

Social Values in the Novel Series *Kami (Bukan)* by J.S. Khairen and its Feasibility as Teaching Materials for Literature in High School

Mamluatul Hikmah[✉], Agus Nuryatin, Haryadi Haryadi

Universitas Negeri Semarang, Indonesia

Article Info

History Articles
Received:
20 October 2024
Accepted:
18 November 2024
Published:
30 December 2024

Keywords:
Kami (Bukan) novel
series, social values,
teaching materials

Abstract

Literature learning in school is not fully optimized, with teachers generally focusing on the material presented in textbooks. The *Kami (Bukan)* novel series by J.S. Khairen could be selected as an alternative teaching material. Furthermore, many adolescents do not conform to societal social values. Therefore, it is essential to cultivate these values through literary works. This study aims to describe the social values and suitability of the *Kami (Bukan)* novel series by J.S. Khairen, which contains four novel titles, including *Kami (Bukan) Sarjana Kertas*, *Kami (Bukan) Jongos Berdasi*, *Kami (Bukan) Generasi Bac*t*, and *Kami (Bukan) Fakir Asmara* for literature teaching materials in high school seen based on the content of social values. This research uses pragmatics approach and qualitative descriptive methods. This research uses data cards as research instruments. Data were collected through reading and note-taking techniques, and data analysis was conducted through hermeneutic reading. The results of this study show that there are 178 data containing social values in the *Kami (Bukan)* novel series; the *KBSK* novel contains 54 data, the *KBJB* novel contains 49 data, the *KBGB* novel contains 28 data, and the *KBFA* novel contains 47 data. The four novels are based on the criteria for the feasibility of teaching materials, which include aspects of language, psychology, cultural background, aesthetics, pedagogy, and suitability for learning objectives. Based on the study results, the *Kami (Bukan)* novel series by J.S. Khairen can be utilized as literature teaching materials in high school.

[✉] Correspondence address:
Kampus Sekaran FBS UNNES
E-mail: mamluatulhikmah48@students.unnes.ac.id

INTRODUCTION

BIPA learning embraces eight important aspects, one of which is the presence of assessment (Widianto, 2017). Assessment is used to measure learning outcomes according to the language skills material to be assessed. Saputra, et al. (2022) stated, "in learning BIPA, it is necessary to consider the planning, process, and evaluation." This means that each institution organizing the BIPA learning program needs to pay attention to the entire learning process which includes planning, process, and assessment through certain guidelines. These guidelines are referred to as assessment tools. The components that make up the assessment tool are question grids, test/non-test questions, answer choices along with answer keys and assessment rubrics.

However, in its implementation, assessment is still a weakness for BIPA teachers. Assessment is often ignored by BIPA teachers (Muchtar, 2010). This view is also supported by Pristiwati, et al. (2020) who stated that one of the learning tools that needs to be improved in detail is evaluation which includes assessment. The results of observations of BIPA learning assessments in the BIPA program at Wisma Bahasa Yogyakarta, Walisongo State Islamic University Semarang, and Sultan Agung Islamic University Semarang stated that most teachers only provide questions when they are about to conduct an assessment. For example, in daily assessments. Assessments that are not planned carefully will not provide clear goals and directions, resulting in assessments that are less meaningful. Meanwhile, in the final semester assessment, BIPA teachers often only prepare questions without making detailed assessment grids and rubrics so that the assessment implementation is less comprehensive. In fact, assessment is one of the important components that determines the success of learning. The quality of learning can be seen from the assessment results (Wati, et al., 2023). Including assessments in BIPA learning. Good assessments are the standard for successful learning (Ekoati, et al., 2020).

Teachers must consider the presence of complete assessment tools, including question grids, questions, answer keys, scoring guidelines, and attitude assessment rubrics. This is intended so that assessments can be carried out in a directed, structured, and planned manner so that learning objectives can be achieved. The preparation of the assessment must pay attention to the needs of learners in terms of material, objectives, technological developments, and learning challenges. From a material perspective, one of the important language skills to master is reading. This is in line with the view of Syafaah & Haryadi (2016) that reading skills are skills that must receive serious attention because reading skills require a continuous practice process that includes activities to interpret many things from an experience. The reading process involves the entire person of the reader, namely memory, experience, brain, knowledge, language skills, psychological, emotional states, and the five senses of sight (Wiryodijoyo, 1989).

