

Baikemus Integrative In Developing Critical Reasoning To The Learning Literature

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Abstract

Literature is a literary work of art that uses language as a medium. ¹ language is a means to communicate and the literature is one of the results of the culture that uses the language as a tool of creativity. Pragmatically prefer the language of performance rather than as a system of knowledge. Literature teaching is good and true teaching adopted aesthetic perspective and an emphasis on the perspective, students can identify intrinsic values contained in the literature. Students appreciate literature by detailing how components builders literature structural. Where the teaching of literature is not a lesson to derive pleasure and not able to develop students' language skills. This paper discusses the intended baikemus (pembelajaran, aktif, inovatif, kreatif, efektif, menarik, unik dan santai) integrative learning is an active, innovative, creative, effective, fun, quality, and relaxing are integrated in the teaching of the four aspects of language skills, listening, speaking, reading, and writing. After structuralism understand students can think critically in the learning literature.

Keywords: Baikemus (pembelajaran, aktif, inovatif, kreatif, efektif, menarik, unik dan santai) Integrative, Critical Reasoning, Understanding of Literature, Literature Learning, Baikemus (pembelajaran, aktif, inovatif, kreatif, efektif, menarik, unik dan santai) Integrative in Literature Learning

INTRODUCTION

More emphasis on learning language functions as a tool of communication in everyday life, both in written and in oral form. Position of this language plays a very important in enriching the national culture. This is in accordance with the basic law article 45 36.

Language and literature are like two sides of a coin that cannot be separated. Existence of literary works not only to read, but also to be enjoyed, understood even the most important to be appreciated in order to be used in life.

In Indonesia is a profusion of literary life. In addition to Indonesian literature, the literature that is expressed in the national language of Indonesia, there is also revealed literatures in English, are huge numbers.

Range of literature not only serve as entertainment, leisure time filler, as well as channeling feelings for speakers and listeners, but also as a reflection of the views and attitudes delusion group, children educational tool, tool validation institutions as well as the maintenance of the norms of society.

Literature was born by the human urge to express himself on the subject of human beings, humanity, and the universe. Disclosure literature is a matter of life, philosophy and psychology. In addition it also has a literary mind, imagination and emotion. Literature as a creative work of art which is useful as an intellectual and emotional consumption.

In the learning literature, many experts complain weaknesses in school learning literature, including the literature emphasizes learning materials memorize term, understanding literature, literary history than close themselves with literature. Inequitable learning literature is a literature occupies a very small position in language education².

Learning literature often taste bland and monotonous that cause less motivated students and saturated. Reason is seen from the implementation of a minimal learning literature media or literature and limited means of learning how to package that will be applied to the student, or can be caused by teachers who do not love literature or have limited knowledge of literary appreciation.

To overcome the monotony and vapid learning literature, language teachers should create variations in learning. ³Literature is a variation of diversity that makes something not monotonous. Variations can be either the changes or differences that deliberately created/made to create a unique impression.

Thus, a wise teacher, is not enough just to complain over lack of allocation of time or limited facilities for learning literature. Most importantly, teachers should look for innovation and creative to create an active learning model literature, effective, innovative, creative, fun, quality and relaxed and does not separate the linguistic knowledge and covers four aspects of language skills. Core literary success and attractiveness of learning methods and activities rely on literary appreciation.

As for the purpose of this paper is to develop the students' way of thinking critically to literature with literary learning that is appreciative and exciting that with an application of an integrative learning strategy baikemus (pembelajaran, aktif, inovatif, kreatif, efektif, menarik, unik dan santai).

BAIKEMUS INTEGRATIVE

Baikemus (pembelajaran, aktif, inovatif, kreatif, efektif, menarik, unik dan santai) is the acronym of active learning, innovative, creative, effective, fun and quality. Integrative intention is learning language skills that covers four aspects of language knowledge that is indispensable listening, speaking, reading, and writing⁴.

Implementation of learning can take place by emphasizing the involvement of the student in the learning activities for new innovations, creating poetry and creative tone for compliance with the array of poetry, effective (useful) as well as fun.

Authors also apply learning by combining audiolingual method that combines sensory learning environment (pictures, colors, music, etc) and in the implementation of learning mood. Audiolingual include drama, music, song, games and participation is supported also by the atmosphere comfortable, relaxed, and there are shades of music.

CRITICAL REASONING

Reasoning is closely related to the process of thinking. Logical thinking process is determined by such things as understanding accuracy, precision of language interpretation, classification and grouping of words, the determination of the various options, and the formulation of appropriate course of action.

