

Dimensi Bernalar Kritis dalam Novel *Orang-Orang Proyek* Karya Ahmad Tohari sebagai Alternatif Bahan Ajar Pembelajaran Apresiasi Sastra di SMP

Dimensions of Critical Reasoning in the Novel *Orang-Orang Proyek* by Ahmad Tohari as Alternative Teaching Materials for Literature Appreciation Learning in Junior High School

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Abstract: The critical reasoning dimension in a novel can be one of the media in shaping students' character education through learning. The purpose of the research is to describe the critical reasoning dimensions in the novel *Orang-orang Proyek* by Ahmad Tohari as an alternative teaching material for learning literary appreciation in Junior High School. This research used descriptive qualitative research method. The data collection techniques used were documentation and note-taking techniques. Data analysis techniques used are data collection, data reduction, data presentation, and drawing conclusions. The results of this study showed the existence of critical reasoning dimensions with elements of obtaining and processing information and ideas; analyzing and evaluating their own thinking; reflecting and evaluating their own thinking in the novel *Orang-Orang Proyek* by Ahmad Tohari. The novel *Orang-Orang Proyek* can be used as an alternative teaching material for the learning literary appreciation in Junior High School because it is in accordance with aspects of language, psychology, and cultural background. Based on the research results, the novel *Orang-Orang Proyek* by Ahmad Tohari can be used as an alternative teaching material for learning literary appreciation in Junior High School.

Keywords: critical reasoning dimension, literature appreciation, novel, teaching materials.

Abstrak: Dimensi bernalar kritis dalam sebuah novel dapat menjadi salah satu media dalam membentuk pendidikan karakter peserta didik melalui pembelajaran. Tujuan dari penelitian adalah untuk mendeskripsikan dimensi bernalar kritis dalam novel *Orang-Orang Proyek* karya Ahmad Tohari sebagai alternatif bahan ajar pembelajaran apresiasi sastra di SMP. Penelitian ini digunakan metode penelitian deskriptif kualitatif. Teknik pengumpulan data yang digunakan adalah teknik dokumentasi dan simak catat. Teknik analisis data yang digunakan adalah pengumpulan data, reduksi data, penyajian data, dan penarikan data. Hasil penelitian ini ditunjukkan adanya dimensi bernalar kritis dengan elemen memperoleh dan memproses informasi serta gagasan; menganalisis dan mengevaluasi pemikirannya sendiri; dan merefleksikan serta mengevaluasi pemikirannya sendiri pada novel *Orang-Orang Proyek* karya Ahmad Tohari. Novel *Orang-Orang Proyek* dapat dijadikan sebagai alternatif bahan ajar pembelajaran apresiasi sastra di SMP karena sesuai dengan aspek bahasa, psikologi, dan latar belakang budaya. Berdasarkan hasil penelitian, novel *Orang-Orang Proyek* karya Ahmad Tohari dapat dijadikan alternatif bahan ajar pembelajaran apresiasi sastra di SMP.

Kata Kunci: apresiasi sastra, bahan ajar, dimensi bernalar kritis, novel.

INTRODUCTION

Literature learning is an activity of learning about literary works with the aim that students can understand the content and meaning in the literary works presented and be able to apply the values contained in them to everyday life. Literature learning plays an important role in shaping the personality of excellent learners. This is based on two main reasons. First, literary works can foster a sense of sensitivity in learners because people who like to read literary works can train four and emotional sensitivity. Secondly, literature learning encourages the development of positive values such as perseverance, intelligence, creativity, and creative ability in learners.

One form of literature learning is literature appreciation learning. Literary appreciation learning aims to bring students towards the experience that exists in humans through the process of recognizing and respecting values, both individually and socially (Purwaningsih et al., 2023). In addition, Rahmanto (1988) argues that learning literary appreciation has four important values in helping to increase the value of

education, namely: (1) Helping language skills, (2) Increasing cultural knowledge, (3) Developing creativity and taste, (4) Supporting character building.

The current condition of learning literature appreciation in schools still faces various challenges such as low student interest, the gap in expectations between curriculum and practice, the importance of linking literary material with contemporary issues, the need for collaboration with various parties, and the obstacles of an independent curriculum in the context of literature appreciation. (Monalisa & Fitrianto, 2024). Based on these problems, teachers need to prepare literature learning in a well-organized manner and with the right objectives. One of the goals in learning is to improve critical reasoning in students.

