Innovation in Fiction Text Learning Models Based on Humanistic Values For Strengthening Literacy Critical Learners

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Abstract

Study This aim developing learning models text fiction of a nature transformative , so that No only focus on understanding literary elements , but also in the formation of character , empathy , and ability think reflective participant educate . Approach This based on need will participatory , contextual , and adaptive learning to development modern education . Research use method model development with stages analysis needs , formulation objectives , preparation syntax , development teaching materials , trials , reflection , and dissemination . Approach interdisciplinary and digital media utilization is applied For enrich experience Study as well as grow creativity and collaboration participant education . Research results show that learning model text developed fiction own characteristics contextual , integrative , creative , collaborative , and reflective . This model push involvement active participant educate in reading and appreciating text fiction as representation reality social and cultural . The application of proven models increase literacy participant educate in a way holistic , encompassing ability reading , writing , listening , and speaking . In addition , the values character like empathy , responsibility responsibility and tolerance develop through meaning to conflict and moral message in text fiction . Research This conclude that learning model text innovative and humanistic fiction effective strengthen quality learning Indonesian and contribute to the formation of culture literacy in the modern era.

Keywords : Model , Learning and Fiction

INTRODUCTION

Learning Indonesian plays a role important as means development ability think critical , creative , and communicative participant educate [1]. Language not only viewed as tool communication , but also as a medium for formation character and identity nationality [2]. Between various form text taught , text fiction occupy position strategic Because contain mark aesthetic , moral, and social which can form sensitivity of taste as well Power imagination student [3]. However , learning text fiction in school Still often ongoing in a way monotonous and memorization - oriented structure , not on the appreciation and meaning it contains .

Condition the reflect existence gap between idealism literature learning with reality on the ground . Teacher still tend use method traditional in nature One direction , placing student

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as recipient knowledge passive , not as creator meaning active [4]. Learning text fiction becomes dry activity value , loss Power pull , and far from objective development literacy critical . As a result , the potential fiction as vehicle moral and intellectual education Not yet utilized optimally .

Change paradigm modern education oriented towards constructivism demand existence learning model innovation [5]. Draft This emphasize that knowledge No can transferred in a way directly , but rather must constructed through experience and interaction . Learning model text harmonious fiction with principle This will direct student For interpret , assess , and connect content text with life real . Involvement active student in understand text will grow ability think critical , appreciative , and ability express idea in a way creative .

Independent Curriculum provides room for educator For develop contextual and adaptive learning models to need participant educate [6]. Learning text fiction own potential big For realize Spirit curriculum the Because capable practice four competence main 21st century , namely think critical thinking , creativity , collaboration , and communication . The process of reading , discussing , and write text fiction can build environment fun , reflective , and productive learning for participant educate [7].

Progress digital technology also open opportunity new for development learning text innovative fiction [8]Utilization of interactive media , digital literacy platforms , and application online learning can create experience learn more dynamic and interesting [9]. Technology integration in literary learning provides chance to student For explore text visually , auditorily , and kinesthetically . However , innovation the still need directed so that the values humanistic and sensitive aesthetic in work fiction No reduced by domination aspect technological .

Approach modern pedagogical demands shift the role of teachers center knowledge become facilitator learning [10]. Participant educate placed as constructive subject knowledge through exploration and reflection . Learning model text student - centered fiction will give room for they For interpret literary works in a personal and contextual manner . This process will grow ability think analytical at a time hone sensitivity to values life contained in literature work .

Aspect cultural become dimensions important that is not can separated from learning text fiction . Literary works reflect view life , moral values , and reality social public [11]. Through

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learning text fiction , students invited understand identity its culture Alone at a time value diversity culture nation . Planting values tolerance , empathy , and diversity can realized through appreciation to literary texts that describe life man with all its complexity .

Foundation theoretical development of learning models text fiction must built in a way sturdy through approach interdisciplinary . Integration of theories constructivism , theory literary reception , and approaches humanistic become base conceptual strengthening learning model design . Fusion all three allows the creation of a learning process that is not only effective in a way methodological , but also meaningful in a way educational and philosophical . Development of learning models text fiction with base strong scientific will enrich treasury theory learning Indonesian language and literature.