Linguistic intelligence is the intelligence with respect to the words or the breadth of intelligence in communication is reflected in the ability of listening, speaking, reading and writing. Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

Critical thinking can be seen as having two components: 1) a set of information and belief generating and processing skills, and 2) the habit, based on intellectual commitment, of using those skills to guide behavior. It is thus to be contrasted with: 1) the mere acquisition and retention of information alone, because it involves a particular way in which information is sought and treated; 2) the mere possession of set of skills, because it involves the continual use of them; 3) the mere use of those skills (as an exercise) without acceptance of their results.

⁵Critical thinking as follows the ability to think critically, as conceived in this volume, involves three things: (1) an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one's experiences, (2) knowledge of the methods of logical inquiry and reasoning, and (3) some skill in applying those methods. Critical thinking calls for a persistent effort to examine any belief or supposed form of knowledge in the light of the evidence that supports it and the further conclusions to which it tends.

⁶Critical themes are the first of these is the idea of a second order hermeneutical framework that the idea of the conflict of interpretations threw up. This idea has a direct point that modern thought involves both the construction of models and hermeneutical interpretation, and more generally with the epistemological presuppositions presupposed but never systematically explicated in Critique of Modernity. The second important point of connection concerns the problematic of interpretive communities, and the relationship between self and society it entails.

UNDERSTANDING OF LITERATURE

The romantic era, defined as a literary creation, a creation which is the spontaneous overflow of emotion and literature that are autonomous, not referring to something else, and have the coherence between its elements. ⁷literature is a work of fiction that are created based on the spontaneous surge of emotion that can reveal both the aesthetic aspects based aspects of language and aspects of meaning. Aesthetic aspects of language are usually expressed through poetic function (surface structure), while the aesthetic aspects of meaning can be revealed through deep structure.

Literature is an expression of life issues, philosophy and psychology. Writers can be said to be a psychologist and a philosophy of life that reveals problems, psychological and philosophical way express through writing literary techniques.

Literature by writers who have been born are expected to provide intellectual and aesthetic satisfaction for the reader. Of the opinion that, naturally, when the purpose of learning literature also instill human values to students. Literature can affect the emotions, imagination, creativity, and intellectual students to develop optimally.

Literature is referred to as the entirety of written expression, with the restriction that not every written document can be categorized as literature in the more exact sense of the word⁸.

Differences in Terms of Strategies, Approaches, Methods, Technique, Tactics and Models

⁹In the process of learning known some of the terms that have similar meanings, so often people feel confused to distinguish. These terms are: (1) learning approach, (2) instructional strategies, (3) teaching methods, (4) learning techniques, (5) learning tactics, (6) learning model. The following terms will be presented with a view to provide clarity on the use of the term. Learning approach can be interpreted as a starting point or the point of view of the learning process, which refers to the view of the occurrence of a process that are still very common, accommodating therein, inspire, strengthen, and underlie learning methods with a particular theoretical coverage. Learning strategies is a learning activity that should be done so that the teacher and student learning objectives can be achieved effectively and efficiently. Learning methods can be interpreted as a means by which to implement the plan that has been prepared in the form of real and practical activities to achieve the learning objectives. Learning techniques can be defined as a person in a way that implements a specific method. A person's learning style tactics in implementing certain methods or techniques given the individual nature of learning. If between the approaches, strategies, methods, techniques and tactics even learning already strung into a coherent whole they form what is called the learning model. So learning model is basically a form of learning that is reflected from start to finish is typically presented by the teacher.

Based view of the fundamental differences between the models, approaches, methods techniques and tactics can be concluded that the model is a form of learning that is reflected from the beginning until the end of the presentation of learning by the teacher; approach as the assumption about nature of language; method is presented a comprehensive plan to provide a systematic approach; techniques are manifestations classroom activities, and tactics used in a concrete way that classroom learning is individualized.

Understanding of Learning

¹⁰Learning is a process of gaining knowledge or mastery of a subject or a skill to learn, experience or instruction. ¹¹Learning is a process deliberately designed to create the learning activities within the individual. In other words, learning is something that is external and deliberately designed to support the learning process internally within the individual.

In line with the opinion, ¹²the theoretical study of learning theory called the prescriptive and descriptive. The main goal of learning theory is a prescriptive set optimal learning method, while the main goal of descriptive learning theory is to explain the process of learning. Learning theory focuses attention on the relationship between the variables that determine the learning outcomes. This theory focuses attention on how one affects the other people in order learning occurs. In other words, the theory of learning to deal with attempts to control the variables specified in the theory of learning in order to facilitate learning.