Critical reasoning is very important in the character of learners because it can help them solve problems in life. This is reinforced in the Pancasila Learner Profile that critical reasoning is one of the dimensions that need to be achieved from an Indonesian learner so that they have the ability to compete globally and have a character in accordance with the values of Pancasila. (Arifin, 2021). Critical reasoning is the process of learners interpreting information quantitatively and qualitatively, creating connections between different types of information, identifying information, evaluating, and drawing conclusions. (Suminar, 2022).

The current situation of students has not fulfilled the ability to reason critically. This is shown by their attitudes and behavior in everyday life such as believing in hoax news, easily judging others without seeking further information, and doing activities that can harm themselves. Thus, the ability to reason critically needs to be improved in learning activities, one of which is through learning literary appreciation.

Learning literature appreciation can help in developing personality, character building, and increasing knowledge about human life experiences. (Ahmadi, 1990). Through a good personality and character as well as a broad provision of knowledge, students' reasoning will become sharper so that they are ready to face various challenges. One way to learn literary appreciation is through novel prose. Novels are literary works that have complete and complex story elements and contain many values in them so that they can help in improving the character values of students, especially in critical reasoning skills.

Determining teaching materials in learning literary appreciation in novels is the main thing. This is shown by Semi's opinion (2002) that teaching materials are teaching materials that can help teachers to achieve learning objectives. Thus, teaching materials in literature learning need to be considered. Rahmanto (1988) argues that in choosing teaching materials in learning literary appreciation, novels should have three important aspects, namely language, psychology, and the cultural background of students. By fulfilling these three aspects, novels can be used as teaching materials for learning literary appreciation. One of the novels that has fulfilled the aspects of teaching materials is *Orang-Orang Proyek* by Ahmad Tohari.

The novel *Orang-Orang Proyek* by Ahmad Tohari tells the story of a character named Kabul, an engineer who is responsible for the Cibawor Bridge project. However, there are obstacles during the project, namely acts of corruption. Therefore, Kabul tries to complete the project as well as possible without reducing the quality of the bridge. This novel is worthy of being used as teaching material because the story contains many values, especially the ability to reason critically. In addition, this novel has been adapted to the important aspects of teaching materials.

This study aims to describe the dimensions of critical reasoning contained in the novel *Orang-Orang Proyek* by Ahmad Tohari. After that, the results of the analysis in the novel *Orang-Orang Proyek* by Ahmad Tohari will be used as alternative teaching materials in learning literary appreciation in junior high school. Based on the explanation that has been given, this research will focus on the novel *Orang-Orang Proyek* by Ahmad Tohari. Thus, the title of this research is "Dimensions of Critical Reasoning in the Novel *Orang-Orang Proyek* by Ahmad Tohari as Alternative Teaching Materials for Literature Appreciation Learning in Junior High School".

METHODS

This research used a qualitative descriptive method. Descriptive research is research that describes events or events that are happening. Descriptive analysis is used to clearly explain the data obtained in the documents discussed. Qualitative research is research conducted on scientific objects that cannot be

changed by researchers and their presence does not affect the dynamics of the object (Sugiyono, 2016). The data source in this research is the novel *Orang-Orang Proyek* by Ahmad Tohari. The data in this study are words, sentences, paragraphs, and dialogs that contain critical reasoning dimensions in the novel *Orang-Orang Proyek* by Ahmad Tohari. The main instrument in this study was the researcher. The data collection techniques used are documentation and note-taking techniques. Documentation technique is a technique to collect data through novels read in the form of words, sentences, paragraphs, or conversations containing critical reasoning dimensions in the novel *Orang-Orang Proyek* by Ahmad Tohari. The note-taking technique is a technique for deducing facts that are in the research problem by involving two activities, namely listening and recording (Sudaryanto, 1993). The data analysis techniques used are data collection techniques, data reduction, data presentation, and drawing conclusions using the Miles and Huberman method (Sugiyono, 2016). Data collection in this research is reading the research subject. Data reduction in this study is focusing on important things in selecting data, namely the dimensions of critical reasoning and the feasibility of novels as teaching materials. Data presentation is a stage in organizing and summarizing data through the process of taking action. Data retrieval is the conclusion of the research that has been done.

RESULT AND DISCUSSION

Based on the analysis of the critical reasoning dimension in the novel *Orang-Orang Proyek* by Ahmad Tohari, six quotations were found that contain the critical reasoning dimension which is divided into three key elements, namely obtaining and processing information and ideas; analyzing and evaluating their own thinking; and reflecting and evaluating their own thinking. The existence of elements contained in this critical reasoning dimension can help in developing learners' ability to process information, analyze reasoning, reflect on their thinking, and be able to make decisions objectively and rationally.

