

The Implementation of Literary Sociology Learning Model with CSQ Approach in Teaching Literary Theory to the Students of Indonesian Language Education Department

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Abstract

Literary Sociology is one of main topics that is learned in Literary Theory course. Literary sociology is a literary theory that discusses social processes in a literary work. The social processes consist of social fact, social definition, and social behavior. The learning of literary theory, especially literary sociology theory, is still considered boring for the most of students; therefore, it is important to modify the learning model of literary sociology with CSQ approach in order to make the students active, creative, joyful, and have spiritual character. This research was a part of doctoral dissertation research. The aim of this research was to describe and explain the implementation of literary sociology learning model with CSQ approach to the students of Indonesian Language Education Department. The research results reveal that the implementation of literary sociology learning model with CSQ approach follow the following steps, i.e. (1) constructing students' comprehension and theory, (2) questioning, (3) provoking inquiry, (4) creating learning community, (5) modelling, (6) reflecting, and (7) doing authentic assessment. The spiritual intelligence, including personal awareness, personal skill, social awareness, and social skill, can be well-established through the implementation of literary sociology learning model with CSQ approach. **Keywords:** learning model, literary sociology, CSQ

1. Introduction

Literary theory course is one of the compulsory courses taught to the first-grade students of Indonesian Language Education Department. This course is a literary basic course which is intended to learn the authenticity, concepts, and principles of literary. One of the main topics in literary theory course is literary sociology. Literary sociology presents the focused-relationship between literary and society.

Swingewood (1972) defines sociology as a scientific and objective study of man in society, the study of institutions and social processes. According to Ratna (2003: 2), there are a number of definitions of literary sociology to consider in order to find the objectivity of relationships between literature and society, among others: 1) understanding of literary works by considering the aspects of society; 2) understanding the totality of the work accompanied by the social aspect contained; 3) understanding of literary works as well as its relationship with the underlying community; 4) Literary Sociology is a two-way (dialectical) relationship between literature and society; and 5) Literary Sociology seeks to discover the interdependence qualities between literature and society. The topics of literary sociology become vital since the humans are the creatures whose life is inseparable from its social environment.

The success of literary learning process is the results of the combination of other learning components. In this case, a teacher plays a pivotal role in the success of learning. Consequently, a teacher must have the competences dealing with learning materials, learning models, learning media, and learning approaches. Therefore, the choice of learning model with a certain approach which ables to make the students active and creative is urgently needed.

In active learning, both students and teacher must active. The choice of learning approach must be done before the teaching and learning process happens. This is in order to prepare the teaching-learning scenario which is suitable for the learning materials. This is in line with the Act of Republic of Indonesia No. 14/2005, Article No. 8 and 9, which states that teacher must have an academic qualification, competences, and certification. The competences are pedagogical competence, personal competence, social competence, and professional competence.

Teachers can choose learning approach that will be used as their effort to develop literary teaching materials. The method or learning approach play an important role in supporting the success of learning. The choice of learning approach must be done wisely. There are a number of learning approaches that can be chosen in teaching literary, however, the thing that must be

considered by teachers is that every choice of learning approach must be based on the way of students' active learning.

A contextual learning approach is a learning approach that focuses on the meaning of context based on the real situation, and it can be realized through the seek of rational and useful relationship. Contextual learning presents a concept that relates the learning materials to their context in which the materials are used and relates to 'how a learner learns' or learners' learning styles. According to Johnson (2000: 65), some of the major components in contextual learning are: (1) making meaningful connections; (2) doing significant works; (3) self-regulated learning; (4) collaborating; (5) critical and creative thinking; (6) nurturing the individual; (7) reaching high standards; and (8) using authentic assessment.

Learning problems in the classroom are very complex. One of the questions encountered by teachers is how to make students understand, relate, and implement difficult concept or theory in the real world. Contextual Teaching and Learning (CTL) is a concept relating the subject content to the lives of a family member, citizen, and labor force (Blanchard, 2001: 178).

According to Suyono (2009), the learners should be guided to finish their study, to prepare themselves to continue their study, to seek for a job, and to life-long learning in the middle of society. This is in line with the Act No. 20/2003 about the National Education System, in which it requires thinking, feeling, and exercising. Besides, the Ministry of Higher Education also facilitates the students' activity to build their spiritual intelligence. The spiritual intelligence is hoped to be able to change reactive character, emotional, and anarchy become the smart reactive character, deft, and responsible.

The spiritual quotient is an intelligence that leads our way of thinking toward the innermost essence of human life, which is the servanthood of the Holy and the Great. Spiritual intelligence is defined as the ability of a person's soul to build himself as a whole through a variety of positive activities so as to solve various problems by looking at the meaning contained in it (Levin, 2002: 98). The students who have good spiritual intelligence will tend to have a high social character, empathy to their surroundings, honest, flexible, have good self-awareness, and able to positively respond to their life.

According to Wach (2002: 51), spiritual intelligence is the basis for the development of self-esteem, moral values, and sense of belongings. It directs us to the meaning of life that there is the greatest non-physical strength, God. It also connects us to the God through our soul, mind, mental, and moral.

