



THE APPLICATION OF LITERATURE FOR ALL AND LITERATURE ACROSS CURRICULUM CONCEPT BY RESPONDING LITERARY WORKS TO THE ENLIGHTENMENT OF CHARACTER EDUCATION IN INDONESIA CONTEXT

Rita Inderawati

Sriwijaya University, Palembang, Indonesia

This paper aims at introducing the teaching of literature based on reader response strategy and the framework of character building as a course integrated in the Personality Development Course (PDC) in university with the concept of literature for all and literature across the curriculum as a medium for students to refine and to establish their character, and to develop personality. The subjects of this study were 438 students from the first semester who enrolled in PDC at Sriwijaya University and 85 students from Faculty of Literature and Faculty of Language Arts Education at three other universities in Indonesia, namely UNSRAT Manado, UNM Makassar, and UPI Bandung. By employing Research and Development method (R & D), the recent study produces an appreciation instrument to portray the characters of fiction, students' appreciation towards a short story, and the students' perception towards the importance of literature. The results of this research are a valid and effective instrument to appreciate literary works, literary appreciation and positive attitude of students toward the appreciation of literature by 95.1% which is obtained through the questionnaire.

Keywords: Literature for all, The literature across curriculum, Character education, Literary works, Appreciation instrument.

Introduction

The 21st century challenges educators to improve the quality of human resources. Today, many phenomena occurred in less praiseworthy among students. Middle school students do brawl and fight. They also indicate the nature and destructive anarchism. Education is expected to be the panacea of the various crises happened in life. It becomes a phenomenon that emerged as a major power in capable of affecting quality.

The illustration opens the educators' eyes and thought in Indonesia especially those who teach language and literature to take part in building the nation's character. The cornerstone of national development should not only rely on science and technology but also must be based on the humanity. One branch of social science that can be an alternative to link and an instrument of controlling the arrogance of science and technology is literature. Reading literature is not only entertaining, but also provides moral values that can refine manners and support the formation of character and personality (Rudy, 2009).

Since 1971, a literature expert, L.B. Moody has described the literature in a very unfortunate position. Though the portion is so small, teachers have taught the importance of the theoretical literature. Literature helps develop language skills, increase cultural knowledge, develop creativity as well as support the formation of character (Moody, 1971; Carter and Long, 1991; and Tarigan, 1995).

In Indonesia, literature is taught only to high schools and only on language and literature lesson. When enrolling to higher education, there is no opportunity for learners to appreciate literary works except on their own initiative as part of hobby. There maybe are not so many learners who take their time to it; therefore, it is not surprising if the appreciation of literary works to be exclusive to those who are in the field of literature or language education and arts.

In America, literature becomes an important part in the study of literature itself and non-literature. It is one of the compulsory subjects for undergraduate students from various majors. Besides, it also has a role as a medium for studying the concept of study fields. Silvhiany (2007) regarding the literacy experiences of non-American learners at the University of Arizona, USA revealed that they learned the language from reading literature. One of the respondents from Indonesia who was studying at the School of Business said that the novel is one of the required readings in taken courses. The novel tells of business activities with all the strategy and intrigue. Although the novel is not academic material such as textbooks and journal articles, but the novel is very useful for studying the cases associated with relevant business and appropriate material for discussion. In addition, the University of Harvard requires learners to read literary works as well. It can be concluded that the literary work deserves to be considered as teaching materials in non-language majors as academic aspects that can be found and discussed and the aesthetic aspects to be enjoyed.

The importance of the presence of literature in the learning is described by Rosenblatt in Rudy (2005:81) as follows: 1) supporting the need for democracy, 2) diverting literary imaginations and behaviours, attitudes, emotions, and social values and personal size, 3) presenting possibility of differences in outlook on life, the pattern of relationships, and philosophy, 4) facilitating in the selection of different imaginations through literature experience, 5) allowing the reader see his own personality and his problems objectively and solve it better due to the literary experience, and 6) contributing reality to the adult system of different values so that they are free from fear, guilty and uncertainty.

Learning literature to develop the cognitive, affective, and psychomotor learners has been researched and developed. Rudy (2001) found that the appreciation of literature by applying reader response strategies can enhance the ability of learners' literary appreciation. In 2005, Rudy observed that elementary students' writing ability can be increased appreciating literary works that applied the reader response and visual symbols. Further studies are the development research by the writer in order to study literature with the collaboration of the reader response and the response of visual symbols to contribute positively to the appreciation of literature by making use of local literature to contribute to preserving the local culture of Indonesia (Rudy, 2008; Rudy, 2009). Talib (2010) also emphasizes on it as follows.

By looking at the importance of local languages and literature in society, it is necessary to preserve as early as possible. The things that need to be done is to reactivate the activities of local or cultural inheritance that has meaning noble ancestor either through family lines, especially the educational path.

The research records that elevates the reader response and the response of visual symbols as a new paradigm of literary appreciation of the importance of the role of the reader when to get along with literary works followed by other researchers. As evidence, the collaboration between the two responses effectively improves the ability to appreciate works of literature that not only educate but also affect learners' cognition. In addition, the results of applied research in learning at all educational levels at least by the researchers and advanced learners who have been the subjects of research. Thus, collaborative response to the results of research into a powerful (panacea) for the formation of learners' character because the elements of building works of literature not only identified but explored profoundly.

