Analysis of Literary Criticism Skills Using a Structural Approach of Indonesian Language and Literature Education Study Program Students

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Abstract. This study aims to analyze the literary criticism skills of Indonesian Language and Literature Education Study Program students at the State University of Medan using a structural approach. The study method used is quasi-experimental. The study instrument used is a test. The data analysis technique used is descriptive statistics. Based on the data results, it is found that the literary criticism skills using a structural approach of Indonesian Language and Literature Education Study Program students at the State University of Medan is in a suitable category.

Keywords: analysis of literary criticism skills, structural approach, project-based learning

1 Introduction

In general etymology, appreciation originates from the latin "appreciation", which means attention or appreciation. Words of appreciation are used in various fields and situations, for example, in film, painting, and negotiation trade. In the commercial context, appreciation means improvement in marking goods because of an improvement in market price or request for goods. While that, in more context broadly, the word "appreciation" means (1) recognition through feeling or sentiment inner and (2) understanding and recognition of values aesthetics expressed Author (Gove). The evaluation process covers three elements, namely (1) aspects cognitive, (2) aspects affective, and (3) aspects evaluative.

Knowledge about literary works can interpreted as actions to recognize, understand, evaluate, and apply literary works in life every day. This is aiming to create a good and deep appreciation of literary works. Effendi (1982:7) said that literary appreciation is the activity of having focus on literary creation with earnestness so that understanding, appreciation, sensitivity, critical, and sensitivity good feelings to a results literature work[3]. A project based learning environment contains the necessary elements conducive to metacognition occurring (Wilson, 2014)[6].

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Later, literary criticism was considered disciplined knowledge that can be applied in a practical and theoretical way to several existing texts. The focus here is on construction history to communicate with others.

In essence, the project-based learning model is a learning model that is centred on students. One task is based on a project to produce a product, while the learning model cooperative is a learning model that forms a group of students in a heterogeneous way and learning as well as finishing tasks in a collaborative way. Margaret Holm (2011, pg. 2) has done an excellent job in combining an overwhelming amount of research on project based learning and its effectiveness in the classroom[4].

Learning model PjBL was rated interesting because it has an innovative instructional format. Students can choose various aspects of tasks and be motivated by problems the environment around them will contribute to students (Bender, 2012)[1]. Project learning in this model is implemented in a way that is group cooperative.

2 Method

Place study conducted at the Department of Indonesian Language and Literature at the Faculty of Languages and Arts (F.B.S.) State University of Medan.

Population study is for fourth-semester students 2022/2023 teachings are taking the eye to study appreciation and criticism of literature in as many as five classes. Samples were selected using the technique of probability sampling. Probability sampling is a technique of taking a sample with every member population has a chance to become a member sample (Sugiyono, 2016:82)[5]. Based on the technique samples in the 2020 regular A class, there were 30 students, and the class regular E 2020 consists of 33 students selected become sample study.

Development procedures in research this uses design research and development according to Borg & Gall, which is a procedural model descriptive in study development. Here procedure design research and development Borg & Gall (1983:415-416): (1) identification problem, (2) formulation objective learning, (3) development material, (4) design product, (5) development of validation instruments, (6) production, (7) validation, (8) product testing, (9) revision products, and (10) production mass.

Stages will be used as steps necessary in the development of a product in the form of a learning model. The following explanation of the stages that will be passed by researcher.

3 Results and Discussion

Treatment procedure refers to the steps to apply treatment or ongoing intervention studied. In class control, the Project Learning (PjBL) learning model is used with steps as follows: 1) the lecturer opens the lesson with challenging questions for students; 2) the lecturers designs project with planning in a way collaborative with students; 3) the lecturers compile timetable activity in a way collaborative together students; 4) lecturers supervise student during artistry project;

5) lecturer evaluate products produced students; and 6) lecturers evaluate learning through reflection together student to activities and projects produced in learning.