The results of the research and discussion will be described in the form of descriptions based on the results of the analysis and discussion of the dimensions of critical reasoning in the novel *Orang-Orang Proyek* by Ahmad Tohari that have been carried out. The key elements in the critical reasoning dimension are obtaining and processing information and ideas, analyzing and evaluating their own thinking, and reflecting and evaluating their own thinking.

3.1 Elements of Obtaining Information and Ideas

Pancasila students with critical reasoning are students who have a high sense of curiosity, actively asking questions about various relevant things in order to identify, clarify, and process ideas and information obtained. This can help Pancasila students in obtaining information and ideas received. Good Pancasila students can distinguish information and ideas, so that if there is insufficient information, Pancasila students will be active in collecting data and facts about the truth. In the novel *Orang-Orang Proyek* by Ahmad Tohari, there are two quotes that allegedly contain elements of obtaining information and ideas which will be described as follows.

“Penyimpangan itu sudah menjejala di mana-mana,” ujarnya dengan wajah menunduk seperti orang kecewa. “Iya, kan? Ritus-ritus agama, ya manifestasi penekanan pada syariah itu, kelihatan semarak. Kajian agama, dari tablig akbar sampai siraman rohani melalui siaran radio dan televisi diselenggarakan pagi dan sore. Namun ramainya penyelenggara ritus, ya tampaknya hanya berbuah kesalehan virtual.”
(*Orang-Orang Proyek*: 49)

Based on the excerpt in the novel, there is a process in obtaining information and ideas in it. This is shown by Kabul conveying information to Mr. Tarya about the perversion that has been rampant everywhere, even religious figures. Kabul knows this information based on the results of his research conducted with his friends when he was an activist. Thus, Kabul applies the element of obtaining information and ideas by collecting data and facts about the information obtained without accepting it

rawly. In addition, there are other quotations in the novel that contain elements of obtaining information and ideas which will be described as follows.

“Kalau aku sih bukan hanya kenal, karena Pak Tarya orang sini. Dia itu orang nyentrik. Terkenal doyan baca. Di desa ini hanya ada dua pelanggan koran. Pak Tarya dan bapakku.” (Orang-Orang Proyek: 85)

Through the quotations in the novel that have been submitted, the process of obtaining information and ideas in it is shown. This is shown by Wati who thinks that Mr. Tarya is an eccentric person because he likes to read. Wati thinks so because no one else in the village subscribes to the newspaper, apart from her father and Mr. Tarya. Subscribing to a newspaper is a strange thing, especially in the village because villagers consider that food is more important than reading. In addition, the high cost of subscribing to a newspaper makes villagers prefer to do other things rather than reading.

Based on the explanation of the two excerpts from the novel *Orang-Orang Proyek* by Ahmad Tohari that have been submitted, this novel can foster the dimension of critical reasoning, especially in the element of obtaining information and ideas because in it there is information that needs to be sought to match the facts. For example, it is conveyed that religious figures often commit various deviations which are relatively the same as the situation in Indonesia. In addition, the low interest in reading in the novel also indicates the similarities experienced by Indonesian society. Through the examples presented, learners are encouraged to process the information and ideas contained in the novel, then find out the data and facts about the truth. In addition, through the information, learners become motivated to at least be able to solve this problem one day. Thus, by applying the elements of obtaining information and ideas to learners can improve critical reasoning skills both in the family, school, and community environment.

3.2 Elements of Analyzing and Evaluating One's Own Thoughts

Pancasila learners who reason critically can make decisions and actions based on their own thinking. By analyzing and evaluating the information and ideas received, learners have strong and relevant reasons so that they can make wise decisions. There are two quotes in the novel *Orang-Orang Proyek* by Ahmad Tohari that allegedly contain elements of analyzing and evaluating their own thoughts which will be described as follows.

