

# Learning Strategies of Literacy Dimensions through the Didactics of HB. Jassin's Short Stories

Halimah Halimah, Sumiyadi Sumiyadi, Yeti Mulyati

Department of Indonesia Language Education and Literature

Universitas Pendidikan Indonesia

Bandung, Indonesia

halimah\_81@upi.edu, sumiyadi@upi.edu, yetimulyati@upi.edu

**Abstract**—This research intends to portray a variety of literacy dimension learning strategies through the analysis of didactics of HB. Jassin's short stories. The stories pointed out their specific didactics. As one of the literary learning materials, the didactics of the stories infer high relevance towards the national education goals. A qualitative approach was employed in conjunction with the framework of literary works didactic theories. The stories to analyze were: 1) "Kalau Pandai Ia Berkata" (*Merdeka*, 1966), 2) "Darah Laut" (*Djawa Baru*, 1944), 3) "Antara Si Lemah" (*Poedjangga Baroe*, 1941). The findings indicated that the stories were full of didactic values. The values consisted of dignified personality, well-mannered behavior, critical thinking ability, self-control, responsibility, independence, sincerity, bravery, and creativity. Those values could be delivered to students through literacy dimension learning strategies: 1) brainstorming writing ideas, 2) character development in writing and 3) problem posing.

**Keywords**—learning strategies; literacy dimensions; didactics; HB. Jassin's short stories

## I. INTRODUCTION

Literacy dimension learning supposes to take into account by educators. Besides as an effort to support the national literacy movement (realized in the school literacy movement), literacy dimension learning is able to develop education through productive and effective learning.

Suyono in his research, found out eight principles as a basis of effective and productive learning at schools: 1) building access of various reading materials; 2) conditioning the emergence of students' point of view towards materials to learn; 3) building literacy behavior; 4) providing service for students to be critical, creative and effective readers-writers; 5) conditioning the velocity of reading-writing movement among curriculums; 6) conditioning the realization of learning community to push literacy behavior, and 8) building intensive interactions among students as well as between students and learning sources [1].

Literacy dimensions, referring to the definition of *Panduan Gerakan Literasi Nasional* Ministry of Education and Culture covers the literacy of reading and writing, numeric, science, digital, financial, culture and citizen literacy [2].

The dimensions are the life skills to acquire by people in Indonesia, especially students. Therefore, teachers, as one of the literacy volunteers, should master sufficient literacy learning strategies. This is in agreement with what Alwasilah highlights, that in the context of literacy learning at schools, literacy mastery and literacy pedagogy should be teachers' weapon. The core of literacy is teachers; building a nation literacy starts with creating professional teachers [3].

A number of strategies may help teachers developing students' literacy competence. Kucer and Cecilia, promotes the strategies, such as brainstorming writing ideas, character development in writing, and problem posing [4].

The above strategies, in Indonesian literacy learning, are susceptible to develop through didactics of literary works. Didactics allow a variety of literacy dimensions to investigate and model literacy competences. The present research promoted the didactics of short stories written by HB. Jassin, as the development of literacy dimension learning. The stories were chosen due to the applicability to our national education goals.

Talking about didactics, Halimah has previously mentioned the didactics of *Jalan Tak Ada Ujung* by Mochtar Lubis. The findings revealed a didactic value of human experience to fight against his fear. Responsibility, bravery, simplicity, and loyalty were also visible [5].

In addition to the presentation of HB. Jassin's stories didactics, the present research provided the discussion about literacy dimension learning strategies; expected to enlighten teachers in delivering and developing literacy learning material.

In connection with didactic literature, Breaz wrote *Children's Literature Didactics*, a Special Didactics in journal *Philologica*. The article construed children literature as specific didactics. Didactics for narrative text, lyric, and play, as well as the concept and particular strategies to plan, organize and evaluate children literature, are viewed as an optional study and alternative methodology [6]. Besides, Repp in his article *What's Wrong with Didacticism?* argued that too open literary works which tended to be instructional, would typically deal with didactic problems [7].

Unlike the two previous articles, this present research applied didactics as an analysis framework to indicate that HB. Jassin's short stories contained didactic values as literature learning materials. Likewise, this present research was outfitted with learning strategies of literacy dimensions.

