PROBLEMATICS OF INDONESIAN LITERATURE LEARNING IN SENIOR HIGH SCHOOLS: A STUDY BASED ON STUDENTS' PERCEPTIONS AT SMAN 1 2×11 ENAM LINGKUNG

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ABSTRACT

Literary learning in Indonesian senior high schools plays an essential role in developing students' literacy skills, aesthetic appreciation, and critical sensitivity. However, in practice, literary instruction still faces various challenges that affect students' engagement and meaning-making processes. This study aims to describe the problems of Indonesian literary learning in senior high schools based on students' perceptions. The research employed a qualitative descriptive approach using a five-point Likert scale questionnaire distributed to senior high school students. The data were analyzed descriptively by categorizing and interpreting students' responses related to literary comprehension, teaching methods, students' interest and appreciation of literature, and the evaluation of literary learning. The findings indicate that students experience difficulties in understanding literary language and meanings, particularly figurative and symbolic expressions. Literary learning is predominantly conducted through conventional teaching methods, which limits students' active participation in the learning process. Furthermore, students' interest and appreciation of literature are at a moderate level and are generally driven by academic requirements rather than intrinsic motivation. In terms of evaluation, literary assessment tends to focus on memorization of concepts and intrinsic elements, providing limited opportunities for students' personal appreciation and reflection. These findings suggest the need for more contextual, participatory, and appreciative approaches to literary learning in order to enhance the quality and meaningfulness of literature instruction in senior high schools.

Keywords : *Literary Learning, Students' Perceptions, Learning Problems, Senior High School, Qualitative Descriptive Study*

INTRODUCTION

Literature learning is one of the essential components of the Indonesian language subject at the senior high school (SMA) level. Literature functions not only as a means of developing language skills but also as a medium for character formation, the reinforcement of humanistic values, and the development of students' aesthetic sensitivity. Through literary works, students are encouraged to understand social, cultural, and psychological realities reflectively and in depth (Sumitro & Puniman, 2024). Therefore, literature learning should ideally foster students' abilities to appreciate, interpret, and construct meaning from literary texts critically and creatively.

However, the reality of literature learning in senior high schools indicates that these ideal objectives have not yet been fully achieved. Various studies reveal that literature learning continues to face numerous challenges, originating from students, teachers, and the learning system itself. These challenges include students' low interest in reading literary works, difficulties in understanding the language and structure of literary texts, the use of less varied teaching methods, and evaluation systems that emphasize cognitive aspects and memorization rather than appreciation and interpretation (Setiawati & Sungkono, 2023; Rianyansa & Maisarah, 2024).

Students' difficulties in understanding literary works are often caused by the complexity of literary language, which is figurative, symbolic, and connotative. Literary language that is not directly communicative requires interpretative abilities that senior high school students do not always possess. As a result, students tend to perceive literary texts as difficult, confusing, and less relevant to their lives (Sinaga et al., 2023). This condition has implications for students' low emotional and intellectual engagement in literature learning.

In addition to linguistic factors, the teaching methods applied in literature classes also contribute significantly to these challenges. Literature instruction in senior high schools is still frequently dominated by lecturing, written assignments, and theoretical discussions of intrinsic literary elements. Such approaches tend to position students as passive recipients of information rather than as active subjects engaged in literary appreciation (Iman & Natsir, 2024). In fact, literature learning requires active student involvement through discussions, expressive reading, dramatization, and other creative activities.

Curriculum policy changes, particularly through the implementation of the Merdeka Curriculum, actually provide opportunities for the development of more contextual and student-centered literature learning. This curriculum emphasizes meaningful learning, differentiation, and learning experiences based on students' needs and contexts. Nevertheless, in practice, the implementation of literature learning within the Merdeka Curriculum framework still encounters various obstacles, including teachers' readiness, the availability of teaching materials, and students' preparedness to engage in more independent and reflective learning processes (Shafina & Mukhlis, 2024; Diksa, 2024).