This study aims to introduce the teaching of literature as a subject of local content or integrated into Personality Development Course (PDC) for all learners with the concept of literature for all and literature across the curriculum in the majors or non-language courses at the faculty of teacher in order that the learners should be able to refine manners and develop good character and personality through the appreciation of literature by applying a model of literary learning across the curriculum.

Literature Review

The idea of the concept of Literature for All originated from the literature appreciation research that has been the last 12 years researched and developed by utilizing the theory of reader response strategy introduced by Beach and Marshall (1990) and the theory of visual symbol response as suggested by Purves, et al.(1991). Here are some researches produced by Rudy conducted on the introduction of the concept of Literature for All in appreciating works of literature as a medium for students to identify and preserve local culture, as well as to obtain benefits to refine the character, shape the character and personality development. First, this research is about the experiment class of elementary school students with the result that the model of nonverbal and verbal responses in the learning literature as a whole can improve aspects of students' writing skills. Second, the research and development in English language study program of Teachers' Training Faculty, Sriwijaya University with the research literature that the learning model adopts the perspective of reader response which collaborates aesthetic and visual symbols to contribute positively to the development of important aspects of learning: cognitive, affective, and psychomotor. Next, the try out of the effectiveness of the learning model of readers response and visual symbols in developing writing and speaking skills of students done by responding to a literary work of continuation of previous studies (Rudy, 2008). This learning model as a whole can enhance aspects of writing and speaking skills. It is indicated by writing ability of learners in the quasi-experiment class has increased from the average score 57.50 to 73.98 at the end of the test. While the ability to speak before being treated was 3.4%, it increased from 69% to 74.4% . The results showed the quality of literary appreciation and it could be summed that responding cognitive, affective, and psychomotor develop from less obvious and less precise to be clear, precise, and rational based on the idea of each stage of the first two aspects mentioned by students. Finally, the research and development of learning models of local literary performance art done as well as an effort to develop physical education thought, feeling, and intention as well as supporting the creative industries in South Sumatra.

Researched and developed strategies of reader response during this decade can be found from some of the research that are relevant to the steps of learning activities that apply the model of reader response. Barr (1991) in his book *Handbook of Reading Research* cites the researches focused on reader response. First, Hansen found that the students performed more passive as the reader responds to the optimistic poem and emotional content affect the emotions of literary texts in applying engaging response. While Shedd found that the attitude greatly affected the reader's participation in strategy engaging. Therefore, readers with a positive attitude towards inclusion of literary texts showed emotion higher than those with negative attitudes. The attitude of the reader's interest to literary texts tend to bring them to the application of emotional and higher intellectual resources research was conducted by Purves.

Meanwhile, the results of research that addressing conceiving has not been done. Beach and Wendler observed students' understanding of the character behaviour in the psychological aspects, while the middle school students understand it from a physical aspect.

Connecting strategy links attitudes, experiences and readers knowledge of literary texts. Beach observed his readers that include the experience and Lipson include cultural attitude. Meanwhile, Beach and Harstle found a high percentage in connecting the literary texts read with their personal experiences and attitudes.

The research related to detailing response (describing) conducted by Singer and Donlan. Their findings are the readers who have learned about how to ask in literary texts were able to understand the story better than the reader who never learned how to ask in literary texts. Newkirk's research found that readers are better able to make the strategy of solving of the difficulties faced when he was able to articulate the difficulties in understanding the text.

In explaining, Black and Seifert found that attitudes toward the act of reading about the behaviour of the characters, beliefs, and relationships among the characters involved the ability of the reader in explaining the behaviour of characters. While Bruce observed that the characteristic tendency of modern literary texts released attributes motives and beliefs of the characters, it positively contributed to learners' difficulties to explain the behaviour of story characters.

Hunt and Vipond in their research suggested that most of young readers and adults learn less about the orientation of instructions that would equip them to interpret the message of a particular author in a literary work.

The last reader response activities is judging. Parnell concluded that the assessment of student aesthetic level correlated to the degree of their cognitive maturity. Other researchers such as Binkney found significant differences between the assessment of adults in the high school students on a novel in terms of criteria, problems, recommendations and appearance.

Furthermore, the idea of the concept of Literature for All in appreciating literary works emerged spontaneously after getting information both orally and in writing that the foreign society in any position of life still read literary works to cultivate an attitude and personality characterized by reading literature works which have been got from elementary school until college. Megawangi (2004) mentions nine pillars of character which contain the noble universal values which are: 1) love God and the universe and its contents, 2) responsibility, discipline, and self-reliance, 3) honesty, 4) respect and courtesy, 5) compassion, caring, and cooperation, 6) self-confident, creative, hard work, and never give up, 7) justice and leadership, 8) good and humble, and 9) tolerance, love of peace, and unity. These values should be developed in students through an appreciation of literature. They will take the characters and explore the possibility of discovery of the nine pillars of the nation's character hidden behind the actions and behavior of characters.

