

**IMPLEMENTATION OF BEHAVIOR APPROACHES IN LEARNING
WRITING CERPEN THROUGH LITERATURE ENGINEERING
IN IKIP SILIWANGI**

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Abstract

This research applies behavioristic learning theory in learning to write short stories with literary engineering. In this research it is expected that students will be skilled in writing short stories through literary engineering to foster imagination and ideas that will be written by students in short story writing activities. This research is based on the problem that a student has difficulty writing something that he feels and thinks in written form. Most students express their experiences more easily by speaking in terms of them, students rarely pour into written form. Another problem related to student creativity in writing activities is that many students who complain when getting a writing assignment from the lecturer are very annoying. This is because students do not know where to start and what to do in writing activities. Feelings of fear have become a scourge for students now in writing activities. This research method uses quantitative methods with experiments, in which researchers will provide implementation of the behavioristic approach in learning to write short stories with literary engineering. The results of this study indicate that students are more skilled at writing with literary engineering, where literary works in the form of poetry are changed by students in the form of short stories. As for the stages of each short story based on the experience of students both directly and indirectly into the short story. The learning process was very enjoyable and the students felt honed their talents and interests through this activity. An overflowing of feelings, hopes, and ideals is reflected in the writing of the students so that it helps the lecturer to hone the interests and talents of the students.

Keywords: *behavior approach, short story writing, literary engineering*

INTRODUCTION

Writing is one of language skills. Where the four language skills are very interconnected and inseparable. A good reading culture influences speaking and writing skills. This is evident, someone who has a lack of interest in reading even does not like to read will experience problems in writing including experiencing word rigidity, stress in pouring ideas, anxiety when getting writing assignments. Writing is seen as a scary and annoying activity by many people even by students. While based on the National Education System Law No.20 of 2003, article 4 paragraph 5 states that "Education is carried out by developing a culture of reading, writing and arithmetic for all people."

Another problem related to children's creativity in writing activities is that many children who complain when getting written assignments from teachers at school are very annoying. This is because children do not know where to start and what to do in writing activities. Feelings of fear have become a scourge for children now in writing activities.

The impact if not given a solution related to this problem will be interconnected with other problems, of course this becomes urgent when these problems cause children to become lazy in learning. This was stated because of the facts on the ground, writing activities could not be obtained impromptu because writing skills required exercises not born. So that when children are accustomed to writing activities, it will become a skill that makes children superior and have identity through their writing. Children who have a creative writing will always grow into children who have a future. And the results of his writings can be a motivation for children to be more creative in writing and writing.

The basis of this research is the research conducted by Yosoef on engineering the creation of children's literary works among children (elementary and junior high school students). Efforts to engineer the creation of children's literature is through story writing competitions and activities initiated by one of the publishers, who are actively facilitating the publication of children's literature, both print and online. Second the activity should be discussed as a mechanism that is considered capable of producing the seeds of children's literary writers and teenage literature.

Literary engineering is one method that can be used to foster children's interest in writing so that the application of this method can help children in their writing fluency. Researchers use this term based on the lexical meaning of the word, engineering, which means they are concocting a literary work in the form of poetry, novels, drama that is converted into other literary works, for example poetry is changed to a short story or the opposite. Of course this will help the child when it comes to writing problems.

Based on the above problems the researcher will conduct a study of the implementation of the behavioral approach in learning to write short stories through literary engineering.

1. Learning

Learning and teaching are two single activities but do have different meanings. Learning is defined as a change in behavior because of the results of the experience gained. While teaching is an activity providing conditions that stimulate and direct student learning activities / learning subjects to gain knowledge, skills, values and attitudes that can bring changes in behavior and change and self-awareness as a person. (Sardiman, 2016, p. 3)

Learning objectives include: 1) knowing an intelligence, skill or concept that was never known before; 2) can do something that previously could not do, both behavior and skills; 3) able to combine two (or more) knowledge into a new understanding, both skills, knowledge, concepts and attitudes / behavior; 4) can understand and apply the knowledge that has been obtained. From these objectives it is clear that student activity plays an important role so that learning success can be achieved.