Project-Based Learning (PjBL) is a pedagogical approach that integrates real-world problems with student-driven solutions, fostering critical thinking, creativity, and collaboration. This article explores the Probative Model (Project-Based Cooperative Learning), which combines PBL and cooperative learning strategies to enhance engagement and learning outcomes, particularly in literary appreciation and criticism.

In essence, the project-based learning model is a student-centered teaching model based on project-based tasks by producing products while the cooperative learning model is a learning model by forming groups with students heterogeneously and learning and completing tasks collaboratively. Both learning models This is included in the learning theory of constructivism (the independence of students in finding information and solving problems and lecturers as facilitators). The Probative (Project Based Cooperative Learning) model is a model developed based on the application of a project by involving students investigating real-world problems through cooperative groups.

Education in the 21st century emphasizes developing problem-solving skills, creativity, and adaptability. The Probative Model, tailored for literary studies, represents a significant advancement in student-centered learning. This model aligns with Bloom's revised taxonomy, promoting higher-order thinking such as analyzing, evaluating, and creating.

Based on the identification of various learning models. The researcher wants to develop a Probative learning model (Project Based Cooperative Learning) by emphasizing contextual learning through complex activities and working in small groups collaboratively. Its members consist of several people with a heterogeneous group structure. The implementation of this model takes between 140 to 200 minutes which takes place in 1 to 4 meetings. In addition, the products produced by students are of course given appreciation or awards by lecturers. The development of the Probative learning model (Project Based Cooperative Learning) certainly provides nuances, syntax, and learning concepts that are different from existing models.

The effectiveness of the implementation is that the learning schedule is carried out 2 times a week. The stages of implementation are as follows. The first, Pre-project: This stage is an activity carried out by lecturers outside of class hours. At this stage, the lecturer designs the project description, determines the project's foothold, prepares media and various learning resources and prepares learning conditions. And then, Phase 1 (Identifying Problems): At this stage, students make observations on certain objects. Based on these observations, students identify problems and make problem formulations in the form of questions. Phase 2 (Creating Design and Project Implementation Schedule): At this stage, students collaboratively either with group members or with lecturers begin to design projects that they will create, determine the scheduling of project work, and carry out other preparatory activities.

Phase 3 (Conducting Research in Groups): At this stage, students carry out initial research activities as a basic model for the product to be developed. Based on these research activities, students collect data and then analyze the data with data analysis techniques that are relevant to the research conducted in groups. Completion of group tasks should be a group goal. Each group member has individual accountability to support the achievement of the group's goals. In this

third phase, the most important thing is not to have free-riders or members who only depend on group tasks to other individuals.

Phase 4 (Drafting Products): At this stage, students begin to make initial products as plans and research results that they carry out accompanied by lecturers to remind about the tasks that students do and the time allotted. In this phase, the assistance provided by the lecturer can be in the form of instructions, briefings, or asking several students to repeat what has been shown. Phase 5 (Measuring, Assessing, and Refining Products): At this stage, students look back at the initial product made, look for weaknesses, and improve the product. In practice, measuring and assessing products can be done by asking for opinions or criticism from other group members or lecturers.

Phase 6 (Product Finalization and Publication): At this stage, students finalize the product. After it is believed to be in accordance with expectations, the product is published. And the last one is post-project, at this stage lecturers assess, provide reinforcement, input, and suggestions for improvement of the products that have been produced by students. Lecturers prepare a reward structure that will be given to students. Variations in reward structures can be achieved without depending on what others are doing. A competitive reward structure is when a student is recognized for his or her individual efforts based on comparison with others.

The success of the implementation of the Probative learning model (Project Based Cooperative Learning) can be obtained from the results of evaluation, both formative evaluation and summative evaluation. Formative evaluation is carried out by developers during the learning model in the design process to support increasing its effectiveness with one-to-one evaluation techniques (experts and students), small group evaluation, and field trial evaluation. The instruments used in formative evaluation are questionnaires and interviews. Summative evaluation is carried out on students to determine the effectiveness of the final product of the learning model, which is carried out by other parties outside the learning model developer. For this reason, field tests were carried out using classrooms that were the place to apply the learning model. To see the applause of this learning model, a test of the effectiveness of the learning model was carried out by comparing the pretest and posttest and then statistical testing was carried out using the t-test.