Efforts to create a learning model text innovative fiction is step strategic going to improvement quality education language in Indonesia. Innovation the expected can answer challenges of the times that demand participant educate own ability literacy height , character strong , and sensitive Deep social . Development of learning models This No solely affairs technical-methodological , but also a form commitment to formation man learners who are cultured , have character , and are oriented towards humanity

RESEARCH METHODS

Study This use research and development (R&D) approach to produce learning models text innovative , humanistic , and relevant fiction with need participant education in the digital era. Research design developed through stages that include analysis needs , formulation objectives and characteristics of the model, compilation syntax learning , development teaching tools and materials , trials limited , evaluation-reflection , and refinement and dissemination of the model. All stages This based on principle constructivism and humanism which emphasize learning active , collaborative , and development values humanity participant education . Research implemented in learning Indonesian language at junior high school/Islamic junior high school level with involving teachers and participants educate as subjects involved direct in model testing .

Research data collected through observation on the learning process , interviews with teachers and participants educate , questionnaire model feasibility , as well as analysis document in the form of lesson plans, teaching materials , and results work students . Data analyzed in a way qualitative-descriptive with stages reduction , presentation , and withdrawal conclusion For know effectiveness of the model as well as response user . Model validation is performed through expert judgment by experts materials , language , and learning . Expert input used For do revision so that the model is produced own level optimal practicality , feasibility and effectiveness for implemented in learning text fiction .

RESULTS AND DISCUSSION
Draft Development of an Effective Fiction Text Learning Model

Learning text fiction is an integral part of education development - oriented language ability literacy , appreciation aesthetics , and formation character participant educate [12]. Fiction text No just serve story fiction , but rather present representation life man with all complexity emotional , social , and moral . Therefore that , development of learning models text effective fiction must based on understanding that literature is a learning medium values and reflection humanity . The model developed should capable connect between function educational

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literature with the formation process intellectuality and empathy students , so that learning No stop at the level cognitive , but rather touch dimensions affective and moral.

Effectiveness of learning models text fiction determined by his ability in present experience meaningful learning . Learning process No may knowledge transfer oriented only , but must facilitate student For build meaning in a way independent through involvement active and reflective [13]. Principle constructivism become runway theoretical main for development of such models This [14]. Student positioned as subject interpretive learning text based on experience , background behind culture and views his life themselves . Through dialogue, discussion , and activities appreciative others , students will construct personal understanding of text fiction , which in the end give birth to more learning alive and contextual .

Aspect effectiveness is also determined by the extent to which the learning model capable integrate three main domains education , namely cognitive , affective , and psychomotor domains . reflected in ability student understand element intrinsic and extrinsic text , analyze structure narrative , as well as interpret meaning symbolic literary works . Affective domain reflected in sensitivity , empathy social , and abilities live it values humanity contained in story . Meanwhile realm psychomotor looks in skills writing , playing role , or create new literary works as results reflection creative . Effective learning model will grow balance third realm the as indicator success comprehensive literary education .

Relatedness between text fiction and experience life participant educate is key main in create relevant learning . Students will more easy understand moral messages and values humanity when capable linking content text with reality social that they face it everyday . Therefore that , learning model text effective fiction must push student For carry out the meaning making process through reflection and interpretation personal . Teachers play a role as facilitator who helps student linking between the text world and the real world [15], between meaning symbolic and experiential concrete approach This No only hone Power critical students , but also build awareness ethical and emotional to life .

Ability think level high (*higher order thinking skills* or *HOTS*) to become indicator important from effectiveness of learning models text fiction [16]. Learning that only emphasize memorization element text No will give birth to critical reader . Effective model precisely demand student For analyze , evaluate , and create . Students invited For interpret meaning hidden , connecting text with context socio-cultural , and writing repeat story based on perspective new . Activities This push development creativity and innovation think . With Thus , learning text fiction No Again just means understanding literary works , but rather vehicle development reason critical and power creation participant educate .

Development of learning models text effective fiction must also be notice approach humanistic pedagogical principles . base approach This put participant educate as man wholly owned potential intellectual , emotional , social , and spiritual [17]. Teachers do not only play a

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role as teacher , but also a mentor who grows sensitivity and responsibility students' moral responsibility through literary [18]works . Learning text fiction based on humanism will create egalitarian dialogue space between teachers and students , where each experience read become a mutual process understand and appreciate difference perspective . With Thus , learning text fiction functioning as means education substantive character .

