

Developing Interpersonal and Intrapersonal Competence in Learning Literature Appreciation

Dina Gasong

Christian University Indonesia Toraja/UKI Toraja

Abstract

In a global community that is no stranger with digital gadgets, a lot of default aspects that are highly praised are sweeping over time, replaced with new nuance, as seen with the rising of individual and independent aspects. At one a point a view, this can be considered as an improvement, though in another point of view this is clearly fallback of our nation's value. This paper focuses on Interpersonal values and actions, communication, collaboration, well and polite attitude, helping others and connecting with people. While Intrapersonal aspects focuses on diversity, doing reflection, discipline, high work ethic, perseverance, self-contained, and have intrinsic motivation to be considered in preserving national values. These values can strengthen and unite our nation from being threatened by foreign countries so our nation won't be torn and broken. In works of literature of Indonesia, lots of expression of caring attitude, both caring for each other and for the local society are found. In novel "*Burung-burung Manyar*", the attitude that stands out is caring, which can be deciphered through behavior of the characters, same with short story *Perburuan*, *Kado Perkawinan*, and *Jakarta* with the attitude most contrast is cooperation mainly seen in the behavior of *Pak Pong* as also with Indonesian poems which reflects sympathy and empathy attitudes towards the reader which can be found in poetry "Seorang Guru kepada Murid-Muridnya" and "Natal Seorang Buruh Kecil". The method that used to collect data that is; Collaborative discussion, questionnaire, and interview. There are a few synopses of novel, short stories, and poetry that are chosen as materials to develop interpersonal and intrapersonal attitudes in learning literature. The result shows that university students express interpersonal attitudes and behavior that is communicating politely, collaborating, sincere in helping others, having good connection with each other. While intrapersonal behavior includes; respecting differences, doing reflection, discipline, high work ethic, perseverance, self-contained, and have intrinsic motivation to be considered in preserving national values.

Keywords: Fostering values, interpersonal, intrapersonal, appreciation, Literature

1. Introduction

Advancement of information and communication technology evolving so rapidly in the era of globalization, bringing a very radical change. That change has an impact on almost every aspect of life, including in the system of education and learning. The impact of that extraordinary changes is the formation of a 'global communities', which even worse due to the global community that turned out to arrive much faster than prediction: the information revolution has brought a new world that is totally hyper-reality.

As a result of the rapid changes, people can no longer simply rely on a set of values, beliefs, and patterns of social activity that are constant. Humans are forced continually to reassess the position with respect to these factors in order to build a social-personal construction that allows or appears possible. If the community is able to survive in the face of the challenges of change in the world of science, technology, communication and socio-cultural construction, then we must develop new processes to deal with these new problems.

Therefore, it is necessary to seek learning that cultivating the values (life skills) in learning. Education must pursue not only stuffing students with theories, but also still have to be able to grow humanitarian values that need to be preserved. Such as values interpersonal and intrapersonal.

1.1 Research Method

This study is done with descriptive-qualitative methods in order to recall few life values cherished together that are drifting away as time passes to be kept. The data is taken through collaborative discussion in class, interview with collaborator and university student and provide a questionnaire after discussion.

2. Developing Values of Life

Life values of unity has grown and developed by predecessors of our nation, either through formal education, as well as through non-formal education. Cooperative values that are shown through togetherness in fixing the road or cleaning the environment and others. Sincerity values are grown through lifting heavy weights which need power of a lot of people. This can be developed through quality education.

The enhancement of quality education still appears to be a central issue that continuous to roll by the government since the early times, present day and the future, or even eternally. Same to a traveler's journey seem to travel endlessly. That is the way education is, now and then continuously searching for new ways to face changes that goes on and on. That being said, the thing being done by the government is something consistent

with the demands of these changes, only the efforts undertaken more likely to be gradual rather than systematic planning based on the needs of the study.