Related to the formation of these characters, psychiatrist James Masterson in Armstrong (2002: 118) cites a number of components that must be possessed, namely: 1) the ability to experience feelings in depth, 2) ability to be assertive, 3) recognition of self-esteem, 4) ability ease the pain on oneself, 5) tenacious, 6) ability to be creative and connect, and 7) the ability to be alone. Meanwhile, Schwartz (2007) described with illustrations attracted everything related to the formation of character that contains the values by integrating the cognitive, among others, positive thinking, creative thinking, develop initiative, act to gain confidence, avoid despair, and learn to lead. In addition, Lewis (2004) specifies 10 types of characters: caring, realized in community, working together, fair, willing to forgive, to be honest, maintain good relations, respect for others, responsible, and give priority to safety along with descriptions and illustrations of the tenth character traits. Formation of character is also suggested by Santoso (2007) on how to build character through the empowerment of mental and emotional and spiritual intelligence in transforming life in his book entitled *The Art of Life Revolution*.

The promotion of the forms of characters learning motivated the writer to conceive the concept of literature for all and the literature across the curriculum. The idea was inspired by the concept of the term education for all that has been informed in a decade by the Ministry of National Education in Indonesia, followed by science for all which is informed by the Ministry for Research and Technology last three years. Specifically, the concept of literature for all has never been put in order to develop a character education. Various opinions eventually facilitate to empower the learning based on reader response and the visual symbols that have been proven through several studies done in the 12 years to develop the character of this nation so that the nine pillars of the nation's character can be realized. Especially with the idea of literature across the curriculum, although it is recently informed in the education in Indonesia, it is the fact that this concept has been widely implemented abroad (Pantaleo, 2002; Porter, 2009; Groce, 2010).

The main problem arose when the idea of learning is implemented into the exact position of the course in the curriculum and teaching staff. In the early literature has been presented that the idea to all the local content could be integrated or subjects personality. Ironically, local content in some schools is abolished. Disabling of the local content of the curriculum in some areas presumably because of the lack of educators and staff of the essence of local content. Muslimin Nasution, Chairman of the Presidium of the Association of Muslim Scholars Indonesia (ICMI), argued that national education has been designed by the architectural education is one where he just created a smart student, but do not form a character. It was relevant to what Nasution raised, Acep Zamzam Noor said that nowadays the educational learning ignore literature. In fact, literature can influence the formation of students' character. Furthermore, these writers expect, "the national education system should be redesigned because the reality has risen to the widening gap access of education and left the nation's character.

Therefore, research is expected to provide benefits in the field of education by incorporating learning into the literary appreciation of local content in both college faculty and non-educational ones as a preparation for prospective students educators at all levels of education and all students in public life.

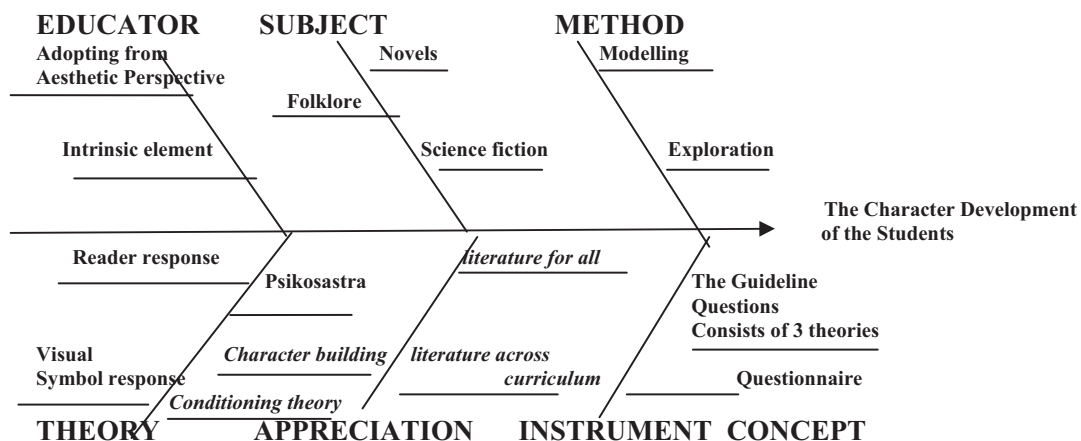
Learning the appreciation of literature in college will not be done in the classical style but in a practical way by providing a set of guiding questions that have been prepared based on reader response theory and visual symbols. Learners no longer need treatment to be given learning model; students can immediately appreciate the literary works with guides that questions. Beach and Marshall (1991:28) put forward the reader response strategy consists of seven strategies are: to engage, describe, explain, conceive, interpret, connect, and judge. The seven reader responses contain elements that can sharpen cognition (describe, explain, conceive, and interpret) and affection (engage, connect, judge). To further leads to the formation of learners' character, reader response theory is collaborated with the responses of visual symbols, psycholiterature theory, and pillars of the nation's character. The response consists of a visual symbol dimensional graphs: sociogram, story maps, graphs, diagrams, and cartoons; dimensional illustration: posters, drawings, photographs, collation; dimensions of film / video: the story script, animation, special effects, and film; and dimensions of art performances: tableau, dance, mime, and music presented by Purves, et al. (1990). Meanwhile, the theory of psycholiterature consists of basic operations proposed by Strickland (1977) in Tarigan (1995:39) consists of observing, comparing, classifying, hypothesising, organizing, summarizing, applying, and criticizing. While the pillars of the nation's character is quoted from Megawangi (2004) consists of: 1) honesty, 2) respect and courtesy, 3) affection, caring, and cooperation, 4) self-confident, creative, hard work, and never give up, 5) justice and leadership, 6) good and humble, 7) love god and the universe and its contents, 8) responsibility, discipline, and independence, and 9) tolerance, love of peace, and unity.