“Kan zaman sudah edan, Mas. Pilihan kita hanya dua. Ikut edan atau jadi korban keedanan”. “Memang sih, Pak, sekarang ini di mana tidak ada orang yang edan? Jajaran birokrasi pemerintah, gudangnya. Jajaran penegak hukum, tentara, Depdikbud, Depag, sama saja. Pengusaha kontraktor, banker, tak ada beda”. “Wakil rakyat?”. “Hehe. Wakil rakyat kan cuman topeng. Isinya nggih sami.” (Orang-Orang Proyek: 49)

Based on the novel excerpt, there are elements of analyzing and evaluating their own thoughts between Pak Tarya and Kabul. Pak Tarya and Kabul think that the current era is crazy. Where everyone will compete to do anything such as corruption in order to achieve success and wealth. Starting from the ranks of government bureaucracy, law enforcement, soldiers, contractors, even representatives of the people who are said to be with the people. Thus, Pak Tarya and Kabul realized that there were only two choices for them, to join the madmen or become victims of their madness. In addition, there are other quotes in the novel that show elements of analyzing and evaluating their own thoughts which will be described as follows.

“Nanti dulu. Tadi kamu bilang pekerja kamu liburkan? Bukankah proyek ini harus selesai sebelum masa kampanye pemilu?”. “Memang. Dan untuk meliburkan pekerja, aku harus berdebat dengan Pak Dalkijo. Aku tak mau jadi ujung tangan kapitalis baru yang menindas bangsa sendiri. Libur

hari minggu adalah hak mereka. Apalagi sudah dua bulan mereka bekerja tanpa libur.” (Orang-Orang Proyek: 117)

Through the novel excerpt, there is an element of analyzing and evaluating his own thoughts shown by Kabul to his colleagues. As the leader of the contractor, Kabul gave them time off because they had worked for two months without a vacation. In addition, Kabul also does not want to be considered a capitalist who oppresses his own people. Although he had to argue with his superiors, Kabul still needed to do this for the common good. Thus, it can be shown that Kabul applies the element of analyzing and evaluating his own thoughts.

Based on the explanation of the two excerpts from the novel *Orang-Orang Proyek* by Ahmad Tohari, this novel can foster the element of analyzing and evaluating one's own thoughts in critical reasoning. As in the example that has been conveyed related to Kabul's thoughts who often analyze and evaluate his thoughts so that he makes the right decision. Learners can imitate Kabul's critical nature and think before acting so that it does not harm himself. Thus, through the novel, learners will be helped in fostering the process of analyzing and evaluating their own thoughts in an effort to apply the dimensions of critical reasoning.

3.3 Elements of Reflecting and Evaluating One's Own Thinking

Pancasila students who can reflect and evaluate their own thinking so that they will not repeat the same mistakes. Pancasila students must continue to develop their capacity through the process of reflection, strive to improve their strategies, and be persistent in trying various alternative solutions to existing problems. There are two quotes that allegedly contain elements of reflecting and evaluating their own thoughts in the novel *Orang-Orang Proyek* by Ahmad Tohari which will be described as follows.

Sebagai insinyur, Kabul tahu betul dampak semua permainan ini. Mutu bangunan menjadi taruhan. Padahal bila mutu bangunan dipermainkan, masyarakatlah yang pasti menanggung akibat buruknya. Dan bagi Kabul hal ini adalah pengkhianatan terhadap derajat keinsinyurannya. (Orang-Orang Proyek: 32)

Based on the quote, there is an element of reflecting and evaluating his thoughts shown by Kabul. He knows about the impact experienced by the community if they continue to follow the game. Kabul tries to find ideas and ways to get out of the vicious circle and provide the best thing for the community, especially for the Cibawor bridge. In addition, there are other quotes in the novel that show elements of reflecting and evaluating his thoughts which will be described as follows.

“Dan ngomong-ngomong, sampeyan pilih numpak montor sinambi sawan tangis atau mikul dhawet sinambi rengeng-rengeng?”. “Saya? Ah, kalau bisa saya numpak montor sinambi rengeng-rengeng. Artinya, saya ingin punya mobil, rumah bagus, uang banyak, tapi hasil kerja yang wajar”. “Kok curang? Mas Kabul mengambil pilihan yang tidak ditawarkan”. “Pak Tarya juga curang. Sebab untuk zaman sekarang kedua pilihan itu terlalu sederhana, hitam-putih.” (Orang-Orang Proyek: 222)

Through the novel excerpt, there is an element of reflecting and evaluating his own thoughts shown by Kabul towards Mr. Tarya's question. Kabul feels that the question asked by Mr. Tarya is no longer relevant to the current situation because it is too simple and black and white. Kabul feels that in today's complex and fast-paced world, anything can happen.

Based on the explanation of the two excerpts from the novel *Orang-Orang Proyek* by Ahmad Tohari that have been submitted, this novel can foster elements of reflecting and evaluating their thoughts in students. This is shown by the various efforts and efforts made by the characters against the problems

being faced. By developing a strong and appropriate strategy, every problem in life can be solved. Thus, the elements of reflecting and evaluating in critical reasoning skills can grow and develop in learners.