Problematics in literature learning are also evident in students' interest and literary appreciation. Several studies indicate that students' interest in literary works falls within the low to moderate category, particularly in terms of reading literary texts beyond school assignments (Sumitro & Puniman, 2024). Literature is often perceived merely as a school subject rather than as a source of intellectual recreation or aesthetic experience. Such perceptions suggest that literature learning has not yet succeeded in building strong emotional connections between students and literary works.

The evaluation aspect of literature learning further reinforces these issues. Assessment practices in senior high school literature learning are still largely oriented toward mastery of intrinsic elements, definitions, and memorization of literary concepts. This type of assessment provides limited space for students to express their understanding, interpretations, and personal responses to literary works (Setiawati & Sungkono, 2023). Consequently, students tend to learn literature primarily for grades rather than for the development of appreciation and meaningful engagement.

In this context, students' perceptions of literature learning become an important aspect to examine. Students' perceptions reflect their direct experiences in participating in literature learning processes, including their views on materials, teaching methods, classroom atmosphere, and evaluation systems. Examining students' perceptions can provide a more objective depiction of the problems occurring in literature learning practices (Putikadyanto et al., 2021). Moreover, students' perceptions can serve as a basis for teachers' reflection in designing more effective and relevant literature instruction.

Previous studies have examined literature learning from the perspectives of teaching methods, media, and student learning outcomes. However, research that specifically portrays the problematics of literature learning in senior high schools based on students' perceptions remains relatively limited, particularly in the context of the implementation of the latest curriculum. Therefore, research is needed to comprehensively describe the problematics of literature learning from the perspective of students as the primary subjects of learning.

Based on the above discussion, this study aims to describe the problematics of Indonesian literature learning in senior high schools based on students' perceptions. The research focuses on four main aspects: understanding of literary materials, teaching methods, interest and literary appreciation, and the evaluation of literature learning. The findings of this study are expected to provide both theoretical and practical contributions to the development of literature learning in senior high schools so that it becomes more contextual, participatory, and meaningful for students.

METHOD

This study employed a qualitative descriptive approach supported by simple quantitative data. The qualitative descriptive approach was chosen because the study aims to describe and gain an in-depth understanding of the problematics of Indonesian literature learning in senior high schools based on students' perceptions, rather than to test hypotheses or measure the effects of specific variables. This approach allows the researcher to capture the phenomenon of literature learning as it is experienced by students within the natural learning context (Creswell, 2018).

Although grounded in a qualitative approach, this study also utilized quantitative data in the form of Likert-scale questionnaire scores to obtain a more systematic overview of trends in students' perceptions. The use of simple quantitative data within qualitative research serves to strengthen data interpretation and enhance the clarity and readability of research findings (Putikadyanto et al., 2021). Accordingly, this study can be categorized as qualitative descriptive research with quantitative support.

This research is classified as descriptive research, which seeks to systematically, factually, and accurately describe the characteristics of a particular population or phenomenon. In this study, the phenomenon examined is the problematics of Indonesian literature learning in senior high schools as perceived by students. A descriptive research design was considered appropriate

because it enables the identification of patterns, tendencies, and dominant aspects of students' perceptions without manipulating any variables.

The research design did not involve any treatment or experimental procedures. The researcher acted as the data collector and analyst, while students served as respondents who provided information based on their experiences in participating in literature learning. This approach is consistent with the research objective, which emphasizes understanding the phenomenon of literature learning from the perspective of the learning subjects themselves.

The subjects of this study were senior high school students who were enrolled in Indonesian language learning during the current academic year. A total of 54 students were selected as respondents using purposive sampling. The selection of research subjects was based on their active involvement in literature learning activities and their willingness to respond to the research questionnaire.

This study was conducted in the school where the researcher teaches, allowing direct access to the learning context and student characteristics. Nevertheless, the study adhered to principles of objectivity and research ethics by ensuring voluntary participation and guaranteeing the confidentiality of respondents' identities.