On the other hand changes were made more on the macro side only, that is the curriculum and school management course is on the curriculum and management of the school. At least in recent years two changes were made, namely: Manajemen Berbasis Sekolah (MBS) and Kurikulum Berbasis Kompetensi (KBK). Although the two did not give a clear picture of the application in the field, MBS for example, this is expected to make the school as an independent institution in the financial management in order to produce a quality school, turned into a quest for money alone. While KBK, which is expected to produce graduates who are able to implement their knowledge and skills in various aspects of life created "confusion". This is all due to the lack of clear guidelines in the field, and is not followed by improving the quality of human resources, especially teachers as the spearhead which translates in learning in the classroom.

Changes must be made if we want a quality too greatly improve our education, so that the sequence is not under the Vietnam ranks 108 in the world. As for the changes that must be made are changes to the learning strategies used by teachers in teaching students. It is time for teachers introduced strategies of learning to be able to optimize all intelligence possessed by the student, who by Gardner (1983), in his book *Frames of Mind: The Theory of Multiple Intelligences* mentioned there are eight types of intelligence that each individual: namely linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal.

3. Interpersonal and Intrapersonal Concept

Interpersonal and Intrapersonal is part of multiple intelligences that is linguistic intelligences, mathematical logic, special intelligence, kinesthetic intelligence, musical intelligence, intrapersonal intelligence, interpersonal intelligence and natural intelligence.

Intrapersonal skills percepts and differs what is desired, which means, motivation, also people's feelings. Consciousness in facial expression, body language, the ability to differ various sings of interpersonal, ability to impact people to do something.

Intrapersonal skills understand own self and act accordingly in awareness of moods, intentions, motivations, temperament, desire, self-disciplined, and the ability to appreciate themselves.

4. Appreciation

Appreciation is the process of analyzing, assessing, appreciating a work of art, including the art of literature. As a process, appreciation involves various knowledge and skills. According to Aminuddin suggest that in the process of appreciation, assess, and enjoying artwork, then this process involves three aspects: cognitive, emotive aspect and evaluative aspects.

Appreciation means awareness of values of art and culture, respect for something, through the introduction of inner feeling, understanding and appreciation of the values of life. Similar opinion is to appreciate or assess of objects both abstract and concrete have noble values. A similar opinion was expressed by Kinayati and Anneke, appreciation as an activity or process to respond to a work that can shape the experience for oneself. The opinions reveal that appreciation is a process that is performed in response to a literary work by giving awards or judgments to literature.

Appreciating literature is an activity to understand literature. At first glance this seems an easy activity, but not as easy as that alleged, in practice proved difficult. This is because literature as art has unique rules that are often difficult to define. Though, it does not mean that appreciating literature is not allowed at all.

Appreciating literature, as with other artwork is also as a process which involves three main aspects, that is; cognitive, emorif aspect and evaluative aspects. Cognitive aspects are aspects that relate involvement intellect reader in understanding the elements of literature that is objective, whether related to the elements that build literary works of the (intrinsic element), and the outdoor elements of literary texts mentioned (extrinsic elements). Emotive aspect is an element related to the involvement of the reader's emotions in an attempt to understand the literary elements that are subjective, appreciate the beauty of the elements in literary texts are read. Very emotional sensitivity plays a role in understanding the nature of literature. Evaluative aspect relates to the ability of appreciators in the activities provide an assessment and consideration of the good and bad, beautiful or not a work, and other assessments.

Literary work is a work of art, work that use language as a medium, a work of fiction, works of imagination. But inspiration is taken from everyday life. Therefore, require different interpretations of literary works, containing images of real life, and is a reflection of human life. Literary work in essence is the embodiment of life and human thought are poured through a form of language. Literary work addresses all aspects of human life, covering aspects of emotions, thoughts, attitudes, sympathy, rebellion, acceptance, love, hatred, violence, refinement, dignity, humiliation, wealth, poverty, oppression, and freedom processed authors.