## II. LEARNING STRATEGIES OF LITERACY DIMENSIONS AND HB. JASSIN'S SHORT STORIES DIDACTICS

### A. *Learning Strategies of Literacy Dimensions*

Learning strategies of literacy dimensions are strategies of language and literature to develop literacy. Literacy learning is critical as a key to improve literacy competences. The present article took aims at literacy development in its connection with literature as culture understanding tools, educational values and civility. In line with this, Luke utters that to guide learning into culture and local wisdom understanding complexity in the world is a resolute call for language and literature educators [8].

Kucer and Cecilia in the book of *Teaching the dimensions of literacy* study a number of literacy dimension learning strategies. The strategies adapted by the present research comprised of three, in accordance with the short stories didactic learning [4].

The first strategy is brainstorming writing ideas. This strategy is categorized into cognitive learning strategy. Generally, to Kucer and Cecilia this strategy enables students to think, finding ideas to develop a writing [4].

The second strategy is *character development in writing*. Kucer and Cecilia define it as the continuation after students comprehend character development in reading strategies. The next stage is students analyze the characters from the story they read [4].

The third strategy is *problem posing*. To Kucer and Cecilia, this strategy is considered as a learning strategy of sociocultural literacy dimension. The concept directs students to analyze a position, perspective, or problem expressed by a writer in a text. Besides, students also learn how to analyze problem-solving alternatives described in the text [4].

### B. *HB. Jassin's Short Stories: Didactic Literature*

Aminuddin argues a literary work didactic approach as an approach to find and understand ideas, responses, and writers' attitude realized in ethical, philosophical, or religious point of view, in order to have values to enrich readers' spiritual lives [9].

There is a term called didacticism which means using literary works as instructional media or moral, religious and ethical development [10].

Referring to the definitions above, HB. Jassin's short stories are included into didactic literature. Morality and tenet of dignified personality and well-mannered behavior are frequently revealed in his writing. The didactics are oftentimes presented either dramatically or contextually through the characters' attitude in the story. The characteristics of Jassin's stories are also recognizable from

its conflict appearance followed by solutions for every single problem faced by the characters.

## III. METHOD

Qualitative approach in the present research utilized literary works didactic theory, applying the indicators proposed by Sumiyadi, et al. [11]: 1) educational literature, giving tenets and guidance, and deliver messages as well; 2) the conveyed tenets or messages are moral value, a view of truth, guidance of any single thing of life, such as attitude, behaviour, civility, or politeness, and other values respected by people; 3) kinds of moral value can be realized in a relationship with society, nature, and God; 4) the reality be like: friendship problems, love story, royalty, betrayal, religious messages, social critique, and even propaganda messages; 5) the media to deliver the messages are both direct and indirect; 6) literature is categorized into didactic once it gives a clear solution to the problems emerged in the works. All indicators are applicable for all types of literary works, including short stories.

The data were gathered from HB Jassin's short stories, taken from his book *Darah Laut*. Damono, in the book preface, said that the book gave a description of another side of Jassin's creative life. He is known as one of the lettermen in Indonesian literature history [12]. The stories to analyze in this research were: 1) "Kalau Pandai Ia Berkata" (*Merdeka*, 1966), 2) "Darah Laut" (*Djawa Baru*, 1944), 3) "Antara Si Lemah" (*Poedjangga Baroe*, 1941). These three stories were considered easy to comprehend and provided readers with a number of didactic values. Thus, the relevancy with learning should not be a doubt.

## IV. FINDINGS AND DISCUSSION

### A. *The Didactics of HB. Jassin's Short Stories*

1) *The didactics of "Kalau Pandai Ia Berkata" by HB. Jassin*: The didactics of "Kalau Pandai Ia Berkata" is presented through a dramatic story. It started when Kusir (coachman) had a conversation with his friend and also the character Aku about a hungry horse. The problem appeared when Aku listened to Kusir, that his horse was rarely fed but still powerful to work. Aku showed his caring towards the horse, moreover when he saw the horse condition got lean.

The problem solving of the story is the ability of Aku to control his anger towards Kusir, by imagining how many people that Kusir needed to be responsible for; his wife, kids, and parents.

The didactic value of "Kalau Pandai Ia Berkata", seen from its structure presentation, hints the following behavior: sympathy; critical thinking ability; self-control ability; and ability to choose between right and wrong.

The appositeness of didactic value to the national education goals is: well-mannered behavior of Aku indicating affection towards another creature. This story, implicitly, gives readers a message to stay healthy as a mandatory for living a life. The figure Aku reflects dignified feeling, love to other creatures.

The figure *Aku* performs his ability to control himself when he finds himself throwing a fit to Kusir for torturing animals. The following lines reflect it.

