Planning literature education in schools based on literary ecology

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KEYWORD	ABSTRACT
Ecological values, Environmental Degradation, Literary education planning	This study aims to describe how ecological values that emphasize environmental awareness can be incorporated into school literature education. This research is qualitative, using an ecocritical and collaborative approach. The results show that literature serves not only to entertain but also to educate and can be used to raise awareness among students by integrating ecological values into literature learning. The application of these values can be observed through the teaching of reading and writing literary works with themes about the current state of nature, the beauty of nature if undisturbed by human activity, how humans can protect the universe, and the consequences of environmental destruction for the survival of humanity and all it encompasses. This application can be implemented by adapting reading and writing materials to literary ecology within the Learning Objectives Flow, which will be developed in the Lesson Plan (RPP). It includes the use of learning resources aligned with the materials in the RPP, employing relevant learning media based on literature-based ecological reading and writing materials, and designing effective teaching methods suited to the material. By incorporating ecological values into literature education in schools, it is hoped that students will gain ecological awareness to contribute to saving the earth from further degradation.

Introduction

Learning strategy planning is crucial in an educational environment to optimize learning outcomes and improve teaching practices. Learning strategies are a method used by educators to set the context of learning and manage activities effectively using various resources, including teaching aids and textbooks (Sultani et al., 2021). In addition, applying learning

strategies is not only about choosing methods but also involves understanding the dynamics of student engagement and motivation. Educators need to develop learning strategies that overcome psychological barriers and resource limitations faced by students in the learning environment (Hapsari, 2023).

Learning strategy planning is an important component of academic success, as it includes the methods and approaches students use to facilitate their learning process. Differentiated learning is an important component of learning strategy planning, this is due to the diversity of students' abilities and interests. Different learning strategies allow educators to meet the needs of students, thereby encouraging a more inclusive learning environment (Salim, 2023). This approach is crucial for maximizing student engagement and achievement, as it allows for a personalized learning experience. Learning strategies tailored to students' needs can improve metacognitive skills and overall learning outcomes (Merchie et al., 2014). The importance of metacognitive strategies is further underlined by research linking them to improved self-efficacy and academic performance, especially in the context of language learning (Mokhtar & Anuar, 2015).

Educators prepare carefully to ensure effective lesson delivery. Effective learning must be developed logically and systematically to optimize educational resources and overcome learning challenges according to the needs of individual students (Mustakim, 2021). Student development is essential in an educational environment, especially in language learning. Students who are actively involved in planning, monitoring, and evaluating the learning process are more likely to develop effective learning strategies (Anh & Tuyen, 2023). For this reason, effective learning planning is very important in educational settings to optimize learning outcomes, minimize distractions, and improve teaching practices. By incorporating strategic planning tools and techniques, educators can create a conducive learning environment that meets the diverse needs of students and encourages academic success.

Literary works cannot be separated from values. The values in literary works are used as a reference in obtaining learning. The lessons learned can inspire reviewers and connoisseurs of literary works. This inspiration can be developed and implemented in life. Values are used as characteristics in sorting literary works. Peculiarities in grades can provide a comparison between good and bad actions. Endaswara (2016) explained that this value is used to a high degree in regulating actions by the set rules. Through the existence of values, it is hoped that it can contribute to observing behavior towards the obligations applied. Values do not see the perspective dominantly but can be seen contextual so that it can be used as a guideline as a barrier to determine attitudes. Meanwhile, in literary works, value is used as a characteristic

as explained by Wiyatmi (2016) who said that value is the most important part of a literary work that can show characteristics to achieve certain uniqueness. From the explanation above, grades can provide learning about the meaning of values themselves. Grades can be useful in achieving usefulness, the higher the value produced, the higher the lessons that can be learned for life and the environment.

Literary ecological theories can provide ecological value as a lesson to determine actions in preserving the environment. Anggarista & Munasip (2020) argue that having writers who have literary works with literary ecological nuances can provide understanding to fellow humans about their position in the middle of the ecosystem so that they can utilize and utilize nature wisely. Although they are two different fields of science, they are related. Ecology needs literature to convey information and aspirations, while literature needs psychology to convey information about the importance of preserving the natural environment. Khomisah (2020) argues that in its development, the study of literary ecology can use various theories derived from literary ecology itself, such as eco-feminism, eco-imperialism, ecology, and eco-culture between the fields of ecology and literature. Sudikan (2016) explained that literary ecology is a scientific study that discusses literary works and environmental problems. In essence, the environment cannot be separated from literary works. This association can provide benefits in changing behavior patterns in maintaining the environment to survive. Interaction between the environment and humans can occur over a long period, starting with humans who are born on earth until they die. The contribution of the environment to humans is very influential where nature will be the main source of human survival, for example, basic needs such as the existence of oxygen or air to breathe, the number of food sources for energy needs, and water sources used for drinking.

