INDONESIAN LITERATURE ENCYCLOPEDIA AS A MEDIA UNDERSTANDING THE HISTORY OF INDONESIAN LITERATURE

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Abstract: The history of literature is one of the most important factors in the indicators of the success of learning literature in class. Students in the class are generally in Special Indonesian lessons in the Indonesian literature section. This obstacle was also experienced by Indonesian language instructors who faced literary material. One common obstacle between students and instructors is the specter of boring literary works and alternative literary learning that are less varied. This specter was added to the beginning of not knowing students to Indonesian literary figures. If it is not done well, it will have an impact on the decline in student learning motivation and the reluctance of teachers to teach Indonesian literature. For this reason, mastery of alternative literary learning media must be pursued with effective strategies.

The strategy is to package information about an interesting medium and can be easily found. This can be a choice of remembrance of material presentation in an Indonesian literary encyclopedia complete with solid information and a colorful display. Choose literary figures in the period of appearance of writers and those who are members of his generation. Through this encyclopedia students easily get information from Indonesian writers from various eventual summits. If the condition is achieved, literary lessons, especially in the historical aspect, will no longer be considered as something serious because every writer has his own history.

Keywords: literary history, literary encyclopedia

INTRODUCTION

Literature is one of the lessons that are less desirable in schools even though it is actually a pleasant pursuit. This can be seen from the enthusiasm of students during Indonesian language lessons, especially the literature section. It was also seen in the use of monotonous language and language learning media. The average school only has learning media in the form of teaching material books, which are indeed not learning media, but they are teaching. Examples of the implementation of language and literary learning in schools when analyzing poetry, students will be given a sheet of poetry or poetry readings. There are no interesting variations of learning media. When discussing authorship, the teacher will usually assign students to bring one example of literature or display a literary figure in the class and discuss it. This certainly makes the atmosphere of the Indonesian language and literature class less attractive even though there is a large portion of class time.

Learning conditions like this if left unchecked will become a scourge that must be eliminated. Whereas if we study more deeply in Indonesia, which has a culture and social situation that can be learned, we can learn through literary works produced from

year to year. This is because every literary work born is a reflection of the social conditions of the community that occurred at that time. With the characteristics of the author in producing his work we can easily explore social dynamics.

History of literature is one way to trace literature and tools to find literary links with one another. From the history of literature as well as the author's biography, we can obtain a track record of authorship. Unfortunately the books that cover Indonesian writers are not many. Even if there is a book look less attractive and contains info that sometimes makes us tired when reading it. Through Indonesian literary encyclopedias, which of course presents an attractive, diverse, and colorful look, and information that is dense and easy to help students understand literature, especially on subjects related to literary history.

Literature comes from the sansakerta shastra language, which means "writing that contains instructions" or "guidelines". In Indonesian society the definition of literature is still vague, its meaning sometimes becomes biased. The definition of literature refers to literature that is given an affix. "Su" means good or beautiful and "literature" means writing or painting. So, literature means writing or painting containing goodness or beauty. Literature is divided into oral and written literature. Oral literature deals with various kinds of work in the form of writing while oral literature is a literary work that is expressed verbally directly. In its development literary terms with literature have different meanings. Literature is interpreted to be more limited to written language while literature has a broader meaning and scope. The term literary refers to literature that is more poetic and abstract. Writers are terms derived from literary terms, namely people who are involved and have expertise in the literary field.

Literature according to Sugihastuti (2007) literature is a medium used by authors to convey their ideas and experiences. As a media, the role of literature is as a medium to connect the thoughts of the author to be conveyed to the reader. In addition, literary works can also reflect the author's views on various problems observed in his environment.

Encyclopedias according to Andy Prastowo (2012: 14) are books (or a series of books) that collect information or descriptions of various things in the field of art and science, which are arranged alphabetically or in a scientific environment. In other words the encyclopedia is a number of writings that contain explanations that store information comprehensively, quickly understood and understood, concerning the entire branch of science or specifically in a particular branch of science, arranged in parts of articles with one topic of discussion in each article arranged alphabetically, published categories or volumes and generally printed in the form of a series of books that depend on the amount of material included.

APPROACH & RESEARCH METHOD

The method of this research is qualitative research using descriptive methods. According to Sukmadinata (2009: 53-60), qualitative research is research that is used to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, and people individually or in groups. Sukmadinata (2009: 18), states that descriptive research aims to define a situation or phenomenon as it is. Based on the description above, it can be concluded that this type of research uses qualitative research because the analysis of the data is in the form of written or oral words and considers the opinions of others which can be referred to as sources.

RESULTS AND DISCUSSION

The data in this study were analyzed based on the selection of Indonesian literary encyclopedia categories and functions in literary learning at school. Literary history was chosen because it is one of the documents on the development of literature and a reflection of Indonesia's social development. In learning related to literary history, it is reviewed about the track record of Indonesian literature and authorship of Indonesian literature.

By discussing the traces of literature and authorship of Indonesian literature, it has automatically studied various types of authorship and the development of Indonesian literature. The media used in introducing the history of Indonesian literature is the Indonesian literary encyclopedia. This encyclopedia contains information relating to Indonesian literature, authors, author's work, and a brief biography of the author. In the encyclopedia that presents biographies of authors of various periods, it will give students an idea of the situation in Indonesia in that period.

Indonesia has a periodization of literary authorship to facilitate the classification of literary works and writers. Each period gives birth to literary works that represent the period. Every writer has his own style in producing literature. But not many students know about Indonesian writers.

As an example:

1. Totok Sudarto Bachtiar who was born on October 12, 1992 in Palimanan Cirebon. He was in his 50s because he began introducing his work that year. The unique style of Toto's authorship is moody and alienated. He described many of the lives of destitute figures in the capital. He painted many gloomy passageways on the outskirts of the capital which were indeed the social situation of the capital at that time which was in accordance with what Toto described.

2. The next WS Rendra author, whose full name is Wilibrodus Surendra Broto, who was born in Solo on November 7, 1935. Although in every Indonesian language book the WS Rendra was raised as an example Indonesian authors did not know much about the type of WS Rendra's authorship. A WS Rendra is one of the most

famous poets in Indonesia. His works are characterized by simplicity. He criticized the social situation of Indonesian society outside the capital city with its simplicity.

From the two examples of literary figures discussed above, it can be seen that each literary work that is born represents the condition of the place of birth or condition of the writer. What he felt, all he saw was written in the work of the satra he had made. This is one brief description that explores the history of literature, so we are exploring the social portrait of the community. History will be reflected through literary works written by great authors.

CONCLUSION

Literary learning in schools needs to be applied maximally and interestingly. Literary learning must always create something new to provoke students' creativity in learning. For example in understanding Indonesian history can be done through literary works produced by literary works.

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