To guide the activities of appreciation, the questions developed by Rudy (2008) of reader response theory that sharpens the cognitive and affective and Rudy (2010) with the same theory collaborated with psycholiterature, literature for all, and nine pillars of the nation's character in order to develop the guiding questions.

Method

The subjects of this study were 438 students from the first semester students who were learning Personality Development Course (PDC) at Sriwijaya University and 85 students from faculty of literature and Faculty of language arts education at three universities namely UNSRAT Manado (25 learners), UNM Makassar (30 learners), and UPI Bandung (30 learners).

The following is a detailed description of the achievement of the final flow chart of activities and scope of the activity component in the form of a fishbone diagram.



This study used the method of research and development. According Sugiyono (2008) method Research and Development (R & D) is a method of research used to produce a specific product and test the effectiveness of the product. This research aimed to produce the instrument of the appreciation of literature across the curriculum and do the effectiveness of their use in developing learners' character. Data collection instrument used in this study consisted of tests appreciation, questionnaires, and interviews. Data obtained were response or validation of test instruments appreciation of the qualitative data obtained from comments, suggestions and conclusions of the questionnaire, described, and qualitatively analyzed. While the data obtained from questionnaires were analyzed by presenting all the questionnaires and calculated. Meanwhile, the appreciation of learners of short stories written '*Sekar and Gadisnya*' written by L. Rieke analyzed by using the guidelines of the appreciation of literature.

Result and Discussion

The process of the instrument development of literary appreciation used a model of development by Haryono (1997) generally included: the drafting stages, the stages of script writing the guide questions, stages of production, small-group testing stages, stages of revision, field testing stage of applications using the guideline questions in appreciating literature.

In order to make the topics appropriate with the curriculum and students' need, then the analysis of learning needs of students was conducted. From the discussion about the character of students by some lecturers at the faculty of Teachers' training and lecturers from the various faculties at Sriwijaya University, it can be concluded that for students who were taking courses provided with the good education related the social and moral development. Ironically, after being in society life, many students forgot the education provided the lecturers. Therefore, previous studies based on learning literature to develop the cognitive, affective, and psychomotor the writer previously done for a decade became the basis of the development of test instruments for developing student character (Rudy, 2007; Zuraida, Rudy, and Sitinjak, 2007; Rudy, 2008; Rudy, 2009). Guiding questions used as a test instrument in appreciating literature offered through this research in the development of test instruments based on the appreciation of literary readers and character of the nation's response to the concept of literature for all and literature across the curriculum (Rudy, 2010). Instruments and literature appreciation activities were conducted in the PDC course offered in the first semester.

Thus, the literary appreciation instrument test is as an effort to meet the learning needs in order to fix the character of a student at the University of Sriwijaya Palembang. Meanwhile, literary appreciation of learning topics were selected based on needs analysis and analysis of students. It was learning and conditioning to develop the character of students through varied media of literary works.

To determine the effectiveness of the literary appreciation instrument test in developing the character in the cognitive one, three students were involved in the small group try out and thirty students were involved in field try out. The test results were given after they read and appreciate a literary work entitled *Sekar and Gadisnya*. The result of the appreciation showed that there were two indicators emerge. It could be categorized as very good. Furthermore, from the thirty students, it was found that the average result of their appreciation is 2-3 very good indicator. Thus, the appreciation instrument was very good category. From the category of very good on the appreciation of literature, it was achieved either by the students involved in the trial and small groups of students involved in field trial. Then it was known that the test instrument in developing an effective appreciation of cognitive and affective aspects established the students' character at Sriwijaya University. Quantitative measurement of the quality of students' appreciation of was very difficult, but qualitatively the effort of student characters came with the theory of Pavlovian conditioning. The effectiveness of the test instrument of this literature has also been shown by the data from the appreciation of students in all faculties at the Sriwijaya University and supported by the positive attitude that obtained from the questionnaires that they filled after appreciating the story.

Students character development referred to the rubric or the guiding questions of literary appreciation analysis. Based on the analysis of student appreciation, it can be concluded that 95.1%

students agreed the values contained in the guiding questions of appreciation when answering questions related to the story read.