Along with the development of life, it is not uncommon for many individuals to not make good use of the environment so environmental problems arise. These problems can have a major impact on environmental conditions. Of course, the existence of literary ecological theories can influence the environment that cares about nature. This influence can save the environment through the value of environmental love for literary works. Problems related to the environment have occurred in modern life. Laila (2014) also argues that the current living habits of people who rarely care about their environment can also threaten the health and sustainability of the surrounding natural environment, for example, environmental problems such as pollution, forest fires, destruction of animal habitats, many global warning issues, natural disasters, increasingly barren forests, earthquakes, tsunamis. These problems will have

an impact on the survival of the environment. Through literature, one can voice a call to restore natural conditions so that the environment can be maintained and clean. Through ecological values, human life can be sustainable and actively manage natural resources responsibly for the sake of nature conservation. When viewed from the perspective of literary learning, ecological values are needed to support learning. Efforts in environmental conservation can be associated with learning in schools.

Incorporating ecological values into literary learning can significantly enhance the educational experience by fostering a deeper understanding of environmental and sustainability issues. Several studies highlight the importance of integrating ecological perspectives into teaching practice. Dewi (2018) emphasizes the role of eco-humanism in poetry teaching, suggesting that including ecology in language and literature education can provide a reason for a more holistic approach to teaching. Auld et al. (2023) propose the use of an ecological sustainability framework in analyzing children's literature to promote future learning and sustainability awareness among students.

Furthermore, Xia & Xie (2018) discuss the implementation of ecology literature in a flipped classroom setting, emphasizing the importance of incorporating environmental and ecological themes into educational practice. Liao (2024) suggests innovative strategies for teaching English literature in universities by integrating ecological literary criticism, which can contribute to a more comprehensive understanding of ecological values in literature. Begum et al. (2021) explored the impact of environmental education in promoting environmentally friendly behavior, showing that incorporating Islamic values can improve environmental education outcomes. In line with that, ecology from a learning perspective can provide insight into the importance of global safety from the effects of environmental damage (Rahardi, 2023). The study collectively underscores the importance of integrating ecological values into educational practices to promote sustainability and environmental awareness among students.

The application of ecological values in learning is indispensable in fostering the character of students who care about the environment. Implementation can be done by adjusting the material contained in the Learning Plan (RPP), the use of learning resources that are by the material taught by the lesson plan, the use of relevant learning media based on literary ecology, and the preparation of appropriate learning methods by the effectiveness of the learning materials. From the application of these ecological values, it can provide an overview of literary learning that will be applied. From these efforts, it can provide new knowledge about the implementation of ecological values.

The importance of learning to read and write literature in schools cannot be overstated, as it plays a crucial role in developing students' literacy, critical thinking, and engagement skills with texts. Literary circles, a pedagogical approach that promotes collaborative reading and discussion, have been shown to improve students' reading experience and foster a deeper understanding of literary texts. Research shows that literary circles create a supportive environment in which students can engage in dynamic interactions with their peers, thus nurturing their enjoyment of reading and literacy skills simultaneously (Ma et al., 2023; Turk, 2023; Talenta, 2023). In addition, the incorporation of literature into language learning has been found to significantly improve students' attitudes towards reading and writing. Literary circle collaborations also encourage students to take ownership of their learning, as they share their interpretations and insights, thus promoting accountability and engagement with assigned readings (Turk, 2023; Talenta, 2023).

In addition to encouraging student engagement, literature is also associated with improving reading comprehension and critical thinking skills. The structured discussions that occur in literary learning allow students to articulate their thoughts, negotiate meanings, and develop a critical attitude toward texts (Su & Kun, 2016; Karatay, 2017; Fredricks, 2012). This process not only improves students' understanding of the material but also fosters essential skills such as text analysis, conclusion-making, and vocabulary development (Karatay, 2017; Bedel, 2016). The emphasis on peer-led discussions in literary circles has been shown to increase students' self-efficacy in reading, further motivating students to engage with literature (McElvain, 2010; Ferdiansyah et al., 2020).

In addition, the integration of literature into the curriculum supports the development of writing skills. Literature can serve as a scaffolding for writing activities, as students reflect on their reading experience and express their thoughts in written form (Lubis & Rahmawati, 2019; Suci et al., 2022). This relationship between reading and writing is essential for fostering comprehensive literacy, as it encourages students to think critically about the texts they encounter and to articulate their responses effectively (Lubis & Rahmawati, 2019). Reading and writing literature in schools not only improves students' academic skills but also prepares them for lifelong learning and critical engagement with the world around them.