The primary research instrument was a student perception questionnaire developed using a five-point Likert scale: strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5). The questionnaire was constructed based on indicators of literature learning problematics derived from theoretical frameworks and previous studies, covering four aspects: understanding of literary materials, teaching methods, interest and literary appreciation, and evaluation of literature learning (Setiawati & Sungkono, 2023; Rianyansa & Maisarah, 2024).

In addition to closed-ended statements, the questionnaire included several open-ended questions aimed at exploring students' views and experiences in greater depth. These open-ended questions allowed students to freely express their opinions regarding challenges and expectations related to literature learning in senior high schools. The combination of closed-ended and open-ended items was expected to yield more comprehensive and meaningful data.

Prior to its administration, the questionnaire underwent theoretical review to ensure alignment between the indicators, item statements, and research objectives. Content validity was established through literature review and discussions with peer colleagues in the field of Indonesian language education. This process was conducted to ensure that the instrument adequately measured aspects relevant to the problematics of literature learning.

Data collection was carried out through the online distribution of the questionnaire using Google Forms. The use of an online platform was intended to facilitate instrument distribution, accelerate data collection, and improve research efficiency. Google Forms has been widely utilized in educational research for collecting students' perception data and is considered effective and practical (Putikadyanto et al., 2021).

Before distributing the questionnaire, students were provided with explanations regarding the research objectives, instructions for completing the questionnaire, and assurances of data confidentiality. Students were asked to respond honestly based on their experiences in participating in literature learning. The questionnaire was completed within a specified time frame to ensure that respondents had sufficient opportunity to provide reflective responses.

The data obtained from the questionnaire were analyzed in two stages: descriptive quantitative analysis and qualitative analysis. Descriptive quantitative analysis was conducted by calculating mean scores and percentages of students' responses for each indicator to identify trends

in students' perceptions of literature learning. The results of this quantitative analysis served as a basis for identifying the most dominant problematic aspects.

Subsequently, qualitative data derived from the open-ended questions were analyzed using thematic analysis techniques. Students' responses were grouped into themes relevant to the research focus, such as difficulties in understanding literary materials, teaching methods, and evaluation systems. The results of the thematic analysis were then interpreted descriptively to reinforce the research findings.

To ensure data trustworthiness, this study applied the principle of credibility through methodological triangulation by combining quantitative and qualitative data from the questionnaire. In addition, data checking was conducted to ensure accuracy in data processing and interpretation. These measures were taken to enhance the credibility of the research findings and minimize researcher bias.

RESULTS AND DISCUSSIONS

This section presents the research findings regarding the problematics of Indonesian literature learning in senior high schools based on students' perceptions. The data were collected through a Likert-scale questionnaire (1–5) completed by 54 senior high school students. The findings are presented descriptively based on four main aspects: (1) understanding of literary materials, (2) literature teaching methods, (3) students' interest and literary appreciation, and (4) evaluation of literature learning. The results are presented in the form of narrative descriptions supported by descriptive tables to illustrate trends in students' responses.

1. Students' Perceptions of Understanding Literary Materials

The questionnaire results indicate that students' understanding of literary materials remains one of the main problematics in literature learning at the senior high school level. Most students reported experiencing difficulties in understanding literary language, which is figurative, symbolic, and connotative in nature. These difficulties were particularly evident when students were required to interpret the meanings of poems, short stories, or novels that employ complex stylistic features.

Overall, students' responses tended to fall within the moderately agree category for statements indicating that literary materials are difficult to understand. This finding suggests that students do not yet feel fully comfortable or confident in independently comprehending literary works.