Furthermore, test of literary appreciation instrument described the results of reader response, psycholiterature, and the formation of character. First, students can easily identify with the protagonist of a story character's behaviour. At least there are five good behaviour that can be identified. The behaviours are good, patient, and compassionate. Students from 16 study programs like the protagonist's behaviour. Various reasons were cited to realize the feelings of the characters were pleased to: (1) character is a woman, (2) mothers who survive bravely to change the behaviour of her daughter, (3) woman who worked hard to earn the needs and educate hers, (4) the woman who coveted each child for having turned her daughter to love her, (5) characters that must be owned by a mother, and (6) a great mom. Moreover, all students of Chemistry and Mathematics study program only found one character who they really hate "Tantyo" because he was not a good husband and good father to his wife and daughter. Meanwhile, 15 other study programs identified two characters Tantyo and Anindita (antagonists). Tantyo identified as the man who takes no responsibility and dereliction of duty as a husband and parent. The character is observed as a figure that has characterizations that are not felt by the respondents as follows: treason, less caring, gamblers, drunkards, grumpy, pleasure-loving, selfish, stubborn, ignorant, lazy, and likes to do mischief. And Anindita, she has always denied the words of her mother and drug abusers. The students did not like her because she was often rebellious, selfish, ignorant, lazy, stubborn, naughty, rude, and arrogant.

The importance of the story was determined by each student followed by arguments of their decision. In average, they responded that while Anindita made tea for Sekar, it is the most important part since the scene is considered the beginning of a harmonious life between mother and child.

Good, humility, responsibility, discipline, and independent were Sekar's character recognized by all respondents as the protagonist, then there are students from six study programs of Sociology, Public Health, Physics, Public Administration, Electrical Engineering, and Law Studies add honest as other character of Sekar. The story was appreciated by the whole subject of study as evidence that maternal affection unparalleled, a form of affection and responsibility of the mother to her child, Sekar as the mother want to give the best for her daughter, and she also did not want hers to suffer like her.

All students did not agree with the action of Tantyo because he had hurt the woman who became his daughter's mother. He had defected and caused his daughter to be a wild child and the trouble maker. They also identified Anindita as antagonist because even though she finally changed, they did not like her actions in the beginning of the story. She often defiant words of her mother, truancy from school, smoking and ignoring her mother, rude, stubborn, selfish, disrespectful to the parents, and naughty.

Based on questions about the relationship between the content of the story with religious, social, and cultural perspective, Sociology Study Program students related it to religion that children should respect older people, while Mathematics study program and Public Health students connect the story to the character of social life that behaviour is not appropriate like Anindita did (Eastern customs for example drinking, smoking, using drugs, and she should protect and respect the woman (her mother). Meanwhile, 13 other study programs connect the story to aspects of religious, cultural, and social life. That question required that the subject of studies have linked attitudes, experiences, and knowledge that exist within them into the literary texts they read. It is related with the results of Beach and Harstle in Barr (1991) that a high percentage can be obtained by the students by connecting literary texts to their personal experiences and attitudes. Other researchers in Barr (1991) also supports this finding: Beach includes a reader that examines the life experiences and Lipson include cultural attitudes.

Respondents linked how the characters are regarded as a good figure indicate the following: a). love, b). care, c). cooperation, d). confident, e). creative, hard work, and never give up, f). love of God and the universe, g). tolerance, love peace, and unity. Illustration of the character shown by the protagonist (Sekar) as follows.

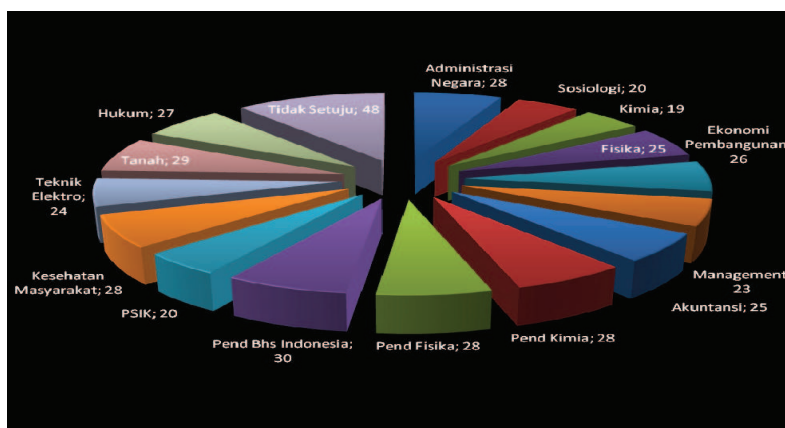
No	CHARACTER	ILLUSTRATION
1	Love (affection)	1. always asked the condition of her daughter 2. love and give advice to hers 3. take care of hers
2	Care	Care about her daughter future
3	Cooperation	-
4	Confident	Believe that what she did was successful
5	Creative, Hard work, Never give up	1. Sekar wanted to be close to her daughter 2. Work hard to earn her child
6	Love of God and the universe	-
7	Tolerance, love peace, and unity	-

Based on the respondents, they liked what Sekar did when she taught her daughter; she did not want to hurt her daughter's feelings. Meanwhile, the nature of justice and leadership played well in her family.

The responses of this story were very useful because the story can be a reminder to women in choosing a man in the life. It teaches readers to honour their parents, the positives value indicating the importance of harmony in the family; it gave great wisdom, and helped to build the personality.