The preparation of materials in the assessment must be adjusted to the objectives of BIPA learning. The goals of foreigners learning Indonesian have various variations, including for daily communication, academic interests, cultural and tourism purposes, and special purposes such as work or business (Istanti, et al., 2020).

Furthermore, in the era of increasingly sophisticated technological developments, reading skills are also an important language skill to master. Ramadhani & Haryadi (2021) emphasized that reading skills are a process that includes certain steps to achieve understanding of a reading. Currently, Indonesia has entered the era of the 5.0 industrial revolution which focuses on digitalization. In line with that, Arsanti, et al. (2021) stated that basic literacy skills are needed to face the era of society 5.0, namely data literacy, the ability to read, analyze, and use information (big data) in the digital world.

Technology has now colored all aspects of people's lives, including in the world of education (Zulaeha, et al., 2023). As part of the world community, Indonesian society should also develop linearly in the flow of development of

science and technology (Mardiana, et al., 2021). The development of digital technology today can provide convenience for teaching BIPA (Farinduani, et al., 2023). However, teachers need to pay attention to the challenges of BIPA learning that are influenced by technology. The results of observations of the use of digital technology in the world of education, especially in the BIPA assessment at Wisma Bahasa Yogyakarta, Walisongo State Islamic University Semarang, and Sultan Agung University, namely using Google Form. However, in its implementation, the use of this Google Form still presents obstacles, especially in reading language skills. Especially in reading comprehension skills. The display of reading on the Google Form is limited to black and white text. When viewed using a smartphone, the size is smaller. Although it can be enlarged, it takes time to understand unclear text. A monotonous display that does not provide comfort when reading will affect learners' motivation to read. Learners tend to be less interested in understanding the reading displayed. As a result, they cannot answer questions correctly because they do not understand the contents of the reading. There are other digital applications that have been widely used in learning, such as zoom applications, google meet, youtube, quizizz, etc. Even in the context of assessment, digital applications with various sophisticated features can also provide different learning attractions and nuances. Yulianti, et al. (2023) added that one of the steps to create more interesting and interactive learning content and motivate foreign students to continue learning is by utilizing multimedia applications.

According to Saragih, et al. (2022) there are four applications that can be used as a means of conducting assessments, including kahoot, ispring suite 8, jeruq.com, and quizizz. Digital-based assessments can also overcome learning obstacles such as limited space and time. In addition to integrating with technology, problems that often occur in assessments are relatively seen as something scary, tense, and anxiety-provoking for students (Amany, 2020). Anxiety is one of the most important elements that can affect the learning achievement of learners Zeidner &

Matthew (in Asiksoy & Sorakin, 2018). This problem emphasizes that teachers need to present an assessment process with a pleasant nuance to realize meaningful assessment.

Research related to quizizz-based assessment has been conducted by Manda (2019) entitled Development of Indonesian Culinary-Based Test Instruments for Indonesian Language Learners for Foreign Speakers (BIPA) Level B1. This study developed an evaluation tool in the form of a test instrument that is feasible and standardized in measuring the language skills of BIPA learners at level B1 at Brawijaya University. The tools developed are the grid, test questions, and assessment rubrics along with scoring guidelines.

Furthermore, research conducted by Merentek, et al. (2022) entitled Use of Quizizz in Learning Evaluation in Indonesian Language Courses at the Bethesda Tomohon Health Sciences College in 2022. The study produced a theory that emphasized that the quizizz application is one of the effective digital technologies to be used as an assessment tool for Indonesian language learning at the tertiary level.

Another study on quizizz-based assessment was conducted by Arifin & Setiawan (2022) entitled Utilization Gamification for Online Evaluation Through Quizizz: Teachers' Perspectives and Experiences in 2022, which revealed the facts of digital technology-based evaluation such as quizizz. The results of this study confirm that the need for online assessment is very high considering the impact of online learning challenges. The quizizz application has great potential to be used as a means of conducting assessments. Berdasarkan penelitian yang pernah dilakukan belum ada penelitian yang mengembangkan perangkat penilaian secara lengkap memuat kisi-kisi soal, soal penilaian, kunci jawaban, pedoman penskoran, dan rubrik penilaian sikap dengan berbasis aplikasi quizizz. Hal ini dibuktikan dari penelitian terdahulu yang fokus membahas penilaian berupa soal tanpa memperhatikan perangkat lengkap yang menyusun penilaian.