Analysis needs students as many as 32 people in lectures appreciation and literary criticism at the Indonesian Language and Literature Education Study Program, Faculty of Languages and Arts, the State University of Medan based on research products.

The Probative (Project Based Cooperative Learning) learning model developed is expected to support the learning process in Literary Appreciation and Criticism lectures. The use of the Probative model will affect the ability to appreciate and criticize a literary work. The syntax of the Probative model developed in this study includes: 1) lecturers prepare learning tools and provide directions to students; 2) lecturers convey objectives, motivation and information on learning materials; 3) lecturers provide challenging questions for students; 4) lecturers organize study groups in a heterogeneous manner; 5) student lecturers prepare learning plans and activities; lecturers guide and supervise students during project work in groups; 6) lecturers assess products, and evaluate student work results through reflection activities; and 7) lecturers

give awards to students' work.

The analysis of student needs consists of four aspects, namely: Lecturer pedagogic competence, learning materials, learning process, and student abilities. The assessment of student needs uses products that have been validated by material experts (lecturers in charge of courses). This is done to explore information related to urgency or how much research and development of learning model products in the literary appreciation and criticism course is needed to overcome problems in the field.

In the learning material component, students stated that all the material they learned in lectures had supported the learning outcomes of graduates with an achievement of 75.00. However, students think that the learning materials have not been mastered due to the limitations of the teaching materials that they use. In addition, students have also not been able to implement the theory or knowledge they understand into practice. They seem to be in dire need of expert guidance in practice.

In the learning process component, the average score obtained was 62.50. This shows that communication and interaction in the lecture process are not multidirectional because the learning conditions are not yet conducive. Learning activities become less interesting and tend to be monotonous because lecturers have not optimally used a learning model that is in accordance with the characteristics of teaching materials and student learning styles. The theory conveyed by the lecturer has also not been supported by contextual exercises so that students' understanding of the material taught in lectures is not optimal.

The results of the analysis show that 100% of lecturers in the literary appreciation and criticism course have used a certain learning model, 66.6% of lecturers apply different learning models, 66.6% of learning is still lecturer-centered, 66.6% of learning models are still the cause of the learning process is not optimal, 66.6% of project-based learning models have not been able to foster student creativity, 100% of lecturers are not satisfied with the learning model currently used, 100% of lecturers feel the need for a learning model that can optimize student learning outcomes, 100% of lecturers feel the need for a learning model whose structure supports practical learning activities to appreciate and criticize literary works, 66.6% of lecturers do not know the Project based Cooperative Learning (Probative) model, and 100% of lecturers believe that the Project based Cooperative Learning (Probative) model.

Furthermore, based on the results of the analysis of students' ability to learn styles through aspects of learning ability, an average score of 60.25 was obtained. Data shows that students do not concentrate on following the learning process in lectures. This causes the inability of students to relate the previous material to the next material.

Table Acquisition Analysis Need Student in Literary Appreciation and Criticism Learning

No.	Assessment/Measurement Aspects	Average Index %	Category
1.	Competence Pedagogy Lecturer	80.00	In accordance

2.	Material Learning	75.00	In accordance
3.	Learning Process	62.50	Quite Appropriate
4.	Ability Student	60.00	Quite Appropriate

Evaluation requires students to use products validated by expert material (lecturer) guardian eye lectures. This is done to dig for information related to urgency or how much research and development is needed to learn model products on subjects studying literary appreciation and criticism, which is necessary to overcome problems that exist in the field.

Results of the questionnaire were given to 32 students who became respondents, who obtained an average score index of 80.00 with the appropriate category. This shows that the lecturer in charge of studying literary appreciation and criticism is a competent lecturer in their field. However, from all indicators on components of competence of pedagogic lecturer, students evaluate that creativity lecturer in managing class moment activity in groups in lectures not optimal.