Zohar and Marshall (2001: 48), define spiritual quotient as an intelligence to face the problems of meanings and values; it is an intelligence which places our behaviors and life in the wider meaningful context; it is an intelligence which assesses our acts or way of life more meaningful than others'. The spiritual quotient is the basis for activating the function of Intelligent Quotient (IQ) and Emotional Quotient (EQ) effectively. Spiritual Quotient (SQ) is considered as the highest intelligence which becomes the basis of other intelligence.

Based on the definitions above, it can be synthesized that spiritual quotient is an inner intelligence of humans which enables them to have self-ability to face their life by taking the meanings, moral values, and positive attitudes. People who have a high spiritual intelligence will always think positively. Spiritual quotient also enables them to place themselves in more positive ways wisely to reach the true happiness.

Zohar & Marshall (2001: 50), indicate the characters of spiritual quotient that has been well-developed as follows. (1) The ability to have flexible attitude (easily, actively, and spontaneously adapt); (2) Having a high self-awareness; (3) The ability to face and to take the benefits of sorrow; (4) The ability to face and to pass the sorrow; (5) The quality of life based on visions and values; (6) The indisposition to cause the detriment; (7) The tendency to have a holistic view; (8) The tendency to have questions to seek for the basic answers; and (9) The responsibility to realize the better visions and values to others.

2. Research Method

This research was a part of the doctoral dissertation research. This is a conceptual research intended to seek on the basis to build theoretical foundations, rationales, and hypothesis. Zed (2008: 3) states that conceptual research is a series of activities related to literature collecting method, reading, taking notes, and analyzing research materials. The validity technique used in this research was triangulation technique, i.e. triangulation of data, triangulation of method, and triangulation of theory. The data analysis techniques used in this research was data collection, data reduction, data presentation, and conclusion drawing.

3. Results and Discussion

The implementation of literary sociology learning model with CSQ approach (Contextual Teaching and Learning and Spiritual Quotient) in teaching literary theory course to the students of Indonesian Language Education Department can be elaborated through the learning steps, as follows.

Table 1. The Design of Literary Sociology Learning Model with CSQ Approach

No	Implementation	The Expected SQ
1	The teacher created learning community consisted of 4-5 students to discuss the materials of literary sociology.	The ability to have a flexible attitude, self-awareness, the tendency to have a holistic view, the tendency to have questions, and having the quality of life based on visions and values.
2	The students find, by themselves, the knowledge of literary sociology based on their experiences from the social life; then, then they discuss and construct the knowledge by themselves using constructivism theory.	Self-awareness, the tendency to have questions, having the quality of life based on visions and values, and the responsibility to realize the better visions and values to others.
3	The students learn to build the concept of literary sociology through systematic critical thinking (inquiry).	The tendency to have holistic view, the tendency to have questions,
4	The students develop their curiosity through a question-answer process.	The tendency to have questions, the responsibility to realize the better visions and values to others, the ability to have a flexible attitude, and the indisposition to cause the detriment.
5	In each group, they present learning the model to demonstrate the result of the discussion of literary sociology theory.	Having a high self-awareness, the ability to face and to take the benefits of sorrow, the ability to face and to pass the sorrow, the quality of life based on visions and values, the indisposition to cause the detriment, and the responsibility to realize the better visions and values to others.
6	Teacher and students collaboratively reflect the learning of literary sociology.	The ability to have a flexible attitude, having a high self-awareness, the indisposition to cause the detriment, and the responsibility to realize the better visions and values to others.
7	The teacher does authentic assessment towards the process and the result of the learning of literary sociology with CSQ approach.	Having a high self-awareness.

The results of this research are in line with the research that was done by Cochran (2007). He states that the advantages of learning with contextual teaching and learning approach for the students are deepening students' understanding and solving the problems. When they learn, they will involve in an activity that asks them to construct and understand the concept or learning materials. Through learning community, the students will discuss with others and communicate actively. Therefore, it will be able to strengthen students' understanding and knowledge.

Based on the results of this conceptual research and previously related researches, it is known that the implementation of literary sociology learning model with CSQ approach is able to make the students active and improving their spiritual quotient.

4. Conclusion

Based on the results and discussion, it can be concluded that the implementation of literary sociology learning model with CSQ approach to teaching literary theory is feasible. Its implementation can be done through the following steps: (1) creating a learning community; (2) applying constructivism theory; (3) applying inquiry; (4) questioning; (5) modeling; (6) reflecting; and (7) doing an authentic assessment. Through the steps of CTL, the students' spiritual quotient can be developed which can be indicated from the following attitudes: (1) The ability to have flexible attitude (easily, actively, and spontaneously adapt); (2) Having a high self-awareness; (3) The ability to face and to take the benefits of sorrow; (4) The ability to face and to pass the sorrow; (5) The quality of life based on visions and values; (6) The indisposition to cause the detriment; (7) The tendency to have a holistic view; (8) The tendency to have questions to seek for the basic answers; and (9) The responsibility to realize the better visions and values to others. The implementation of literary sociology learning model with CSQ approach enables the students to learn literary sociology theory actively and creatively.

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