The perceptions of students towards literary appreciation in college indicated that they learn the life from the protagonist and antagonist of the story. When responding to statement no. # 17, # 18 and # 19, 100% of respondents agreed that they hated antagonist, hostility and fighting. They hated the characters that are arrogant and dishonest. In the real life in this globalization era, many people found the incident and anarchist carried out by individual scholars are easily ignited emotions. It is true that the conditioning theory of Pavlovian needed at this time. When the nation is experiencing a prolonged such crisis of morals, without anyone trying to decide such the chain of the crisis. Husniah and Arifani (2010) suggests the learning of literature in order to refine the manners of a way to understand the character of the story. Consistent with these suggestions, Rosenblatt in Rudy (2005:81) describes one of the six terms of the importance of literature taught that culture experience allows the reader see his own personality and problems objectively then solve them better. The appropriate attitudes towards research subjects selected from the three statements above with suggestions and explanations about the importance of learning literature as well as associated with theory of Pavlovian, conditioning was appointed to the interests of the nation's character development in general.

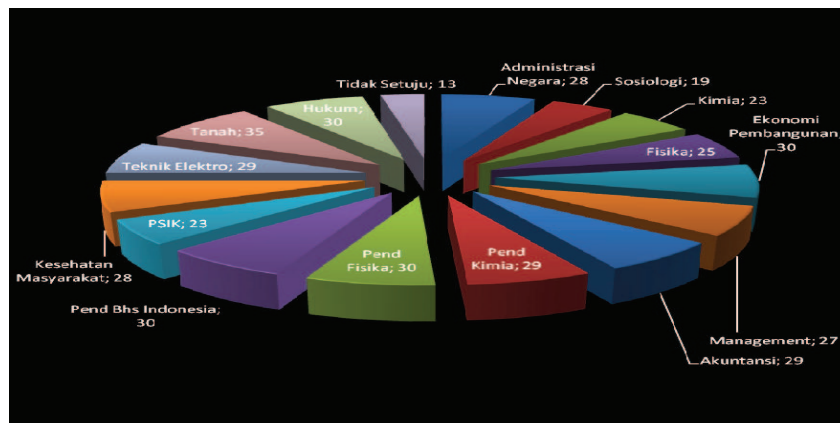
Furthermore, in literature theory the reader can develop the personality. After reading the literature, students positively responded to answer the questions about the possibility of literature taught at all faculties.



Based on the figure above it can be concluded that the proportion of respondents who did not agree and agreed to the study of literature in each faculty was 1: 15 if its size is a study program and 1:9 when the size is the faculty. The ratio indicates the extent of the proportion of respondents who wanted

literature to be taught in the entire faculty (89% of total respondents). From among the literary workers, represented by Putu Wijaya, he hoped that literature must be taught to all study programs, because without mastering the literature, grammar will only be a tool to connect the mind / logic (Wijaya, 2007). In other words, the terms of literature for all and literature across the curriculum began to come into their life after they read and appreciate the literary work.

Literature aims to give pleasure to the reader. In Indonesia, reading literature is not a requirement or necessity. However, after reading the literature, the respondents were asked to respond to questions in the questionnaire about the readers in literary works in foreign countries to foster attitudes and personality character. The following is a p a whole proportion of positive responses of all respondents to the function of literature that is recognized by readers in foreign countries to grow good personality.



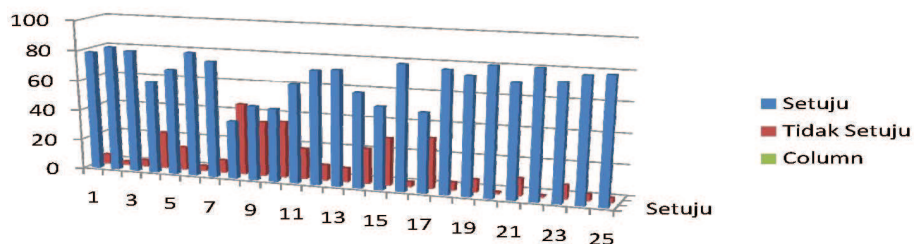
The figure above indicates that 425 students (97%) had positive attitude towards the statement no. # 25, people in foreign countries are avid readers of literary works to build character. It is relevant to what was stated by Kotler (1990) that the progress of a nation is determined by the values and character that became capital and a nation where social life and the quality of people's behaviour as a cultural factor. Values and character became the key to the success of a country whose success is determined by the extent to the country which has conducive culture to progress.

Based on the results of the questionnaire, it can be concluded that 95.1% of respondents strongly agree with the response to a literary work that led them towards the development of character.

To support the findings, based on the appreciation test and questionnaires, the following is a table of students at three universities perception outside of South Sumatra Province which consists of 85 respondents (30 of UPI Bandung, 30 of UNM Makassar, Manado and 25 of UNSRAT).

The table indicates that respondents from the faculty of language and literature provided a positive outlook towards the appreciation of literature that is able to bring learners to the development of character through conditioning to read and appreciate literature.

Table 1. Student Perceptions in 3 Universities in Indonesia.



Note: *Setuju*=Agree and *Tidak Setuju*=Disagree.