Table 1. Students' Perceptions of Understanding Literary Materials

No	Statement	Mean Score	category
1	I understand the content of the literary works studied in class	3,12	Moderate
2	The language used in literary works is easy for me to understand	2,85	Low
3	have difficulty understanding the implicit meanings in literary works	3,78	High
4	The teacher's explanations help me understand literary works	3,90	High

Table 1 indicates that students' understanding of literary materials falls within the moderate category. The low mean score on the indicator related to the ease of literary language suggests that figurative and symbolic language remains a major obstacle for students. This finding is consistent with Sinaga et al. (2023), who argue that the complexity of literary language often constitutes a significant barrier in senior high school literature learning.

The results of this study show that difficulties in understanding the language and meaning of literary works represent a primary problem in literature learning at the senior high school level. Students tend to experience challenges when dealing with literary language that is figurative, symbolic, and indirect in nature. This finding aligns with the study by Sinaga et al. (2023), which highlights the complexity of literary language as a major impediment to students' in-depth comprehension of literary texts.

These comprehension difficulties indicate that students' literary literacy skills have not yet developed optimally. Literary learning requires interpretative abilities that involve understanding context, symbols, and implicit meanings. When literature instruction emphasizes theoretical understanding of intrinsic elements without sufficient guidance on interpretative strategies, students tend to perceive literature as difficult and abstract (Rianyansa & Maisarah, 2024).

Moreover, students' reliance on teachers' explanations suggests that literature learning remains predominantly teacher-centered. This condition may hinder the development of students' independence in reading and interpreting literary works. Ideally, literature learning should encourage students to confidently express their interpretations and personal responses to literary texts, even when such interpretations are subjective, as long as they are supported by logical and well-reasoned arguments.

2. Students' Perceptions of Literature Teaching Methods

The aspect of literature teaching methods reveals notable findings. Most students reported that literature learning in the classroom is still dominated by lecturing and written assignments. Creative and participatory learning activities—such as group discussions, expressive reading, or dramatization of literary works—were perceived as being rarely implemented.

Students' responses to statements related to teaching methods tended to indicate agreement that literature learning is monotonous and lacks variation. This condition has a negative impact on students' enthusiasm and engagement in literature learning.

Table 2. Students' Perceptions of Understanding Literary Materials

No	Statement	Mean Score	Category
1	Literature learning is conducted in an engaging manner	3,05	Moderate
2	The teacher frequently uses lecturing methods	4,10	High
3	I actively participate in discussions during literature learning	2,95	Moderate
4	Literature learning involves creative activities	2,88	Low

The dominance of lecturing methods is evident from the high mean score on the second statement. This finding indicates that literature learning remains largely teacher-centered. The low

mean score for creative activities further reinforces the conclusion that variation in literature teaching methods is still limited, as also reported by Iman and Natsir (2024).

The findings of this study reveal that literature learning in senior high schools is still dominated by lecturing and written assignments. These methods tend to limit students' involvement in the learning process. This result is consistent with the study by Iman and Natsir (2024), which found that a lack of variation in literature teaching methods negatively affects students' participation and interest.

One-directional literature instruction tends to position students as objects of learning rather than as active subjects who construct meaning. As an art form of language, literature requires direct engagement through reading, discussion, and reflection. Participatory literature learning enables students to develop critical thinking skills, empathy, and social sensitivity (Sumitro & Puniman, 2024).

Therefore, the results of this study strengthen the view that literature learning should be designed in a more interactive and contextual manner. Teachers need to integrate instructional methods that promote active student engagement, such as group discussions, expressive reading, dramatization, and creative literary projects. Such approaches not only enhance students' comprehension but also foster meaningful aesthetic experiences.

3. Students' Perceptions of Interest and Literary Appreciation

The results indicate that students' interest and literary appreciation fall within the moderate category. Some students reported that they read literary works only when required by teachers as part of school assignments. Independent reading of literary texts outside classroom activities remains relatively low.

Nevertheless, a number of students stated that they enjoy literature learning when the literary works studied are relevant to their lives or are presented through engaging teaching methods.