In context modern education , effectiveness of learning models text fiction is also measured from his abilities adapt with development technology and change style Study digital [19]generation . Participants educate moment This grow in a crowded environment with visual and interactive media , so that it is a learning model need integrate digital technology without remove mark Humanistic literature. Use of online literacy platforms , narrative videos , and applications learning interactive can enrich experience learn and grow interest read . However , the teacher still must put technology as tool supporters , not objective main , so that the values humanity in text fiction still become the core of learning .

Effectiveness a learning model text fiction can also seen from sustainability and impact term length to formation culture literacy . Successful model No only those who are capable increase mark academic , but also one that grows love reading and writing among participant educate [20]. Learning that presents text fiction in a way contextual and fun will fostering a strong literacy habitus . In the long term length , thing This will give birth to generation critical , creative , and cultured readers . Therefore that , development of learning models text effective fiction No only become need methodological , but also becomes a cultural strategy For strengthen civilization literacy nation .

Draft development of learning models text effective fiction in the end based on the principle harmony between theory , practice , and values . The model must capable present experience holistic learning , building skills think critical , and implant values humanity through appreciation to literary works . With combination approach constructivist , humanistic , and contextual learning text fiction will become vehicle formation character , intellectuality , and sensitivity social participant educate . The effectiveness of this kind of model This No only measured from results Study cognitive , but also from how far he capable form a reflective , empathetic , and cultured person literacy tall .

Characteristics of Relevant Fiction Text Learning Models with Need Learners

Characteristics of learning models text relevant fiction with need participant educate must based on the essence Study as an active and meaningful process . Participant educate No just object recipient knowledge , but rather subjects involved in a way aware in build meaning text through experience personal and interaction social [21]. The learning model developed need put participant educate as center activity learn , so that they own room For interpret , express , and evaluate values life contained in text fiction . In the context of this , learning No stop at understanding structure story , but rather continue to experience mark humanity , social and morals which are the core of literature work .

Learning model text effective fiction must own character contextual . This means that the activity Study need connected with reality life participant educate . Teachers as facilitator need

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linking themes , characters , and conflicts in text fiction with experience current students in the environment they . With approach said , text fiction No treated as object memorization , but as window reflection self and society . Contextuality make learning more meaningful , because participant educate can understand messages universal humanity and relate it with situation social that they experience in a way real .

In addition , the characteristics main learning model text relevant fiction is integrative [22]. Ideally, literary learning No stand alone , but rather connected with various aspect other sciences such as morals, culture , and psychology . Learning integrative allows student develop ability multidimensional [23]thinking , no only understand text in a way linguistics , but also interpreting the values contained therein through perspective ethics and empathy . Approach integrative This help participant educate build integrity insight , so that text fiction become means formation strong character .

Creativity become other characters that are not can ignored in development of learning models text fiction . Teachers need to give room for participant educate For create [24], for example with write repeat story , change corner view character , or create an alternative ending . Activity This No only hone imagination , but also develop ability think divergent . Through activity creative said , literary learning changed from just reading and analyzing become activity productive that stimulates Power creativity and sensitivity aesthetics student to language and life .

Learning model text relevant fiction should also be nature collaborative learning collaborative allows participant educate For discuss , argue , and support each other interpret text in a way together [25]. In the activity In this , the teacher plays a role as a mediator who directs the dialogue towards understanding deep , not as determinant meaning single . Collaboration kind of This foster a sense of mutual appreciate , ability communication and skills think critical in respond difference interpretation to text . With Thus , literature functions as a social media that forms personality dialogic .

Characteristics of learning models text responsive fiction to development technology is also very important . Participants modern education living in a digital era full of with visual and interactive information . Therefore that , learning model need utilizing digital media such as online literacy platforms , applications write creative , and virtual discussion forums . Technology integration can expand access to literary works , enriching experience learning , and build community productive digital literacy . Technology No substitute teacher, but rather means that strengthen the process of exploration and appreciation to text fiction .

Sensitivity to diversity culture become character important others . Indonesia as nation multicultural own treasury fiction that reflects various mark local and national [26]. Relevant learning model must open room for diversity that , with present texts that represent identity

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different cultures . Learning that respects diversity This No only enrich experience aesthetic participant educate , but also instill mark tolerance , empathy , and awareness multicultural . Fiction with thus become tool education capable character strengthen unity in diversity .