Conclusions and Suggestions

The literary appreciation instrument was valid, effective, and feasible to develop the character of the first semester students and non-language faculty at the Sriwijaya University by reading and appreciating literature on Personality Development Course. The instrument can enhance the effectiveness of the appreciation of students achieving very good with the two to three indicators. They are very good and positive attitude of students toward an appreciation of literature by 95.1% which is obtained through the questionnaire. Instrument of appreciation of literature students aware of the importance of appreciating works of literature in each faculty who positively responded to develop the character of students by 89% through questionnaires and positively responded by the students of 97% of people like to read literary works in foreign countries to develop their character. Based on the results of literary appreciation instrument and the result of questionnaires, 85 students from three universities in Indonesia that is UNSRAT, UNM, and UPI can be inferred that they also obtain the average value of the appreciation in the category of very good and 98% showed a positive attitude towards the question items in the instrument of literary appreciation. Eventually, some suggestions are put forward. First, the literary appreciation courses should be taught in every faculty. It is not difficult because the lecturers do not have to teach the students how to appreciate. It is conditioning and must be continuously conducted by students to build their characters. Lecturers are expected to provide the guiding questions to implement and know that students have done their appreciation by giving their signature in his journal writing book. Furthermore, the appreciation of literature is not a new activity since the elementary school students have to get along with and appreciate literature although it is limited to summarizing and retelling activities by identifying the intrinsic elements of literature. It is hoped more students again enjoyed reading for literature appreciation activities because it has been equipped with instruments of literary appreciation that can lead students toward the formation of good character. For educational institutions, they should be able to provide information, monitor and provide an opportunity for PDC lecturers to make use of research finding in order to help students build the character through the medium of literature. Meanwhile, the Curriculum Centre should consider the results of this study to help students form good character and the good character which in turn also help build the character of students at all levels of education. Other researchers are expected to conduct further studies related to the use of literature in all levels of education by using the local literature, modern, whether it is short stories, legends, and novels to build the character of students.

References

1. Amstrong, T. (2002). *Seven kinds of smart: Menemukan dan meningkatkan kecerdasan anda berdasarkan teori multiple intelligence*. Jakarta: Penerbit Gramedia Pustaka Utama.
2. Barr, R. (1991). *Handbook of reading research. Vol. II*. London: Longman.
3. Beach, R.W. & Marshall, J.D. (1991). *Teaching literature in the secondary school*. New York: Harcourt Brace Jovanovich, Inc.
4. Broto, Anjrah Lelono. (2010). Pembelajaran sastra butuh mak Erot <http://www.kabarindonesia.com/berita.php?pil=20&jd=Pembelajaran+Sastra+Butuh+Mak+Erot&dn=20100113085933>. diakses 9 mei 2010
5. Groce, Carolyn. (2010). *Storytelling across the curriculum: From margin to center, from clinic to classroom*. Diunduh tanggal 12 Maret 2010. <http://www.youtube.com/watch?v=AgJXXo97D4c>
6. Husniah, R. & Arifani, Y. (2008). Pendidikan budi pekerti melalui pendekatan moral dalam pengajaran sastra. *Makalah* disajikan dalam Konferensi Internasional Kesusastraan XIX / HISKI, Batu, 12-14 Agustus 2008.
7. Kuncoro, J. (2007). *From competing to collaborating: Paradigma baru untuk meraih keberhasilan sejati secara berkelanjutan*. Jakarta: PT Gramedia Pustaka Utama.
8. Megawangi, R. (2004). Pendidikan karakter: Solusi tepat untuk membangun bangsa. *Indonesia Heritage Foundation*, dalam Sofyan Djalil dan Ratna Megawangi (2006). Peningkatan Mutu dan Pendidikan di Aceh melalui Implementasi Model Pendidikan Holistik Berbasis Karakter, Orasi pada Rapat Senat Terbuka dalam Rangka Dies Natalis Universitas Syahkuala-Banda Aceh, 2 September 2006.