A person is said to have been able to appreciate when the inner knowledge and sensitivity is able to capture the values contained in the object appreciated. In this regard, Kinayati argued that the appreciation of the

activities carried out by someone, either mental activity, as well as physical activity in response to something. Appreciation is an activity to give consideration to the object to be appreciated. Such activities cannot be performed if a person does not have the ability appreciation of literature.

Appreciation of literature is an activity that is intentional in order to recognize, understand, interpret, and appreciate literature. AppreciationActivity is not only recognized by a glimpse, but up to a higher level that is to be enjoyed and to give assessment.

More specifically stated by Effendi that appreciation is screwed literary activities in earnest that foster understanding, appreciation, sensitivity, critical thinking, and feeling good sensitivity to literature.

Rusyana notice this appreciation related to the of the intellectual, emotional one's imagination. Based on these strengths, the connoisseur or readers are capable of caring for the appreciation, also, depth and range of appreciation. According to Rusyana literary appreciation as recognition and understanding of the value of literature and her excitement, also pleasure that arise as a result of all of that.

Excitement and pleasure that arise as a result of activity resulted by the appreciation of the success by receiving the experience of others, so it increases the association, which in turn can face life at its best. There was also the writer's ability to exert fascination as his artistic ability to successfully clarify, integrate and give meaning to his editorial experience as well as enjoying success in the aesthetic value of literary works.

Sumarjo and Saini gave boundaries for the word appreciation. According to them, the appreciation is to understand, enjoy and appreciate or judge. From the definition it can be argued that appreciate the literature involving a variety of skills and knowledge of literature, for example: reading or listening skills.

To understand literary works well requires the skills to read well. A reader will not be able to enjoy literature without understanding the contents contained in the reading, while being able to understand a literary work requires techniques of reading, so that one can interpret the works red.

A reader of literature, which expects to appreciate and enjoy literature, it must first be able to understand a literary work. Thus, to make an assessment of the capabilities required literature evaluation and interpretation of the good of a reader of literature.

Literature appreciation activities that isn't able to be done by a few. A person who can do the appreciation of literature should have the knowledge and skills and the ability to interpret the literature correctly. Appreciate literature as a process of interpreting, can be classified by stage as well as the ability to be developed towards higher level.

Going on with that, Rusyana distinguishes three levels of appreciation. The first level, occurs when a person experiences that exist in the literature. The second level occurs when the reader the intellectual ability works harder, and at the third level, the reader realizesthe pattern and bond between literary works with the real world.

In the process of low level of appreciation, a person engaged intellectually, emotionally and imaginatively with the work. Higher process is the more dominant intellectual engagement, meaning that reader starts asking what experience gained by the message from the author. Appreciators gain a deeper experience and enjoyment of higher due to their intellectual ability. At higher process, appreciator began to realize how the bond with the outside world literature is, so the understanding, the enjoyment, and the assessment can be done well.

Literature appreciation activities according to Effendi divided into four kinds: (1) the activities directly; (2) indirect activity, (3) creative activities, (4) documentation activity. Direct activities are activities that directly associate with literature, direct reading or enjoying literature or enjoying literature or watch a show. Direct someone to read, understand, enjoy and judge the literary text.

Indirect activity is activity indirectly appreciation of literature dealing with "something" outside the literary works, such as the study of literature, studying the theory of literature, literary criticism studying activities, and activities to learn the history of literature. Indirect activities can also be done by reading articles related to literature such as magazines and newspapers as well as books of essays and other critics. This activity will eventually develop knowledge of the literature and improve the ability to appreciate literature.

In doing so, the appreciation of literature, Sumarjo and appreciation activities Saini divide into three stages or in three steps as follows:

First, the engagement stage of life. In this stage the reader tries to understand the problem, feeling, and imagining fictional world created by writers. With sentiment, readers put themselves in the position of characters and face such problems faced by the characters and through personal experience to face the problems of life and in the end the reader can feel and be personally involved with the issues presented in the fantasy writers that cause pleasure to the reader.