Teachers are teaching. ¹³Teachers identify three logically necessary conditions for central cases of teaching activities:

1. Teachers must be conducted with the intention of bringing about learning;
2. Teachers must indicate or exhibit what is to be learnt;
3. Teachers must do this in a way which is intelligible to, and within the capacities of, the learners'.

Learning Literature

Learning literature is said to help education as a whole if it can contain four benefits, namely: (1) help language skills, (2) increase cultural knowledge, (3) develop a sense of creativity and includes the senses, reasoning, feeling, social consciousness and the nature of religious, (4) support the formation of character.

There are two demands learning literature in the formation of character, namely: (1) able to develop a sharper sense than the other study, (2) can foster the development of students' personality quality range that includes persistence, intelligence, imagination, and creation¹⁴.

Appreciative learning literature will provide flexibility in the development of multiple intelligences of students, at least in linguistic intelligence, interpersonal intelligence even music and motion. Linguistic development in the learning literature can be seen from the creativity of students in the creation of literary works, both in the form of poetry, prose, and plays. Stimulus from the environment will affect students' linguistic abilities. Applying appreciative learning literature makes students to not only know/knew literature and literary works, but also encourage students to be familiar with, enjoy literary works completely.

A language teacher who can apply the learning literature is a creative-minded teachers. ¹⁵The characteristics of creative teachers who have the nature for children, namely: fleksibel (flexible), optimis (optimistic), respek (respect), cekatan (deft), humoris (humorous), inspiratif (inspirational), lembut (gentle), disiplin (disciplined), responsive (responsive), empatik (empathic), and ngefriend (friendship).

Spirited teacher looking for children learning is a complex process performance. That the learning process is a complex phenomenon. Everything means every word, thought, action and association, and the extent to which teachers change the environment, presentation, and design teaching, during the learning process takes place.

Baikemus Integrative in Learning Literature

Baikemus (pembelajaran, aktif, inovatif, kreatif, efektif, menarik, unik dan santai) integrative application, one of which can be applied in learning musical poetry. Competency standards that must be mastered students are singing the poetry that has musical based on the suitability of the content that has been musical poem based on the suitability of the content and atmosphere of the poem is built. In this study, requires students' speaking skills, but in practice can be through the entrance listening skills, reading, writing and speaking. The fourth aspect of the language can be raised.

In this study, the authors combine the methods audiolingual. Learning takes place when the music played classic makes situation that a comfortable and relaxed. Teacher gives students a poem by asking the messages conveyed in the poem. Then the students were divided into groups and each group was given a worksheet. One group consisted of five students. Groups that have been able to answer about the message in the poem should write it on a worksheet that has been distributed. The students wrote the poem in the style of their language in their working groups in terms of musical content, rhyme, and rhythm to be sung. Then each group in turn look forward to featuring poems that have their musical, students are given the freedom to use the instrument in accordance with their wishes.

Findings

Implementation of learning depends on the creativity of the teacher in creating learning models are attractive. To create a creative student, the teacher must first activated. Creative teachers will always strive to be creative in teaching. Active learning, innovative, creative, effective, fun, and relaxing quality to make students think critically in the learning literature.

The teachers' job is of course mainly to foster a deep-level approach to study among their students, and to encourage the students to reflect on the ways in which they study and learn. This teacher can do by devising appropriate study activities and, especially assessment tasks, students adopt an approach determined by their expectations of what is required of them. While many students are apparently capable of using 'deep' or 'surface' strategies, it may be that the current demands of the examination system are interpreted by them as requiring mainly the recall of factual information to the detriment of deeper levels of understanding¹⁶.

The specific target of critique is the second generation of analytic philosophy known as ordinary language philosophy or conceptual analytic, that emphasis on the importance of language in the constitution of social life, and a trajectory that has seen the emergence of a sub-discipline concerned with the question and action. However, these two currents of philosophy are based on divergent premises on fundamental issues which generated rival interpretations of language and action.

Teaching-learning methods, being educational, themselves embody and express educational aims. For example, adopting methods that encourage students to think independently and critically will serve one of the literature teacher's main curriculum aims, to promote the kind of study in which greater understanding of meaning and significance is the goal, while at the time same being able to think for oneself is clearly an educational end in itself.

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