*"Sekali lagi kupandang kusir itu. Ia masih juga tersenyum. Sekejap timbul amarah kepada manusia kejam ini. Akan tetapi ada sesuatu yang dipandangnya yang mengingatkan penderitaan batin"* [13].

Democratic behavior springs up from Kusir figure, delivering his reasons why he is so stubborn to his horse. This story depicts knowledge of a profession called Kusir or coachman, for somebody who pulls Delman or two-wheeled horse-drawn carriage; technology development knowledge delivered is transportation technology consisting of Delman (traditional vehicle), train, motorcycle, car (modern transportation). Additional knowledge caught in the story is social economy, talking about dependency ratio, a number of productive (working) people are responsible for unproductive people. Low level of dependency means productive (working) people are less than unproductive people and should be responsible for them.

2) *The didactics of "Darah Laut" by HB. Jassin:* "Darah Laut" talked about a person named Apipoedin, who always came to Tinjaulaut for resting and refreshing his mind. He met a boy with worn-out and frayed clothes. The boy named Amat, came from across the sea following Bugis fishermen to sail. Apipoedin felt pity for him.

The didactics of the story is presented through a linear plot. A moral story can be absorbed from Amat. He is such coral among rivers, staying strong and not following the flow. Another didactics is spotted once Amat gets an offer to stay together with Apipoedin. However, he refuses it due to his duty of going back to Medan and becoming a sea captain.

The didactic values reflected by Amat are bravery and independence. Amat is illustrated as a very brave and independent person during his journey in other people's village. The bravery is vividly sketched from his departure from Medan following Bugis's ship.

The didactic value is also performed by Apipoedin, displaying empathy towards other people condition. The lines prove the statement.

*"Timbul iba hati Apipoedin melihat anak itu.... Dimasukkannya uang kertas serupiah ke dalam kantungnya, dimasukkannya dalam-dalam, supaya jangan diterbangkan angin."*

*"Tapi baru beberapa langkah Apipoedin melangkah, terberat pula hatinya meninggalkan anak itu"* [14].

The didactics of "Darah Laut" admits pertinence to national education goals in accordance with UUSPN No. 20 Tahun 2003, specifically on how Amat shows independent personality, and able to control himself. He is brave and independent to live alone without parents around along Ciliwung riverside. He can control himself from people's talk around the fish market, the place where he lives his life. Besides, values of dignified personality and sincerity of Apipoedin, who cares about Amat, are also pinpointed.

Another didactic value discovered is the skill of fishing and cutting woods, served by Amat creatively as his life skill as well as to survive his life.

*"Memang anak ini baru saja di sini, Tuan. Dia sering menolong membelah kayu dan kami beri ia makan. Sering pula ia turut menangkap ikan dengan tukang perahu mayang"* [14].

The story "Darah Laut" contains cultural knowledge. Social solidarity is materialized to help others facing life problems. It appears once Apipoedin helps Amat, and other fishermen allow Amat to assist them fishing to survive his life.

Social behaviour values are clearly detected in Apipoedin. One of them is his effort to please people. It is in line with one of the national education goals, to be a democratic person. In short, "Darah Laut" is a didactic story implying the tenets of good character. One of the characters is moral value of social relation taking place at the sea area.

3) *The didactics of "Antara si Lemah" by HB. Jassin:* The story began by illustrating a family condition of a market cleaning service named Maman. He had two children. His family stayed in a rented house. His income as a market cleaning service was only enough for bread and butter.

One day, his two-old-year kid suffered from hemorrhoids, he then thought of borrowing some money to some merchants at the market, but the policy said that a cleaning service was not allowed to do so.

He then went to the market chief to borrow some money, but the chief could not give any for chief's demanding family needs, and they lived poorly.

By the assurance of the chief, Maman tried to borrow some money to some merchants. At the end, after the inspection of Tuan Besar to the market, Maman was finally known to break the market rule. He was then fired.

Afterwards, Maman sent his family back to his village. The chief felt guilty for allowing him to borrow money. He gave Maman an amount of money to send his family back home.

The didactics of "Antara Si Lemah", seen from the presentation structure, can be identified as follows: working hard for family; living simply; not being lavish; helping others in need; being generous.

The didactics of "Antara Si Lemah" seen from the relevancy to points of national education goals, are pointed out by well-mannered behaviour of the chief, to give some money for Maman's family.

*"Menteri Abram mengeluarkan dompetnya dan mengambil uang serupiah dari dalamnya. "Nah, terimalah ini untuk ongkos isteri dan anakmu pulang ke kampung"* [15].