Considering the importance of a mature assessment, the challenges of BIPA learning in

the industrial era 5.0, and the quizizz application which has sophisticated features including 1) various types of questions such as multiple choice, matching, filling in the blanks, etc., 2) can be given images and text, 3) various background colors, 4) can set the appearance of the exam directly or assignments with a certain period of time, 5) the order of questions, duration, and scores for each question can be set, 6) test results can be downloaded and viewed at any time, 7) wrong and right answers can be seen clearly, and there are many other features that are superior and more interesting than other applications, a complete set of assessments is needed, integrated with the quizizz application, and is able to provide an interesting learning nuance in the assessment process. For this reason, this study will describe the characteristics of the quizizz-based reading skills assessment device in BIPA 1 learning.

METHODOLOGY

The research method used in analyzing the Kami (Bukan) novel series by J.S. Khairen is a descriptive qualitative method with a pragmatic approach. The data in this study are in the form of discourse fragments (sentences, paragraphs, and dialogs) that indicate the existence of social values contained in the Kami (Bukan) novel series by J.S. Khairen, which includes four novel titles, namely Kami (Bukan) Sarjana Kertas; Kami (Bukan) Jongos Berdasi; Kami (Bukan) Generasi Bac*t, and Kami (Bukan) Fakir Asmara. The research instrument used is a data card. The data collection technique is done by reading technique and note-taking technique. The data analysis technique in this research uses hermeneutic reading.

RESULTS AND DISCUSSION

This section will elaborate on (1) the social values in the Kami (Bukan) novel series by J.S. Khairen and (2) the feasibility of social values in the Kami (Bukan) novel series by J.S. Khairen as literature teaching materials in high school.

1. Social Values in the *Kami (Bukan)* Novel Series by J.S. Khairen

This research analyzes based on the criteria of social values according to Zubaedi, Notonegoro, and Dewi, namely loves (affection), which includes devotion, help, kinship, loyalty, and care; responsibility (responsibility) which consists of a sense of belonging, discipline, and empathy; and life harmony (harmony of life) which includes justice, tolerance, cooperation, and democracy; material values, vital values, spiritual values; social values that reflect the relationship between humans, nature, and siri itself. The following is an analysis of the social values in the Kami (Bukan) novel series by J.S. Khairen.

Kami (Bukan) Sarjana Kertas

Social values in the novel Kami (Bukan) Sarjana Kertas by J.S. Khairen are contained in 54 data, each of which includes 4 data containing the value of devotion, 4 data containing the value of helping, 4 data containing the value of kinship, 1 data containing the value of loyalty, 6 data containing the value of care, 3 data containing the value of belonging, 2 data containing the value of discipline, 2 data containing the value of empathy, 2 data containing the value of justice, 1 data containing the value of tolerance, 1 data containing the value of cooperation, 1 data containing the value of democracy, 2 data containing material values, 2 data containing vital values, 5 data containing spiritual values, 5 data containing the value of the relationship between humans and fellow humans, 3 data containing the value of the relationship between humans and nature, and 6 data containing the value of the relationship between humans and themselves.

Kami (Bukan) Jongos Berdasi

Social values in the novel Kami (Bukan) Jongos Berdasi by J.S. Khairen is found in 49 data, which includes 4 data containing the value of devotion, 3 data containing the value of helping, 3 data containing the value of kinship, 7 data containing the value of care, 1 data containing the value of discipline, 2 data

containing the value of empathy, 2 data containing the value of justice, 1 data containing the value of tolerance, 2 data containing the value of cooperation, 2 data containing material values, 1 data containing the value of 3 data containing vital, spiritual values, 9 data containing the value of the relationship between humans and fellow humans, 1 data containing the value of the relationship between humans and nature, and 8 data containing the value of the relationship between humans and themselves.

Kami (Bukan) Generasi Bac*t

Social values in the novel *Kami (Bukan) Generasi Bac*t* by J.S. Khairen are contained in 28 data, which include 4 data containing the value of devotion, 1 data containing the value of helping, 1 data containing family values, 1 data containing loyalty values, 1 data containing caring values, 1 data containing discipline values, 4 data containing empathy values, 1 data containing tolerance values, 3 data containing cooperation values, 2 data containing material values, 1 data containing vital values, 2 data containing spiritual values, 3 data containing the value of the relationship between humans and fellow humans, and 3 data containing the value of the relationship between humans and themselves.