On the components of material learning, students state that overall, the material they learn in lectures already supports achievement learning graduates with achievement of 75.00. However, students think that material learning still needs to be mastered because of the limitations of the teaching materials they use. In addition, students cannot implement their theory or knowledge in practice. They look like very needy guidance experts or lecturers in practice.

Table Results of Lecturer Needs Analysis on Learning Models in Literary Appreciation and Criticism Courses

No.	Lecture	Response to Statements									
		1	2	3	4	5	6	7	8	9	10
1.	Lecturer 1	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
2.	Lecturer 2	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes
3.	Lecturer 3	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
	Sum	3	3	2	3	1	2	3	3	3	3
	Percentage (%)	100	66,6	66,6	66,6	66,6	100	100	100	66,6	100

The feasibility test is measured based on the results of validation from experts. Validation is related to efforts to develop learning models to obtain clarity, quality of material, and attractiveness of Probative (Project Based Cooperative Learning) learning model products in the literary appreciation and criticism course produced. The clarity of the product is related to the language used in accordance with the level of development of the Literary Appreciation and Criticism course, and the instructions used are clear enough or not. The quality of the material is arranged logically, systematically and in accordance with scientific studies. The attractiveness

of the product is related to attracting attention and arousing students' interest in attending lectures in the literary appreciation and criticism course.

The results of the assessment or measurement of product validation used in the research and development of the Project based Cooperative Learning (Probative) learning model in the Literary Appreciation and Criticism course for collect data on the validity, practicality, and effectiveness of the Project based Cooperative Learning (Probative) learning model product as a whole in the feasible category or criteria by 3 experts or validators.

All products designed in this study have been expertly validated from each part. Validation is carried out to obtain valid contributions and information in an effort to develop the Project based Cooperative Learning (Probative) model. All validators are lecturers who are very competent in their respective fields.

Criticism and suggestions from experts that have been given in the validation process are inputs for researchers in improving each product produced in this study. Every suggestion given by the validator has been followed up by the researcher by making improvements and improvements to existing products. This is done as a form of improvement to research products so that they can be tested. Before entering the trial stage, validation of the learning model book, teaching material book, lecturer guidebook, and student handbook is carried out first.

Based on the results of validation by design experts, the Probative model was declared to be very valid with the average value of the Rationality aspect of Model 3, the average value of the supporting theory aspect of model 4, the syntax aspect of 3.75, the average value of the social principle aspect 3.66, the average value of the reaction principle aspect 3.66, the average value of the supporting system aspect 3.5, the average value of the impact aspect of application 3.5, and the average value of the overall aspect of 3.58.

The average score of student learning outcomes in the Literary Appreciation and Criticism course using the Project based Cooperative Learning (Probative) model in the experimental class was 85.08 in the second interval class (83-85). The results showed that 9 (26.47%) students were at the average score, 12 (35.30%) students were below the average score, and 13 (38.23%) students were above the average score.

The results of the expert validity assessment of the project-based cooperative learning (Probative) learning model are known to have an average score of 3.58. Since the average score is $3.58 > 2.5$, in this case it can be interpreted that Ho is rejected and accepts Ha. Thus, it can be concluded that the first hypothesis proves that the project based cooperative learning (Probative) learning model is valid for use in Literary Appreciation and Criticism lectures has been tested for its truth.

The second hypothesis test which reads that the product of developing a project-based cooperative learning (Probative) learning model is practically used in the Literary Appreciation and Criticism lecture. In this case, the criteria for accepting the practicality of the learning model is if the average score of $\geq$ is 3 with the practical category.

The results of the assessment of the practicality of the project-based cooperative learning (Probative) learning model are known to have an average score of 4.7. Since the average score is $4.7 > 3$, in this case it can be interpreted that Ho is rejected and received Ha. Thus, it can be

concluded that the second hypothesis proves that the project-based cooperative learning (Probative) learning model is practically used in Literary Appreciation and Criticism lectures tested for its truth.

Based on the results of the effectiveness test of the research product, the sig.value obtained on the t-test < 0.05 shows that the research product is effective. The sig.value value in the t-test was 0.000 < 0.05. Thus, it can be concluded that the third hypothesis is proven that the project-based cooperative learning (Probative) learning model is effectively used in Literary Appreciation and Criticism lectures has been tested for its truth.