Second is the stage the reader understands and respects writers who master the way of presenting the experience to achieve a high appreciation. Readers became interested in how writers apply the principle of integrity (unity), balance (balance) and harmony (harmony) as well as the right pressure on experience selected and compiled in his work. The reader begins to understand and admire writers in selecting, processing, and arrange symbols to convey the writer can adequately experience. It gives satisfaction to the reader.

Third, the stage the reader finds the relationship experience he got from literature with real life experiences faced. The reader understands the fictional world created by writer is not true, but the world was created for him to understand and appreciate the world and real life better. This will give satisfaction to the reader.

Stages in appreciation described above, can also be described in other terms that stages enjoy, the audience (appreciators) enjoys works of art, for example, love to hear the music and singing foreign songs (ex: songs in English, Mandarin, etc.), although it basically lack of meaning. Imagination stage, where the appreciator starts to ask its meaning, search the dictionary and try to understand the meaning of a work of art they enjoy. Also, producing stage when the appreciators has a number of ideas and has an effort to express it in real life. For example, trying to create a song, a poem, and others.

Based on the above, it can be argued that the appreciation means awareness to heed or respect the values of art and culture through the inner sensitivity obtained from reading and listening well. In particular the appreciation of literature means awareness to heed or respect the values and culture through inner sensitivity obtained from reading literature and listening to literature, and to produce literary works.

Furthermore, the Indonesian literature till this day where the writers hasn't had a proper definition. Definition of Indonesian literature can be seen from the use of language. Literary works that use the Indonesian language, referred to as Indonesian literature as a medium. In this sense, the literary translation is the work of Indonesian literature.

Main issue in Indonesian literature created through language capacity, the existence of the literary universe is within loci narrative, characters and events appear before the reader as "say". As a medium, language is not only exploited through the richness of vocabulary and grammatical complexity, but rather through the selection and quality of their relationship, which is representative, refers to the universe that is intense. Conventions, traditions, and the totality of the cultural heritage in turn explained through and in language. Without language, a literary work will never have existed. Therefore, the literary work of art called verbal, verbal action.

Language literature, especially the language of the novel, is considered multidimensional communication medium, because in the genre of the novel, in addition to functioning as a tool, the language is also a vehicle for the transmission of convention and tradition. In the process of reading literature, the real reader only explicit. Therefore, a communication system with variety of channel must be reconstructed through the wisdom of the reader, either through a system of signs or markers other contexts. Language is basically precedes subjectivity, constitutively language is a symptom intersubjective, impersonal.

As a symbol, language is not a sign system with a single meaning, but rather arbitrary system with various possibilities of their relation. As symptoms intersubjective, with characteristic metaphorical and connotative language used to communicate the fact that the structure of the asymmetry, the symptoms are the antithesis, and a variety of polarization in the structure of society.

Indonesian literary quirk is his birth that occurs simultaneously with the medium of language. Historically, as the national identity, since his birth Indonesian only takes a decade to give birth to modern Indonesian literature, which in turn continuously followed by novels published by Balai Pustaka tradition. Nevertheless, it is precisely in the process of simultaneity is exactly the case of a competitive exploration, namely the language of the literature, the contents of the form, and the essence of the message conveyed.

In the early ages, the capacity of language and literature as if forced to absorb at the same time select the various currents of contemporary culture, in order to prevent conflicts of culture.

Indonesian language and literature, especially its development over three decades in the early 20th century, the development of which is motivated by the spirit and the spirit of nationalism, which overall can be tracked in the social consciousness of the nation of Indonesia, especially as the language of communication within the organization, it gives the authority, privileges and quality appreciation.

Birth of Indonesian literature at the beginning of the 20th century was the birth of the reciprocal relations with national movements. At a certain stage, literary creation is considered one of the tools to achieve the ideals, ideas, and even an ideology. Nevertheless, the quality of the birth of modern Indonesian literature need not be equated with the reduction of the artwork as a tool of struggle.

Indonesian literature before the war has characteristics typical sociohistoric background. Sociohistoric is related to the national movement and the ideals of freedom, polarization tradition and modernization, and various monumental events like the Congress and the Indonesian Youth Pledge.