Characteristics the last one that determines success of the learning model text fiction is evaluative and reflective . Each activity learning need push participant educate do reflection to experience reading and writing they [27] . Evaluation No solely evaluate ability cognitive , but also measuring change affective and appreciative to values life . With reflection , participants educate invited understand personal meaning of the text they read , so that literature becomes experience enriching mind awareness and shaping maturity emotional . Models like This give birth to learners who are not only intelligent in a way intellectual , but also soulful humanist .

Steps for Developing an Innovative Fiction Text Learning Model

Initial step development of learning models text innovative fiction started from analysis need Study participant education and conditions real classroom learning [28] . Analysis This covers observation to characteristics students , interests to literary reading , as well as style dominant learning . The data obtained become base For formulate need actual learning , including frequent obstacles appear like low interest read , limitations teaching materials and methods monotonous teaching . With understand context mentioned , the learning model developed No nature theoretical only , but leave from reality concrete and measurable field .

Next steps is formulation objective development - oriented learning competence literary literacy . Designed objectives must covers dimensions cognitive , affective , and psychomotor participant educate [29]. In the realm of cognitive , students expected capable understand structure and elements intrinsic text fiction . In the realm of affective , they trained For live it moral and social values contained in literary works . While in the realm of psychomotor , participants educate directed For express results understanding they in form work creative like write short story or act out figure in drama. Comprehensive goals This will become foundation main for design of meaningful learning models .

Design syntax or stages learning is step crucial in innovative model development [30]. Syntax need reflect channel systematic and interactive learning , for example through stages exploration , elaboration , and confirmation . At this stage exploration , participants educate introduced with text fiction through activity read in-depth and identification element story . Stage elaboration push they For analyze meaning , value , and relevance text with life [31]. Stage confirmation Then used For strengthen understanding through discussion reflective , writing creative , or literary performance . With structured syntax , learning text fiction No only informative , but also transformative .

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next step is development varied and contextual teaching materials [32]. Teaching materials are not limited to text fiction conventional , but also includes works contemporary and relevant with reality social students . Utilization digital texts , modern short stories , and regional literary works can enrich experience learning . Teachers can adapt teaching materials based on level ability participant educate so that learning more inclusive [33]. Approach This allows participant educate For recognize various style writing , expanding literary insight , and develop sensitivity to issues social and humanitarian issues raised in work fiction .

Evaluation and testing of the model is stage that is not lost important . After a model design is prepared , necessary done validation experts and trials limited in the field . Validation aim evaluate suitability theory with practice , while trials give description effectiveness of the model on improvement skills reading and writing text fiction [34]. Data from the trial become base revision and refinement of the model so that it can implemented in a way broad . Approach based study like *research and development* (*R&D*) or *design-based research* (*DBR*) can used For ensure that the model developed own validity scientific and relevant practical [35].

Innovation in the learning model is also demanding utilization technology as an integral part of the learning process . Teachers can utilizing interactive media such as digital literacy platforms , literary blogs, or application reader text that allows student discuss online . Utilization technology This No only expand access to text fiction , but also fosters habit critical and productive digital literacy . With Thus , learning text fiction No Again limited to space class , but rather become activity sustainable literacy in cyberspace.

Reflection and feedback come back from participant educate become part important in perfecting the learning model [36]. Every activity learning need evaluated from side experience Study students , good through discussion class and journal reflective give room for participant educate For disclose personal meaning of the text that is read , as well as evaluate effectiveness the method used . The teacher then can adjust learning strategies to be more adaptive to need students . Reflective process This confirm that development of learning models text fiction No static activity , but rather a dynamic process that continues develop .

Stage end model development is dissemination and implementation in a way wide . The model that has been tested need socialized through academic forums , teacher training , or publication scientifically in order to be able to adopted by the institution other [37]education . Implementation in various context school will enrich empirical data and open up room collaboration inter-institutional in development national literary literacy . This step confirm

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that innovation in learning text fiction No only interest academic , but rather contribution real to development character and culture literacy nation .

Implementation of Fiction Text Learning Model in Increase Quality Indonesian Language Learning

Implementation of learning models text fiction in context education Indonesian has role strategic in build ability comprehensive literacy . Learning that is directed at appreciation and production text fiction allows participant educate No only control aspect linguistics , but also develop ability think critical , empathetic , and creative . The learning model designed with approach scientific , contextual , and reflective make Indonesian is not just tool formal communication , but rather means expression values , ideas , and imagination [38]. With Thus , the application of this model contribute direct to improvement quality learning good Indonesian in the realm of cognitive and affective .