The learning process in the Literary Appreciation and Criticism lecture has not optimized communication and interaction in the lecture process so that the learning conditions are not conducive. The Probative model is believed by researchers to be the solution to this problem considering the ability to appreciate and criticize literature related to creative skills and critical thinking to produce products that are the result of literary appreciation and criticism of the literary work.

The results of the validity test from the three experts show that the probative learning model has met the aspects of need, up-to-date, has a strong theoretical and empirical foundation, and there is consistency between the components that make up the model. This is due to the project-based learning model that encourages students to make decisions, design a process framework to achieve results, be responsible for obtaining and managing the information collected, conduct continuous evaluations, review what they are doing, and produce products and evaluate their quality.

The project-based learning model will be better if it is strengthened by cooperation between students (cooperative). This is where the difference between previous research and this study lies. The analysis of practicality data aims to measure student responses to the learning model of the Literary Appreciation and Criticism course. The results of the practicality test show that the learning model developed has proven to be very practical to use. The level of practicality of the probative learning model is 87.89. The practicality of the development product is determined from the opinions of lecturers and students who state that the products produced can be used and the products are easy to use by lecturers and students in accordance with the developer's intentions.

Based on the effectiveness test, it was stated that the probative learning model was effective to use. This is due to the social system and the principle of reaction in the Probative learning model, as follows. Learning is active, productive, and collaborative. This means that in learning activities, students must be able to be actively involved in solving learning problems and creating a product collaboratively. Learning is social. This means that learning activities involve interaction between fellow students, and students with lecturer. This interaction results in collaboration in solving problems. This action is very important in learning so that learning takes place in both directions.

There is a difference in student background. The background in question is learning style, experience and aspirations. Learning based on cooperation can improve the quality of learning, and achieve the expected learning competencies, because students complement each other, and become peer tutors who can help other friends in understanding learning. Learning is

appreciation. This means that a lecturer must give appreciation to his students if they have completed the assignments that have been given. Appreciation in learning is important to be an encouragement for students so that they are happy to welcome the next learning.

The novelty of this research can be seen in the syntax aspect of the learning model. Learning Appreciation and Literary Criticism with the application of the development of the Probative learning model (Project Based Cooperative Learning) encourages students' high-level thinking skills. The use of this model is very suitable to be applied at every level of education. The Probative (Project Based Cooperative Learning) model refers to an active learning process by involving students in producing a project. In addition, the flow of the Probative (Project Based Cooperative Learning) model puts students in small groups so that students play an active role with their peers so that student-centered learning is created.

Syntax of the Probative (Project Based Cooperative Learning) learning model which is formulated in the development of learning models by combining project-based learning and cooperative learning models.

This research and development produces a product in the form of a Probative learning model (Project Based Cooperative Learning) which contains: (a) Syntax, consisting of four types of activities, namely learning orientation activities, learning mode activation activities, critical understanding activities and learning outcome appreciation activities. (b) social systems and reaction principles built based on the principles of active, productive and collaboration between students and between lecturers and students, and (c) supporting systems in the form of: probative learning model books, lecturer manuals, student manuals, teaching materials and probative learning media. Therefore, this research is expected to be able to provide benefits so that it can also be used as a material for discussion.

The results of this development can enrich the scientific treasures in the field of educational technology which produces the Probative (Project based Cooperative Learning) model in the Literary Appreciation and Criticism course. The results of the model development are expected to contribute ideas and become the basis for further research studies.

4 Conclusion

Learning models based on projects can grow creativity in students. Learning models project This has proven valid, practical, and effective for applying to learning by studying literary appreciation and criticism. This model can increase the ability of students to master knowledge and skills with the implementation of a student-centred learning process to students and nature collaborative. Concepts learning keep developing and focusing on active, cognitive, and constructive processes in meaningful learning. Students become active actors in activity study. Students can choose information that will be studied and build meaning based on the information.

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