The results of the research conducted by Yosoef underlie this research and from this study produce findings about the engineering of creating children's literature aimed at school students (elementary and junior high). The engineering shows the results, among other things the creative abilities of the students, which are built through the process of writing and mentoring.

2. Root Cultural Values

a) The process of forming personality

Understanding the process of personality formation can help us understand how to change, modify or shape the personality. This is very important to understand in the process of forming a culture of values. Personality elements consist of:

b) innate potential

When a person is born, he carries the potential for innocence, in the form of cognitive, affective, and psychomotor abilities. This means that a newborn baby already has the potential for the ability to think, but has not been able to use that ability. Babies need time to mature their brain's nervous system which, when it's time, they will be able to use the potential of their abilities.

c) Instinct

As a physical being, a child is born with an instinctive tendency already present in him. When a child is born, this tendency for instincts to function immediately. For example, children who are in their teens, will start to be attracted to the opposite sex (instinct libido). This instinct certainly needs to be shaped, so that the driving force of this instinct does not become the main thing in the process of driving someone's behavior.

d) recorded experience

According to Jean Piaget (1952) babies begin to form patterns or mental schemes through sensory-motor (the five senses). For example, when a baby hears the word "mama" and then sees "his mother's face" the child automatically records the word as a symbol that represents his name.

e) Behavior

In line with the development of the nervous system, the wealth of experience, children will begin to form behavior patterns that are increasingly complex. That is, the child will judge which behaviors will bring results and which will not. Records of this experience will of course be very important in the formation of further patterns of child behavior.

f) The process of forming a mindset

Every child born has the potential to be able to think, understand, reflect, dream, dream, dream, make plans, analyze, sort out, predict and make decisions.

g) The process of forming emotional patterns

to form positive feeling patterns, children need to have positive experiences, both at home and at school. positive experiences mean experiences where children feel safe, valuable, feel valuable, and when they are wrong they have individuals who can help understand them, so they really feel loved.

h) The process of forming behavior patterns

In every culture, there are behaviors that every child must learn from an early age. Behaviors such as giving with the right hand, greeting and greeting guests, or gestures that show respect when passing by many people. Every culture has certain standards of behavior that are taught to every citizen through the process of habituation.

Theory of Behaviorism which was started by Ivan Pavlov's research (1927), then E.L Thorndike (1906), B.F Skinner (1938), was closed by Albert Bandura's theory (1965). According to the theory of claik conditioning, behavior is formed through a process of habituation. This theory was put forward by Ivan Pavlov (1927) who said that there are many behaviors that result from habituation from birth to adulthood. Children at an early age (0-10 years) will obey the instructions of their parents and teacher. Therefore the process of habituating good values is very appropriate at an early age. After they are in their teens (11 years and over), children begin to be critical of teacher instructions and their parents. At this age children are more difficult to form, especially if they already have certain habits that were formed since childhood. For example the habit of watching television, playing video games or the lack of discipline to learn.

Habits are formed when the same behavior or actions are carried out continuously. If a habit is to be built on the learners, then a joint movement (total action) to carry out the habit continuously, is needed.

METHOD

The method used in this study uses descriptive analytical methods. This method is done by describing the facts in the novel in the form of words and sentences and analyzed to find didactic values. All data are clearly described so that the research objectives are achieved.

The research steps are as follows.

1. Collect data / material for literature review.
2. Read and study by marking the important parts to answer the problem statement.
3. Reporting in scientific writing in the form of scientific articles.