Table 3. Students' Interest and Literary Appreciation

No	Statement	Mean Score	Category
1	I enjoy reading literary works	3,20	Moderate
2	I read literary works outside school assignments	2,70	Low
3	Literature learning increases my interest in literature	3,05	Moderate
4	Literary works are relevant to my life	3,65	High

Students' interest in literature tends to be situational and strongly influenced by the learning context. The relevance of literary works to students' lives emerges as a crucial factor in fostering literary appreciation, as also emphasized by Setiawati and Sungkono (2023).

The findings indicate that students' interest and literary appreciation are generally at a moderate level. Students tend to read literary works primarily when required by academic tasks. This result reinforces previous studies suggesting that students' literary reading interest remains relatively low and has not yet developed into a habitual practice (Setiawati & Sungkono, 2023).

The limited development of students' interest and literary appreciation suggests that literature learning has not fully succeeded in building an emotional connection between students and literary works. Literature is often perceived merely as an academic subject that must be

studied, rather than as a medium for self-expression and reflection. Such perceptions may diminish the meaningful role of literature learning in character and personality development.

Nevertheless, the findings also reveal that students tend to enjoy literature learning when the literary works studied are relevant to their personal experiences. This indicates that contextual relevance plays a vital role in cultivating students' interest and literary appreciation. Selecting literary texts that are closely related to students' social realities and adolescent experiences can serve as an effective strategy to enhance student engagement in literature learning.

4. Students' Perceptions of Literature Learning Evaluation

The evaluation aspect of literature learning also emerged as one of the key problematics identified in this study. Most students reported that literature assessment emphasizes memorization of intrinsic elements and literary concepts. Assessment of students' abilities in appreciation, interpretation, and personal responses to literary works was perceived as limited.

Students' responses tended to agree with statements indicating that literature evaluation provides insufficient space for students' personal expression and meaning-making.

Table 4. Evaluation Of Literature Learning

No	Statement	Mean Score	Category
1	Literature assessment emphasizes memorization of intrinsic elements	4,05	High
2	I am given opportunities to interpret literary works	2,95	Moderate
3	Literature assessment is creative in nature	2,80	Low
4	Assessment helps me understand literature	3,10	Moderate

The high mean score for memorization-oriented assessment indicates that literature evaluation remains focused on cognitive aspects. This finding reinforces critiques of literature assessment practices that provide limited space for students' appreciation and personal reflection.

The evaluation of literature learning is therefore a critical concern in this study. Students perceive that literature assessment remains oriented toward memorization of intrinsic elements and literary concepts. This finding aligns with Setiawati and Sungkono (2023), who argue that literature assessment in schools still inadequately accommodates students' appreciation and personal reflection.

Memorization-oriented evaluation has the potential to obscure the primary objectives of literature learning, namely the development of appreciation and meaning-making. Such assessment practices encourage students to learn literature for grades rather than for meaningful learning experiences. Therefore, literature assessment should be directed toward authentic assessment that evaluates both the process and outcomes of students' literary appreciation.

Authentic assessment in literature learning may take the form of reflective journals, interpretative essays, creative presentations, or literary projects. These forms of assessment allow students to express their understanding and personal responses more freely and meaningfully. Moreover, authentic assessment aligns with the principles of the Merdeka Curriculum, which emphasizes competency and character development (Shafina & Mukhlis, 2024).

Overall, the findings of this study indicate that the problematics of literature learning in senior high schools are complex and interrelated. Difficulties in understanding literary materials,

limited variation in teaching methods, suboptimal levels of literary interest, and non-authentic assessment practices form a cycle of issues that significantly affect students' learning experiences.

The implications of these findings highlight the need to develop literature learning that is more contextual, participatory, and appreciative. Teachers are expected to function as facilitators who support students in constructing meaning from literary works through dialogue, reflection, and aesthetic experiences. In addition, literature assessment systems should be aligned with the objectives of literature learning, which emphasize comprehension, appreciation, and meaning-making.