People who read the literature aims to understand or understand the meaning or theme of the work read. That meaning can only be found when the reader learns to understand the various aspects of the building works of literature.

In detail the purpose of the appreciation of literature as follows:

1. Soften the manners
2. Concern with fellow

3. Fostering human nature

5. Literature

The fact of literature, art in general is fictional. The fact as fiction literature (fiction) requires another understanding related to awareness author in treating social facts. Therefore, the meaning of literature as an art form consisting of balanced relations between the medium and the message, form and content for balance artistic totality .

The literature in the view of structuralism is a totality built coherensive by various elements of its developer. That on one side of the structure could be interpreted as a literary composition, affirmation, and description of all materials and parts into components which together form the beautiful structure.

On the other hand, the literature also suggests that the notion of relationships between elements (intrinsic) reciprocal and mutually influences in forming a unified whole. According to the structuralism view of literature is regarded as something autonomous.

Literary works divided into three types (genres) of literature, ie poetry, prose, and drama. Here are presented only two types of literature, related to this dissertation, namely poetry and prose fiction as well as aspects that builds the poetry and prose fiction.

6. Conclusion

In accordance with the results of this study, then that needs to be achieved in literature appreciation learning in the lecture is:

The growth of student attitudes toward interpersonal actions that communicate politely, collaborate, sincerity to help others, to establish a good relationship together. While acts of interpersonal respect diversity, reflection, discipline, high work ethic, perseverance, self-contained, and has intrinsic motivation.

7. Recommendation

Some important recommendations should be noted:

1. There needs to be a shared commitment on character growth, especially regarding interpersonal, and intrapersonal.
2. Establish and strengthen the basis of literature teachers at schools, districts and counties to establish a communication forum.
3. There needs to be a willingness (political will) government to make policy in the form of local regulations (bylaw) and consistently enforce the growth of character values of the nation.
4. Need to strengthen partnerships with teachers in various fields of science.

References

- Amstrong, Thomas (2002) *Setiap Anak Cerdas*. Jakarta: Gramedia Pustaka Utama.
- Amstrong, Thomas (2002) *Sekolah Para Juara*. Bandung: Kaifa.
- Cambel, Linda, Cambel Bruce, dan Dickinson Dee (2002) *Multiple Intelligences: Metode Terbaru Melesatkan Kecerdasan*. Depok: Inisiasi Press.
- Dick Walter and Lou Carey (1985) *The Syatematic Desing of Instruction*. Glenview. Illinois: Scoot, Foresman and Company.
- De Porter, Bobbi & Mike Hernacki (2000) *Quantum Learning*. Bandung: Kaifa.
- Dryden, Gordon and Jeannette Vos (1999) *The Learning Revolution*. New Zealand: The Learning Web.
- Gagne, Robert M. dan Laslie J. Briggs (1974) *Principles of Instructional Design*. New York: Holt Rienhart and Winston Ins.
- Gardner, Howard (1983) *Frame of mind: The Theory of Multiple Intellegences*. New York: Basic Book.
- Gardner, Howard (2003) *Multiple Intellegences (Kecerdasan Majemuk)*. Batam: Interaksara.
- Gredler, Margaret, E Bell (1995) *Learning and Instruction*. New York: Macmillan Publishing Company.
- Krathwohl, David R., Benyamin S. Bloom, and Bertram B. Masia (1970) *Taxonaomy of Education Objective*. New York: David Mc Key Company, Inc.
- Kemp, Jerrold E (1995), *Instructional Design: A Plan for Unit and Cuorce*. Belmon: Fearon.
- Mulyasa (2003) *Kurikulum Berbasis Kompetensi*. Bandung: Remaja Rosdakarya.
- Rimm, Sylvia (1995) *Why Bright Kids Get Poor Grades*. New York: Crown Publishing Group.
- Semiawan, Conny R (2002). *Belajar dan Pembelajaran dalam Tarap Usia Dini*. Jakarta: Prehalindo.