Feasibility of Orang-Orang Proyek Novel as Teaching Material

In the feasibility of teaching materials for learning literary appreciation in novels according to Rahmanto, there are three important aspects in the selection of literary teaching materials, namely language aspects, psychological aspects, and cultural background aspects. The feasibility of the novel *Orang-Orang Proyek* by Ahmad Tohari as teaching material for learning literary appreciation will be described as follows.

3.4 Language Aspect

The language aspect in the novel as a feasibility of teaching materials for learning literary appreciation is shown through five indicators which include: (1) Using archaic words; (2) Paying attention to the use of complex sentences; (3) Using varied language; (4) Paying attention to the selection of language styles; and (5) Language level according to the ability of junior high school students. The language aspect with the indicator of using archaic words is shown in the novel excerpt as follows.

“Saya? Ah, kalau bisa saya numpak montor sinambi rengeng-rengeng.” (Orang-Orang Proyek: 222)

Based on the novel excerpt, there is an indicator of using archaic words shown by the word “*rengeng-rengeng*”. This word is rarely used in everyday life, especially among students. Thus, the use of archaic words aims to maintain a classic feel, especially in novels. In addition, the use of archaic words in the novel can provide knowledge for students related to cultural diversity, especially in language. The next indicator in the language aspect is to pay attention to the use of complex sentences shown in the novel with the following quotation.

“Peristiwa ini memang kecil tapi saya kira mengandung makna yang pantas kita renungkan.” (Orang-Orang Proyek: 152)

Based on the novel excerpt, there is a complex sentence shown by the sentence “*this event is indeed small*” as the parent sentence. Then, the sentence “*but I think it contains a meaning that deserves our contemplation*” as a child sentence. Thus, the novel *Orang-Orang Proyek* by Ahmad Tohari uses complex sentences in it.

The indicator of the language aspect of the novel as the feasibility of the next teaching material is to use a varied language. The novel *Orang-Orang Proyek* by Ahmad Tohari fulfills this indicator which is shown by the three languages used, namely Indonesian, Javanese, and English. Indonesian is the core language in this novel, so the whole novel uses Indonesian. The Javanese language used in *Orang-Orang Proyek* aims to pronounce things such as “*sampeyan*” and “*biyung*”. The use of Javanese language used in the novel shows the original identity of the author who comes from Java. The English language used in this novel is shown by Kabul who swears, namely “*he drove by tax*”. The word shows that Kabul is an intellectual and open person.

Paying attention to the selection of language styles in novels is an indicator for the feasibility of further teaching materials. This novel has paid attention to the selection of language styles because Ahmad Tohari as the author has a character in writing a literary work, namely writing that is easy to understand. In addition, by often using Javanese language in the content of the novel and its content with the theme of social criticism becomes an identity of Ahmad Tohari's writing.

The last indicator in the language aspect of the novel as a feasibility of teaching materials is the level of language adapted to the ability of junior high school students. This indicator will be explained in the novel excerpt which will be described as follows.

Kabul agak terlambat bangun. Lari ke kamar mandi, keluar menyambar sajadah. Mandinya belakang. (Orang-Orang Proyek: 84)

Through the novel excerpt presented, the level of language is in accordance with the ability of junior high school students because the language is easy to understand and does not contain harsh elements. Based on the explanation of the five indicators of language aspects in novels as feasibility of teaching materials, the novel *Orang-Orang Proyek* by Ahmad Tohari has met all five indicators. Thus, the novel *Orang-Orang Proyek* by Ahmad Tohari can be used as an alternative teaching material for learning literary appreciation in junior high school.

3.5 Psychological Aspects

The psychological aspect in the novel as a feasibility of teaching materials for learning literary appreciation is shown by two indicators, namely in accordance with the psychological development stage of students and free from inappropriate content. The novel *Orang-Orang Proyek* by Ahmad Tohari is suitable as teaching material because it has fulfilled the psychological aspects of students. Indicators of the psychological development stage in students can be shown by changes in their attitudes towards social life. The novel *Orang-Orang Proyek* by Ahmad Tohari shows stories related to social life which will be described as follows.