RESULT AND DISCUSSION

1. Literary engineering steps

- 1) Motivate students with video screenings and ice breaking that aims to equalize students' feelings so that there is an equal feeling between students who are full of readiness to learn and are challenged with assignments and materials in learning.
- 2) The students form teams with close friends sitting and tell each other interesting experiences in their lives and other students listen and share appreciation in a piece of paper on the story that has been told by giving a positive assessment of the behavior of their friends.
- 3) Peer ratings are rewritten by students and used as material for writing short stories in describing the character characters that will be developed by these students.
- 4) The lecturer gives an example of a short story and explains each of the parts of the short story.
- 5) When finished explaining the parts of the short story, students are guided and told to write each part of the short story gradually.
- 6) Appreciation and giving awards to students who smoothly pour ideas or ideas in the short story and pay attention to the politeness of the students' language in each string written in the short story.
- 7) Give guidance to students who do not have ideas and are constrained by writing with an individual approach and independent guidance to look for student problems.
- 8) Providing cultural motivation based on values and politeness in language by playing videos and games.
- 9) Exploring ideas again to finish writing short stories or revising short stories that have been written.
- 10) The students exchanged short stories and were assessed by their friends with appreciation of polite sentences in small cartons and decorated as a form of appreciation.

2. Characteristics of literary engineering

The characteristic of literary engineering in this research is the process of changing the results of literary works in the form of poetry into literary works in the form of short stories. This is done so that students are skilled in writing with values-based behavioral approaches in the form of short stories.

3. Statistical analysis of the application of the literary engineering model

Analysis

1 Completeness of the structure -3.955b 0.000 There is a significant difference between the pretest and posttest from the aspect of the structural completeness.

(There are differences in the results of the short story writing test before and after the application of the model through the Behavior Approach in Learning to Short Story Writing Through Literature Engineering at IKIP Siliwangid from the aspect of structural completeness)

2 The use of polite language -3.741b 0.000 There is a significant difference between the pretest and posttest in terms of the use of polite language.

(There are differences in the results of the Short Story Writing test before and after the application of the model through the Behavior Approach in Learning to Short Story Writing Through Literature Engineering at IKIP Siliwangid from aspects of polite language use)

3 Accuracy of punctuation -3.964b 0.000 There is a significant difference between the pretest and posttest in terms of the completeness of punctuation.

(There are differences in the results of the Short Story Writing test before and after the application of the model through the Behavior Approach in Learning to Short Story Writing Through Literature Engineering at IKIP Siliwangidari from aspects of completeness of punctuation)

4 Effectiveness of sentences -3.585b 0.000 There is a significant difference between the pretest and posttest from the aspect of sentence effectiveness.

(There are differences in the results of the Short Story Writing test before and after the application of the model through the Behavior Approach in Learning to Short Story Writing Through Literature Engineering at IKIP Siliwangid from the aspect of sentence effectiveness)

5 Cohesion and coherence -3,402b 0.001 There is a significant difference between the pretest and posttest in terms of cohesion and coherence.

(There are differences in the results of the Short Story Writing test before and after the application of the model through the Behavior Approach in Learning to Short Story Writing Through Literature Engineering at IKIP Siliwang from the aspects of cohesion and coherence)

Overall results -3.922b 0.000 Overall there is a significant difference between the pretest and posttest.

(There are differences in the results of the Short Story Writing test before and after the application of the model through the Behavior Approach in Learning to Short Story Writing Through Literature Engineering at IKIP Siliwangi)

Conclusion

Based on learning outcomes by implementing a behavioral approach in learning to write short stories through literary engineering, learning can take place lively. Motivation and habit of evaluating the process, achievement, and habit of giving positive values will make the culture of values respect each other, be responsible, increase motivation in writing, respect, and love each other also empathize. This culture is really needed by students for the progress of achievement in learning. The achievement of learning objectives can be seen not only from the achievements of students, but from changes in student behavior towards a better direction. Responsibility, respect for others, discipline, honesty, high enthusiasm in learning, shame about doing bad things that are detrimental to friends, diligent, especially more respectful of time and obedient to obligations and rights. Of course, this behavior can be the basis for the development of behavior to be better and better so that people become faithful and devoted to God Almighty.

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