This story suggests readers to also stay healthy, because it will cost a lot when you get sick, not to break is better than to mend; dignified attitude is also depicted by the chief to Maman when he is in a difficult situation; responsibility for family is also illustrated by Maman as a family man protecting his family and fulfilling their needs.

This story portrays some professions of people in 1940s such as merchants, market cleaning services, the market chief and Tuan Besar.

Procedural knowledge delivery of the story talks about a rule or policy of the market, not to let a cleaning service borrow money from merchants. If one breaks the rule, firing will be the consequence. This story promotes knowledge or social economy lives of Indonesians that in its independence era, some people still living poorly.

**B. The Learning Strategy of Literacy Dimensions through Didactics of HB. Jassin’s Short Stories.**

Some learning strategies of literacy dimension, according to Kucer to apply are brain storming writing ideas, character development in writing, and problem posing [16].

1) *Brainstorming writing ideas strategy in learning “Kalau Pandai Ia Berkata”*: This strategy is adapted from Kucer and Cecilia. In teaching the story, the stages of brainstorming ideas are set out below [4].

- Inform students that they are going to use brainstorming strategy to get ideas in writing. Let them know that the purpose is to stimulate as many as possible ideas of the story.
- Assign students to read the story “Kalau Pandai Ia Berkata”, then they identify the topics to change or develop. List the topics on a board or book.
- The following table can be the example of ideas developed by students

TABLE I. THE TABLE OF STORY IDEA DEVELOPMENT

No	Topic	Students’ Topic Ideas
	Cross line vehicle	Two-wheeled horse-drawn carriage, motorcycle, train.....
	Bell tone	.....
3.	Eating regularly ....	.....etc

- Add ideas till students get stuck.
- Students discuss with teachers and classmates about story topic ideas they make and the coherence.
- After students list the topics to develop, they should create a narration of several paragraphs by developing each topic idea, completed by its title.
- During writing their own story, students may add new topic ideas.
- Afterwards, students read the story in front of the class.

2) *Character development in writing strategy in learning “Darah Laut”*: The strategy is adapted from Kucer and Cecilia. It is regarded as the most effective once students comprehend the character development in short story reading strategy. The stages of the strategy are delineated below [4].

- Review students’ comprehension of character development in short story reading strategy.
- Ask students to analyze the characters of “Darah Laut” and identify the characteristics.
- Discuss the importance of character development in the plot. Tell students that they are going to write a new story. Students are going to think what characters to involve. Students have the opportunity to choose the character they prefer to develop.
- Ask students to write one character on a blank page. Let them pour their ideas of any characters of “Darah Laut” into a mind map. Repeat the procedure for each character.
- As an illustration, students are asked to analyze the character of “Darah Laut” by HB. Jassin, for example, the independent brave Amat. Students then write a mind map of a brave person; brave to go for an adventure, living without parents around, working hard to catch fish and cut woods to survive his life. From any points in the map, students can develop a story of a brave person in daily life.
- Give students a chance to share characters’ map they make.
- Use the characters as a guidance to write a new story. Students might share their complete stories
- together with the characters’ images.

3) *Problem posing strategy in learning “Antara Si Lemah”*: The strategy is adapted from McLaughlin and DeVogd. The stages of problem posing in learning the story “Antara Si Lemah” is illustrated below [17].

- Teachers give explanation to students that learning “Antara Si Lemah” will apply problem posing strategy.
- Teachers divide students into several groups.
- Students are asked to read the story “Antara Si Lemah” by HB. Jassin in their groups.
- Students are obliged to detail the problems appeared in the story, related to social, cultural, political, economic problems, and so forth.
- Students analyze the problem solving revealed in the story.

The following is the example of students’ worksheet table to detail problems and alternative solutions found in the story.

TABLE II. PROBLEMS DETAILS AND PROBLEM SOLVING IN “ANTARA SI LEMAH”

No	Problems	Problem Solving in the Story	Problem Solving of Students
1	Family living cost	Working hard as a market cleaning service	Looking for additional income from side-job after finishing work at the market
2	.....	.....	.....
3	.....cont.	.....cont.	.....cont.

- Teachers direct group discussions, talking about students' assignment on problem details and problem solving ascertained in the story.
- Teachers give an opportunity to students to express their arguments on alternative solutions for the problems by filling out the solution column (as written in step 5).
- Teachers give reinforcement and conclude the lesson together with students.