Kami (Bukan) Fakir Asmara

Social values in the novel *Kami (Bukan) Fakir Asmara* by J.S. Khairen is found in 47 data, which include 3 data containing the value of devotion, 2 data containing the value of helping, 2 data containing the value of kinship, 1 data containing the value of loyalty, 7 data containing the value of care, 5 data containing the value of empathy, 3 data containing the value of cooperation, 1 data containing the value of democracy, 4 data containing material values, 2 data containing vital values, 12 data containing spiritual values, 3 data containing the value of the relationship between humans and fellow humans, and 2 data containing the value of the relationship between humans and themselves.

Overall, the *Kami (Bukan)* novel series by J.S. Khairen contains social values. It can be seen

that the author often describes social values in each novel excerpt. The dominant social value in the *Kami (Bukan)* novel series is spiritual value, found in 22 data. Spiritual values can be found in kindness, truth, and religion based on the relationship between characters and other characters, the surrounding environment, or other conditions.

2. The Feasibility of Social Values in the *Kami (Bukan)* Novel Series by J.S. Khairen as Literature Teaching Materials in High School

Literature learning at the educational level aims to improve the cognitive quality of students. The selection of literary teaching materials in the form of novels must fulfill several aspects of the eligibility criteria for literary teaching materials. The feasibility aspects of teaching materials in this study are (1) language aspects; (2) psychological aspects; (3) cultural background aspects; (4) aesthetic aspects; (5) pedagogical aspects; and (6) compatibility with learning objectives.

The language aspect used in the *Kami (Bukan)* novel series by J.S. Khairen is considered by high school students' complex language acquisition level. The psychological aspect is also by the psychological stage of students, in this case high school students who tend to think critically and high curiosity. This novel series is also by the cultural background aspect, which pays attention to the cultural background of students and the background of literary works so that students can easily accept literary teaching materials set in stories close to their world.

The aesthetic aspect of this novel series is also considered to be the value of beauty in literary works used as teaching materials so that students can be interested in reading and understanding the text more deeply. In addition, the pedagogical aspect is also suitable because it considers the educational value of literary works used as teaching materials to form students' character, develop critical thinking skills, and increase their understanding of life.

In the independent curriculum, the use of novels can help achieve the Capaian

Pembelajaran (CP) of the reading and viewing elements in phase F, which expects students to be able to evaluate ideas and views based on the rules of logical thinking from reading various types of texts (nonfiction and fiction) in print and electronic media and be able to appreciate fiction and nonfiction texts. The *Kami (Bukan)* novel series by J.S. Khairen is suitable for learning novels. The social values in the novels can support the learning objectives of analyzing the depiction of societal situations in novels.

Based on the analysis of the four novels in the *Kami (Bukan)* novel series by J.S. Khairen, there are four novel titles, namely *Kami (Bukan) Sarjana Kertas*, *Kami (Bukan) Jongos Berdasi*, *Kami (Bukan) Generasi Bac*t*, and *Kami (Bukan) Fakir Asmara*. The four novels are considered suitable for Indonesian language learning at the high school level in learning related to novels. This is assessed based on language, psychology, cultural background, aesthetics, pedagogical, and suitability with learning objectives.

CONCLUSION

Based on the description of the results of the analysis of social values in the *Kami (Bukan)* novel series by J.S. Khairen, which consists of four titles, Khairen, which consists of four novel titles namely *Kami (Bukan) Sarjana Kertas*, *Kami (Bukan) Jongos Berdasi*, *Kami (Bukan) Generasi Bac*t*, and *Kami (Bukan) Fakir Asmara* contains social values consisting of the value of love which includes the value of devotion, helping, kinship, loyalty, and care; the value of responsibility which includes the value of belonging, discipline, and empathy; the value of life harmony which consists of the value of justice, tolerance, cooperation, and democracy; material, vital, spiritual values; social values that reflect the relationship between humans and fellow humans, nature, and themselves. In addition, based on the criteria for the feasibility of teaching materials, which include suitability for language, psychology, cultural background, aesthetic, pedagogical aspects, and suitability for learning objectives, the four novels in the *Kami (Bukan)*

series by J.S. Khairen are by these criteria. This can be proven by using language styles that are by the mastery level of high school students. The four novels are suitable for use in learning the Indonesian language at the high school level phase F (class XII) in learning related to novels, especially on the material of the values contained in the novel.