9. Mulyana, Y. (2000). Keefektifan model mengajar respons pembaca dalam pengajaran pengkajian puisi: Studi eksperimen pada mahasiswa Jurusan Pendidikan Bahasa dan Sastra Indonesia FPBS IKIP Bandung, TA 1998/1999. Disertasi. Bandung: PPS UPI.
10. Lewis, B.A. (2004). *Character building untuk anak-anak*. Batam: Kharisma Publishing Group.
11. Noor, Acep Zam Zam. (2010). <http://www.banjarmasinpost.co.id/read/artikel/2010/10/21/60262/desain-ulang-sistem-pendidikan>, diakses pada tanggal 5 Desember 2010.
12. Pantaleo, S. (2002). Children's literature across curriculum. *Canadian Journal of Education*. Vol. 27/2&3, pp.211–230.
13. Porter, S. (2009). *Using Literature across curriculum*. <http://edtech.tph.wku.edu/~ppetty/sandraporter.htm>. accessed on March 6, 2009 at 10.00 p.m.
14. Purves, A., C. Rogers, & Soter. (1990). *How porcupines make love II: Teaching a response-centered literature curriculum*. New York: Longman Group, Ltd.
15. Rampan, Korrie Layun. (1999). Sekar dan gadisnya. *Aliran jenis cerita pendek*. Jakarta: Balai Pustaka
16. Rosenblatt, L.M. (1983). *Literature as exploration (Third Ed.)*. New York: The Modern Language Association of America.
17. Rudy, Rita Inderawati. (2005). Keefektifan model respons pembaca dan simbol visual dalam pembelajaran sastra di SD." *Makalah*. Dipresentasikan dalam Konferensi Internasional Himpunan Sarjana-Kesusasteraan Indonesia (HISKI) XVI di Palembang, 18–21 Agustus 2005.
18. Rudy, Rita Inderawati, Sitingjak, D., & Zuraida. (2007). Model pembelajaran sastra dalam pendidikan bahasa Inggris. *Lingua: Jurnal Bahasa dan Sastra*. Vol 9/No.1.
19. Rudy, Rita Inderawati. (2008). Pembelajaran berbasis respons pembaca dan simbol visual untuk mengembangkan apresiasi sastra dan kemampuan berbahasa Inggris. *Laporan Penelitian Hibah Bersaing tahun ke-2*. DP2M. Dikti Jakarta,
20. Rudy, Rita Inderawati. (2009). Pembelajaran berbasis respons pembaca dan simbol visual untuk mengembangkan apresiasi sastra dan kemampuan berbahasa Inggris. *Forum Kependidikan*. Vol. 29/No. 1.
21. Rudy, Rita Inderawati., Alwi, Z., & Hayati, R. (2009). Model seni pertunjukan sastra lokal dalam pembelajaran: Upaya mengembangkan pendidikan olah pikir, rasa, dan karsa dan menciptakan industri kreatif di Sumatera Selatan. *Laporan Hibah Potensi Pendidikan*. DP2M Dikti.
22. Rudy, Rita Inderawati. (2010a). Kontribusi pembelajaran apresiasi sastra lokal lagi industri kreatif Indonesia. Dalam Mukmin Suhardi, *Bianglala Bahasa dan Sastra*. Jakarta: Azhar Publishing.
23. Rudy, Rita Inderawati. (2010b). Mengangkat peran sastra lokal dengan konsep sastra untuk semua bagi pembentukan karakter bangsa. Dalam *Idiosinkrasi Pendidikan Karakter melalui Bahasa dan Sastra*. Editor: Novi Anoeграjekti, S. Macaryus, dan E. Boeriswati. Jakarta: Universitas Negeri Jakarta.
24. Rudy, Rita Inderawati. (2010c). Mengangkat peran cerita rakyat Sulawesi Utara dengan konsep *literature for all* untuk membentuk karakter mahasiswa. Dipresentasikan dalam Seminar Bulan Bahasa di Fakultas Sastra Universitas Samratulangi, 29 Oktober 2010.
25. Rudy, Rita Inderawati. (2010d). Konsep literature for all dan literature across curriculum dalam mengapresiasi karya sastra bagi mahasiswa calon guru di FKIP Universitas Sriwijaya untuk mengembangkan karakter siswa. *Laporan Penelitian Hibah Kompetensi Tahun I*. Dikti DP2M. Dibiayai oleh Direktorat Jenderal Pendidikan Tinggi, Kementerian Pendidikan Nasional, sesuai dengan Surat Perjanjian Pelaksanaan Penugasan Penelitian Hibah Kompetensi Nomor: 382/SP2H/PP/DP2M/VI/2010 tanggal 11 Juni 2010.
26. Santoso, Eka Jalu. (2004). *The Art of life revolution*. Jakarta: Penerbit PT Elex Media Komputindo.
27. Sayuti, Suminto. (2005). *Taufiq Ismail: Karya dan dunianya*. Jakarta: PT Grasindo
28. Schwartz, David J. (2007). *Berpikir dan berjiwa besar (The magic of thinking big)*. Batam: Binarupa Aksara.
29. Silvhiany, Sari. (2007). From learning English to building academic literacy: The paths of ESL students literacy learning, Proceeding of TEFLIN International Conference, Jakarta, December 2007.
30. Sugiyono. (2008). *Metode penelitian pendidikan*. Bandung: Alfabeta.
31. Syah, Muhibbin. (2006). *Psikologi pelajar*. Jakarta: PT. RajaGrafindo Persada.
32. Talib, Jihad. (2010). Pendidikan bahasa dan sastra lokal dalam masyarakat posmodern. *Makalah*. STKIP Muhammadiyah Bulukumba.
33. Tarigan, Henry Guntur. (1995). *Dasar-dasar psikosastra*. Bandung: Penerbit Angkasa.
34. Van, Truong Thi My. (2009). The relevance of literary analysis to teaching literature in EFL classroom. *English Teaching Forum*. Vol. 47/No. 3.

35. Vandergrift, Kay E. (2006). *Linking literature with l(earning*. <http://comminfo.rutgers.edu/professional-development/childlit/books/linkages.html>. Diunduh 26 Maret 2006.
36. Wards, Robin A. (2009). *Literature-based activities for integrating Mathematics with other content areas*. New York, NY: Pearson Education, Inc.
37. Wijaya, Putu.(2007). Literature teaching. <http://putuwijaya.wordpress.com/2007/11/03/pengajaran-sastra/> accessed 1 July 2008.

I would like to say thank so much to the Directorate of Indonesia Higher Education DP2M that has donated my research.