#### V. CONCLUSION

Based on the discussion, conclusions are drawn as follows. First, HB. Jasin's short stories contain didactic values which can be transformed into learning materials. The didactics of "Kalau Pandai Ia Berkata" includes well-mannered behaviour; empathy, critical thinking ability; self-control ability; and ability to choose between right and wrong. The didactics of "Darah Laut" covers the values of independence personality; bravery; self-control ability; empathy; dignified personality. The didactics of "Antara Si Lemah" consists of dignified personality; well-mannered behaviour; responsibility; hard work; simple living; not being lavish; helping people in need; and generosity. Second, brainstorming writing ideas in learning short stories provide students with experience to stimulate ideas of particular topics from one particular story and identify topics to develop in order to create a new story. Third, character development in writing strategy allows students to experience learning how to develop a character in a story, leading to story evolution. Finally, problem posing strategy in short stories trains students' critical thinking in suggesting alternative solutions to solve problems exposed in the stories, in relation with social, cultural, political and economic problems.

#### REFERENCES

- [1] Suyono, "Pembelajaran Efektif dan Produktif Berbasis Literasi: Analisis Konteks, Prinsip, dan Wujud Alternatif Strategi Implementasinya di Sekolah," *Jurnal Bahasa dan Seni*, vol. 37, no. 2, pp. 203-217, 2009.
- [2] Kementerian Pendidikan dan Kebudayaan, *Panduan Gerakan Literasi Nasional*. Jakarta: Kemendikbud, 2017.
- [3] A.C. Alwasilah, *Pokoknya Rekayasa Literasi*. Bandung: Kiblat Buku Utama, 2012.
- [4] S.B. Kucer and S. Cecilia, *Teaching the dimensions of literacy*. London: Lawrence Erlbaum Associates, Publishers, 2006.
- [5] Halimah, "Nilai Didaktis dalam Novel Tak Ada Ujung Karya Mochtar Lubis". Dalam Lokman Abd Wahid & S. Sundusiah (Editor), *Prosiding Kolokium Internasional Pedagogi Antarbangsa*, pp. 40-46, 2013.
- [6] M.C. Breaz, "Children's Literature Didactics, a Special Didactics," *Philologica*, vol. 1, no. 2, pp. 241-254, 2009.
- [7] C. Repp, "What's Wrong with Didacticism?," *British Journal of Aesthetics*, vol. 52, no. 3, pp. 271-285, 2012.
- [8] S.L. Chong, "Many Languages, Whither Literacy? Understanding the Ontology of Reading in Linguistically-Diverse Contexts," *3L: The Southeast Asian Journal of English Language Studies*, vol. 23, no. 2, pp. 1 - 13, 2017.
- [9] Aminuddin, *Pengantar Apresiasi Karya Sastra*. Bandung: Sinar baru Algensindo, 2011.
- [10] W.S. Hasanuddin, *Ensiklopedi sastra Indonesia*. Jilid 1. Bandung: Titian Ilmu, 2013.
- [11] Sumiyadi, *Pemetaan karya prosa-fiksi Indonesia modern yang berkarakteristik sastra didaktis dan bentuk pengungkapannya*. (Penelitian PPKBK DIKTI). Bandung: Universitas Pendidikan Indonesia, 2013.
- [12] S.D. Damono, "Sastrawan HB. Jassin". Dalam Jassin, H.B. *Kumpulan Cerpen dan Puisi*, 1997. Jakarta: Balai Pustaka, 1997.
- [13] H.B. Jassin, "Kalau Pandai Ia Berkata". Dalam Jassin, H.B. *Kumpulan Cerpen dan Puisi*, 1997. Jakarta: Balai Pustaka, 1966.
- [14] H.B. Jassin, "Darah Laut". Dalam Jassin, H.B. *Kumpulan Cerpen dan Puisi*, 1997. Jakarta: Balai Pustaka, 1944.
- [15] H.B. Jassin, "Antara Si Lemah". Dalam Jassin, H.B. *Kumpulan Cerpen dan Puisi*, 1997. Jakarta: Balai Pustaka, 1941.
- [16] S.B. Kucer, *Dimensions of literacy and writing in school settings*. New York dan London: Routledge Taylor & Francis Group, 2014.
- [17] M. McLaughlin and G. DeVoogd, "Critical literacy as comprehension: Expanding reader response," *Journal of Adolescent & Adult Literacy*, vol. 48, no. 1, pp. 52-62, 2004.