“Ya. Saya bisa mengira-ngira. Mantan aktivis seperti Dik Kabul tentu menghendaki perubahan besar di berbagai bidang. Korupsi dalam berbagai bentuk dan manifestasinya harus dihilangkan. Pemerintah meski cakap, berwibawa, dan terpercaya. Lembaga legislatif harus selalu berpihak kepada kepentingan rakyat. Pokoknya demokrasi harus benar-benar tegak”. (Orang-Orang Proyek: 34)

Based on the quotations submitted, this novel shows its feasibility as teaching material in the psychological aspect. This is shown by the story told in relation to life and social reality, especially in Indonesia. Democracy that is not upright becomes an example that this problem really occurs in Indonesia. Through this problem, students become triggered and interested in the contents of the novel *Orang-Orang Proyek* by Ahmad Tohari. Thus, the novel is worthy of being used as teaching material for literary appreciation learning.

The novel *Orang-Orang Proyek* by Ahmad Tohari is also free from inappropriate content because the story does not contain elements of pornography or racism. The deviant things shown in this novel are the actions of state officials. Thus, the indicator of being free from inappropriate content has been fulfilled in the novel. Based on the explanation that has been conveyed, the novel *Orang-Orang Proyek* by Ahmad Tohari has fulfilled the indicators in the psychological aspect and is suitable as an alternative teaching material for learning literary appreciation in junior high school.

3.6 Aspects of Cultural Background

The aspect of cultural background in the novel as a feasibility of teaching materials for learning literary appreciation is shown by, there are two indicators, namely the cultural background of the novel related to students and free from culturally inappropriate content that is explained vulgarly. The novel *Orang-Orang Proyek* by Ahmad Tohari is suitable as teaching material because it is in accordance with the cultural background aspects of students. This is indicated by the indicators of the novel's cultural background related to students which will be described in the following quotation.

“Kan zaman sudah edan, Mas. Pilihan kita hanya dua. Ikut edan atau jadi korban keedanan”. “Memang sih, Pak, sekarang ini di mana tidak ada orang yang edan? Jajaran birokrasi pemerintah, gudangnya. Jajaran penegak hukum, tentara, Depdikbud, Depag, sama saja. Pengusaha kontraktor, banker, tak ada beda”. “Wakil rakyat?”. “Hehe. Wakil rakyat kan cuman topeng. Isinya nggih sami.” (Orang-Orang Proyek: 49)

Based on the quotation presented, the novel *Orang-Orang Proyek* by Ahmad Tohari is in accordance with the indicator of the relationship between the literary cultural background and students because the

story conveyed is in accordance with the situation with students in Indonesia. The government bureaucracy that often commits corruption, unfair law enforcers, incompetent security forces, and people's representatives who betray their own people are a form of similarity between the literary background and students. The suitability and similarity of the literary cultural background with students make the novel *Orang-Orang Proyek* by Ahmad Tohari attractive to be used as an alternative teaching material for learning literary appreciation.

The novel *Orang-Orang Proyek* by Ahmad Tohari is also in accordance with the indicator of being free from culturally inappropriate content described in a vulgar manner. This can be shown because there are no quotes or stories related to deviant culture. Therefore, this novel can be declared free from culturally inappropriate content because there is no evidence in it. Based on the explanation that has been conveyed, the novel *Orang-Orang Proyek* by Ahmad Tohari can be used as an alternative teaching material for learning literary appreciation because it has fulfilled both indicators in the cultural background aspect, namely the literary background related to students and free from deviant cultural content.

CONCLUSION

The conclusion obtained in this study is that there are dimensions of critical reasoning in the novel *Orang-Orang Proyek* by Ahmad Tohari as shown through six quotations, each of which is divided into two quotations on three important elements, namely obtaining and processing information, analyzing and evaluating their own thoughts, and reflecting and evaluating their own thoughts. The novel *Orang-Orang Proyek* by Ahmad Tohari can be used as an alternative teaching material for learning literary appreciation in junior high school because it is in accordance with the criteria for existing teaching materials both from the aspects of language, psychology, and cultural background. The language aspects contained in the feasibility of literary teaching materials include the use of archaic words, the use of complex sentences, varied language, the selection of language styles, and the level of language adapted to junior high school students. The psychological aspects contained in the feasibility of literary teaching materials include the stages of psychological development of students and are free from inappropriate content. The cultural background aspect contained in the feasibility of literary teaching materials includes the cultural background of the novel related to the cultural background of students and free from culturally inappropriate content that is explained vulgarly. Based on this explanation, the novel *Orang-Orang Proyek* by Ahmad Tohari can be used as an alternative teaching material for learning literary appreciation in junior high school.

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