REFERENCES

- Baker, M.J., Pallares, G., Cedar, T., Brandel, N., Bietti, L., Schwarz, B. & Detene, F. (2023). Understanding The Moral of The Story: Collaborative Interpretation of Visual Narratives. *Learning, Culture and Social Interaction*, 39(100700): 1–9.
- Birhan, W., Shiferaw, G., Amsalu, A., Tamiru, M. & Tiruye, H. (2021). Exploring the Context of Reaching Character Education to Children in Preprimary and Primary Schools. *Social Sciences & Humanities Open*, 4(1): 1–9.
- Failasufa, F., Haryadi & Nuryatin, A. (2022). Problematika Bahasa Indonesia yang Kurang Diminati oleh Peserta Didik. *Diglosia: Jurnal Pendidikan, Kebahasaan, dan Kesusastraan Indonesia*, 6(2): 539–544.
- Hidayah, I.R., Nuryatin, A. & Naryatmojo, D.L. (2023). Development of Short Story Teaching Materials Based on a Digital Magazine Containing Humanist Values for High School Students. *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 12(2): 233–243.
- Ismawati, E. (2013). *Pengajaran Sastra*. Yogyakarta: Ombak.
- Khairen, J.S. (2019). *Kami (Bukan) Sarjana Kertas*. Jakarta: Bukune.
- Khairen, J.S. (2019). *Kami (Bukan) Jongos Berdasi*. Jakarta: Bukune.
- Khairen, J.S. (2020). *Kami (Bukan) Generasi Bac*t*. Jakarta: Bukune.
- Khairen, J.S. (2021). *Kami (Bukan) Fakir Asmara*. Jakarta: Bukune.
- Nugroho, L.D. & Suseno (2019). Analisis Nilai Moral pada Cerpen Surat Kabar Suara Merdeka Edisi Bulan Oktober sampai

- Desember 2017 sebagai Alternatif Bahan Ajar SMA Kelas XI. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 8(2): 115–119.
- Mukmini, R. (2015). *Menulis Bahan Ajar*. Bandung: CV Indocomm.
- Rahim, F.R., Suherman, D.S. & Muttaqin, A. (2020). Exploring the Effectiveness of E-Book for Students on Learning Material: A Literature Review. *Journal of Physics: Conference Series*, 1481(1): 1–7.
- Rezer, T.M. (2021). Social Values of Students in Conditions of Digitalization of Education and COVID-19. *Integration of Education*, 25(2): 227–243.
- Riama (2020). Pembelajaran Sastra Bahasa Indonesia di Sekolah. *Warta Dharmawangsa*, 14(3): 418–427.
- Santana, R.B. & Sampaio, L.R. (2023). The Relationship between Human Values and Academic Performance: A Systematic Review. *REVISTA DE ESTUDIOS E INVESTIGACIÓN EN PSICOLOGÍA Y EDUCACIÓN*, 10(2): 198–220.
- Sari, D.E., Sumiyadi & Sunendar, D. (2023). Indigenous Values of Short Stories in Indonesian Fictional Prose in Higher Education: Implication on Language Education. *International Journal of Language Education*, 7(4): 763–774.
- Syahrul, N. (2017). Pembelajaran Sastra Indonesia dalam Konteks Global Problematika dan Solusi. *Seminar Nasional PS PBSI FKIP Universitas Jember*, 197–208.
- Tarsinih, E. (2018). Kajian terhadap Nilai-Nilai Sosial dalam Kumpulan Cerpen Rumah Malam di Mata Ibu Karya Ales R. Nainggolan sebagai Alternatif Bahan Ajar. *Bahtera Indonesia*, 3(2): 70–81.
- Yulisetiawan, R. & Setyaningsih, N.H. (2019). Kelayakan Novel Anak Rantau Karya Ahmad Fuadi sebagai Bahan Ajar Apresiasi Sastra. *DWIJA CENDEKIA: Jurnal Riset Pedagogik*, 3(2): 226–237.
- Zuliyanti & Fitrotul, N. (2018). Nilai Moral dalam Cerita Rakyat Pesisiran sebagai Alternatif Bahan Ajar. *Jurnal Sastra Indonesia*, 7(3): 221–228