Thus, literature learning in senior high schools is expected to no longer be perceived as difficult and monotonous, but rather as a learning space that enables students to understand themselves, empathize with others, and reflect on life through literary works.

CONCLUSIONS

Based on the research findings and discussion presented above, it can be concluded that Indonesian literature learning in senior high schools (SMA) continues to face various complex problematics. These problematics are evident in four main aspects: understanding of literary materials, teaching methods, students' interest and literary appreciation, and the evaluation system of literature learning. These four aspects are interrelated and collectively influence students' learning experiences in literature instruction.

From the perspective of understanding literary materials, students still experience difficulties in comprehending the language and meanings of literary works that are figurative, symbolic, and connotative in nature. These difficulties indicate that students' interpretative abilities and literary literacy have not yet developed optimally. Students' reliance on teachers' explanations further suggests that literature learning remains teacher-centered and has not fully encouraged students' independence in reading and interpreting literary texts.

Regarding teaching methods, the findings reveal that literature learning in senior high schools is still dominated by conventional instructional approaches, such as lecturing and written assignments. The limited variation in teaching methods restricts students' active involvement in the learning process. This condition results in low student participation and diminishes the aesthetic experiences that should be a defining characteristic of literature learning.

In terms of students' interest and literary appreciation, the findings indicate that students' interest in literary works is at a moderate level. Most students read literary texts only when required by academic tasks. Literature has not yet been fully perceived as a medium for reflection, expression, and meaningful aesthetic experience. This condition suggests that literature learning has not been optimal in fostering a culture of literary literacy and emotional closeness between students and literary works.

From the evaluation perspective, this study finds that literature assessment tends to focus on memorization of intrinsic elements and literary concepts. Such assessment practices provide limited opportunities for students to express their understanding, interpretations, and personal responses to literary works. Consequently, literature learning is often perceived as a grade-oriented academic activity rather than a meaningful learning process.

Overall, the findings indicate that the problematics of Indonesian literature learning in senior high schools are not solely related to students or instructional materials, but are also closely associated with pedagogical approaches and assessment systems. Students' perceptions highlight

the need for literature learning to be developed in a more contextual, participatory, and appreciative manner in order to enhance students' engagement and meaning-making in literary learning.

Based on these conclusions, this study offers several recommendations for stakeholders involved in literature learning at the senior high school level.

First, Indonesian language teachers are encouraged to develop more varied and student-centered literature teaching strategies. Teachers should integrate instructional methods that promote active student engagement, such as appreciative discussions, expressive reading, dramatization, and creative literature-based projects. The selection of literary texts that are relevant to students' lives and experiences should also be prioritized to make literature learning more contextual and meaningful.

Second, to improve students' understanding of literary works, teachers are advised to provide guidance in developing reading and interpretative strategies. Learning approaches that emphasize interpretative processes and dialogic meaning-making can help students build confidence in expressing their responses and interpretations of literary texts.

Third, with regard to literature assessment, teachers are encouraged to develop more authentic evaluation systems that align with the objectives of literature learning. Assessment should not be limited to mastery of concepts and intrinsic elements, but should also focus on students' abilities in appreciation, interpretation, and reflection. Assessment forms such as reflective journals, interpretative essays, creative presentations, and literary projects may serve as more representative alternatives for evaluating students' learning outcomes in literature.

Fourth, for schools and educational policymakers, the findings of this study may serve as a basis for reflection in designing policies and programs for the development of literature learning in senior high schools. Support for teacher professional development, the provision of relevant literary teaching materials, and the creation of a strong literary literacy environment in schools should be continuously strengthened.

Finally, future researchers are encouraged to conduct further studies on literature learning from broader perspectives, such as teachers' perceptions, analyses of classroom instructional practices, or the development of innovative literature learning models. Future research may also employ different methodological approaches or involve more diverse research subjects to enrich studies on literature learning in the Indonesian context.

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