electronic media which are then improved along with the limited access to information through face-to-face.

Even though there was an increase from some teachers, still 42% of teachers stated that the teacher fiction literacy culture was not as good as before the covid 19 pandemic. This was because the teacher's duties were not only limited to classroom learning. Teachers should always take the time to provide feedback to students who feel confused or have difficulty learning online. With such a busy life, teachers cannot get used to the culture of fictional literacy towards themselves to the fullest.

The fictional literacy culture by students is based on the wishes or interests of students. Of the various literary works asked, students tend to choose novels (41%) compared to short stories (35%), films (8%), and drama or theater (8%). Although novels don't really have a large portion in the realm of junior high school learning, students have a high interest in studying the excerpts of the novels they learn in class. Therefore, literary works in the form of novels are quite high in demand from among students.

In literary works in the form of novels, students are able to name novels that have been read for 1 year, which also means after the covid-19 pandemic period. The novels include Laskar Pelangi (Andrea Hirata), Ayat-Ayat Cinta (Habiburrahman El Shirazy), Rain (Tere Liye), Half Salmon Man (Raditya Dika), Negeri 5 Towers (A Fuadi), and Dilan (Pidi Baiq). All the novel titles mentioned tend to be popular novels.

Some of the novel titles that have been mentioned are novels that have also been filmed. The penchant of students who tend to watch videos causes students to be more inspired to read the novel. In this case, the trigger for the growth of students' interest in knowing fiction is also influenced by electronic media. The novels inspired by teaching and learning activities that have been studied include the story of Siti Nurbaya. Teaching and learning activities about novel texts do not have to be a complete text to be studied, but can also include a synopsis, quote certain lines or paragraphs from the story, or are called literary assignments of moderate appreciation (Nurgiyantoro, 2016: 496). Novel learning that applies a moderate appreciative level turns out to still have the potential to foster student interest in getting to know literary works in this era of the covid-19 pandemic.

In literary works in the form of short stories, most students are only able to read 1-10 literary works during the COVID-19 pandemic, which is indicated by the percentage of 75%. As many as 14 percent of students stated that they read 11-20 literary works. Furthermore, 10.5% of students stated that after reading more than 20 short stories during the covid 19 pandemic.

The short stories that students read are not only short stories learned in class but also from the students' own initiatives. Some students did mention the titles of short stories which tend to come from Indonesian language textbooks. However, not a few students are able to mention the title of the short story they read on their own.

The title of the short story mentioned by the students is that it is a story with cartoon characters such as Barbie, the deer, the arrogant hedgehog. In addition, students also get to know folk stories such as Wiro Sableng, Malin Kundang, and Timun Mas. For 1 year, some of these students were able to name more than 20 titles of short stories that they had read. Some of the titles of the stories mentioned above also show that students are also interested in the titles of historical and heroic stories.

Students are also interested in fictional stories contained in comics. During the COVID-19 pandemic, the comics that students were interested in tended to be in the form of serials which were then also filmed. The title of the story that the students mentioned is the detective series Conan and One Piece.

Along with the implementation of limited face-to-face learning, the library began to function to be visited by students. With this facility, each student can visit the library a maximum of 3 times or according to the student's schedule for going to school. As many as 45% of students come to the library once a week, as many as 42% of students visit it 2 times a week, while 12% of students are able to take advantage of the opportunity by visiting the library 3 times a week.

The library as a means of fiction literacy culture becomes a facility that students use well. This is indicated by the activities most often carried out by students in the following table.

Table 4. Student Interests in the Library

No	Activity	Percentage
1.	Reading fiction books	46,9%
2.	Borrowing fiction books	30,6%
3.	Doing task of class	14,3%
4.	Refreshing	8,2%

From the table, it can be concluded that students make good use of the library by reading or borrowing fiction books. This is also supported by 59.2% of students who stated that their interest in reading literature was based on their own ideas even though there were no assignments. Students want to increase their insight into literature. As many as 30.6% of students have reasons to prepare themselves to be more confident in doing assignments in the future. Only a small number of students read literature only when there are assignments and homework. A small number of others stated that they were not interested in reading literature even though they were given the task of reading it.

4. CONCLUSION

This study looks at the fictional literacy culture of teaching and learning activities and activities outside the classroom. The conclusions in this study are classified into two parts. From teaching and learning activities, reading and writing literary texts are most often applied by teachers and students. Fiction and poetry anthologies are the most widely used by teachers to teach, with students being prepared to bring textbooks. Youtube is the most interesting media to use, although its frequency is not too frequent compared to the use of print media.

In activities outside the classroom, teachers tend to design fiction lessons no better than before the covid 19 pandemic, even though teachers realize that literacy culture is very important even in the era of the covid 19 pandemic. Students prefer fiction in the form of novels that are also filmed, short stories, fairy tales or folk tales, and videos from Youtube. Through library facilities, students come to read or borrow books, one of which is fiction.

In implementing a fictional literacy culture in schools, teachers really need to look at students' conditions, including students' readiness for activities, media, and their perceptions of learning. Teachers who are able to adapt to the conditions of students mean that they hold the key to student success. In addition, during the COVID-19 pandemic, teachers can explore various creative ideas to improve literacy culture, especially fiction literacy. Literary works that were difficult to access in the past are now becoming more accessible as technology advances.

This research is still limited to the subject of teachers and students. Future research is expected to be broader or focus on other subjects specifically, such as fiction literacy culture from the librarian's point of view. In addition, this study only takes data sources from the district scope. Further research can expand to the national or other districts specifically.

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