Quality learning Indonesian language is very dependent on the extent to which students involved in a way active in the learning process [39]. Application of learning models text fiction allows occurrence interaction meaningful between students , teachers, and texts . Through activity read intensive , discussion groups , and writing creative , students get chance For participate active in build meaning . Involvement active the push they For think reflective to experience gained from text , at once increase ability compile idea with effective language . Implementation like This shift paradigm learning from teacher - centered to participant - centered educate .

Implementation of learning models text good fiction also has implications for improving ability speaking in a way comprehensive . Reading process sharpening literary works skills receptive , whereas activity write text fiction develop skills productive . Students who are accustomed to write story short or adapt certain literary works will own sensitivity to diction , structure sentences and style Language . Emphasizing learning integration between reading and writing fiction form students who do not only capable use Language in a way true , but also in a beautiful and meaningful . Here 's one form achievements highest in learning Indonesian , namely formation sensitivity linguistics and aesthetics .

In addition to the increase competence language , application of learning models text fiction own function formation characters . Works of fiction loaded with relevant moral , social and humanitarian values with life real . When students interpret conflict figures , understanding moral dilemma , or browse journey inner figure main , in No direct they Study understand complexity life human experience aesthetic This contribute to formation empathy , moral awareness , and sensitivity social . Therefore that , learning text fiction No just grow skills literary , but also forms ethical and humane personality .

Implementation of learning models text fiction also strengthens relatedness between Indonesian with life social and cultural nation . Through text fiction , participants educate can recognize identity national , understanding diversity culture , as well as appreciate values wisdom local . For example , through reading short story or novels set in culture area , students invited browse riches language , customs and views life Indonesian society . This process No only expand outlook culture , but also fosters a sense of pride to Indonesian language and

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literature as inheritance intellectual a noble nation . With Thus , the application of the learning model text fiction become means strategic For strengthen nationalism through literacy .

Innovation application of learning models text fiction is also related with utilization technology education . Teachers can using digital media such as e-books, online literacy platforms , and applications learning interactive For enrich experience learning . Through this media , students can access text fiction in a way more wide , discussing it in virtual space , even writing and publishing work they digitally . Technology integration in literary learning opens room for development digital literacy , which is currently This become competence important in the era of globalization . With Thus , the application of the learning model text fiction also becomes means adaptation education Indonesian language towards demands of the times.

Success application of learning models text fiction is very dependent on quality the role of teachers as facilitator and motivator. Teachers do not only on duty convey material , but also guide the process of interpretation and expression student to literary works . Competence pedagogical and literary teachers determine how far is the learning can ongoing in a way Inspirational . Teachers who understand essence text fiction will capable grow a sense of curiosity know students , directing productive discussions , and creating atmosphere appreciative learning . Therefore that , the increase teacher professionalism becomes key main in implementing learning models text fiction in a way effective .

Stage reflection and evaluation become component cover that ensures application of learning models running optimally. Evaluation learning No only evaluate ability cognitive like understanding element intrinsic , but also assess development affective and expressive students . Activities reflection , good through journal personal and discussion class , help student understand deeper meaning in from the text they read . With Thus , learning text fiction produce participant students who do not only speak language , but also character , culture , and have awareness high literacy . This is ideal form of improvement quality learning true Indonesian , rooted in humanity , oriented towards the formation of reason , and leads to civilization literacy.

CONCLUSION

Study This conclude that development of learning models text fiction based on principle constructivism and humanism capable give contribution significant to improvement quality learning Indonesian . The resulting model own characteristics contextual , integrative , creative , collaborative , and reflective , so that push participant educate For involved in a way active in understand and appreciate text fiction as representation reality social and cultural . The development process carried out in a way systematic through stages analysis needs , formulation syntax , development teaching tools , trials , and validation expert has produce a learning model that is appropriate , applicable and adaptive to dynamics modern education . Implementation of proven models increase literacy student in a way holistic , encompassing ability reading , writing , listening and speaking , all at once grow values character like empathy , responsibility responsibility , tolerance , and appreciation aesthetic . With Thus , the learning model text developed fiction No only effective in a way pedagogical , but also plays a role in build culture literacy and strengthening function education as means formation a person of character . In the future , this model can perfected through further trials breadth and integration technology more learning intensively to increase in accordance with need generation digital literacy .

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