Various studies have explored this relationship between reading and writing is essential for fostering comprehensive literacy, as it encourages students to think critically about the texts they encounter and to articulate their responses effectively. For this reason, there are still empty spaces that researchers can use in research on learning planning in schools based on

literary ecology. Learning planning in literary ecology-based schools presents a significant opportunity to improve educational outcomes for students. Literary ecology serves to teach how humans interact with the natural environment.

Method

Literary Ecology Research is an interdisciplinary field that examines the interaction between literature and ecological themes, exploring how literary texts reflect, shape, and critique human interactions with the natural environment. This field encompasses various genres and forms, including poetry, prose, and folklore, aiming to understand the representation of ecological issues within these narratives. By analyzing how literature engages with ecological concepts, researchers can uncover deeper insights into cultural attitudes toward nature and the implications of these narratives for environmental awareness and advocacy (Talib, 2023; Gurr & Kluwick, 2021).

This research adopts a qualitative approach with an eco-critical and collaborative perspective. Research methods in literary ecology studies typically include qualitative analysis, eco-critical approaches, and interdisciplinary collaboration. Careful reading techniques are employed to analyze texts for their ecological themes, examining language, imagery, and narrative structure to reveal the underlying ecological messages (Indriani, 2023; Agustina, 2022). Moreover, qualitative research methods enable the exploration of socio-ecological memories and place attachment, as seen in autobiographical narratives that reflect the relationship between identity and the environment (Kim et al., 2017). By integrating insights from ecology, sociology, and cultural studies, literary ecology research can provide a comprehensive understanding of how literature shapes and is shaped by ecological contexts (Gurr & Kluwick, 2021; Pamungkas et al., 2022). Literary ecology research methods have been characterized by diverse approaches, including eco-criticism, eco-literacy, and the integration of ecological themes in various literary forms.

Furthermore, literary learning research methods encompass various approaches aimed at enhancing students' understanding and engagement with literary texts. Studies have explored different teaching models, such as inquiry-based learning (Adeani & Iskandarwassid, 2019), literary literacy (Frederking et al., 2012), and project-based learning (Zulfadhli et al., 2021), to improve students' abilities to understand and analyze literary works. These approaches emphasize the importance of developing theoretical frameworks, such as literary literacy, to guide the teaching-learning process related to literature (Frederking et al., 2012).

Additionally, this research has highlighted the role of literature in developing language

skills (Noviadi et al., 2023), emphasizing the benefits of integrating literature into language learning to enhance students' proficiency. Approaches such as contextual poetry writing based on literary ecology (Anggraini et al., 2022) and integrating target language literature into the curriculum (Barrette et al., 2010) have proven to promote critical thinking and language proficiency among students.

Moreover, research has investigated the effectiveness of modern teaching methods in literary education, especially in the context of world literature and foreign language teaching (Stepanenko et al., 2021). By leveraging innovative approaches, educators can intensify foreign language learning while exploring diverse cultural perspectives embedded in literary works. It is essential to combine language proficiency with literary content (Paesani & Allen, 2012). By adopting literacy-based and genre-based approaches, educators can create a comprehensive learning environment that enhances students' language skills and cultural awareness. In conclusion, research on literary learning methods underscores the importance of innovative teaching models, theoretical frameworks, and integrated approaches to enhance literary competence, language skills, and critical thinking abilities.

To effectively teach literary ecology, educators can utilize a variety of resources. Authentic literary texts addressing ecological themes are crucial; for example, works depicting the relationship between humans and their environment can serve as a foundation for discussions about ecological issues (Talib, 2023; Indriani, 2023). Digital platforms, such as BookTube, have emerged as valuable resources bridging informal and formal education, allowing students to engage with literature in contemporary contexts (Paredes & Aliagas, 2022). Additionally, incorporating multimedia resources, such as films and documentaries highlighting environmental themes, can enrich the learning experience and foster a deeper understanding of literary ecology (Romo-Mayor & Pellicer-Ortín, 2022).

Furthermore, educators conduct summative assessments with attention to established assessment indicators. Summative assessment is defined as a method for evaluating student learning at the end of an instructional unit, aiming to measure the extent to which learning objectives have been achieved. It serves as an essential tool for educators to measure student performance and inform future teaching strategies. Summative assessment is often characterized as an assessment of learning, in contrast to formative assessment, which is designed to support learning during the instructional process (Vero & Chukwuemeka, 2019). This distinction emphasizes the role of summative assessment in providing a final measure of student understanding and achievement, often influencing educational decisions and policies

(Harlen, 2005).

Effective summative assessments must be authentic, reflecting real-world contexts that resonate with students' lives, thereby enhancing their engagement with literature (Brownlie, 2023). Additionally, proficient reading and writing skills enable students to analyze texts critically, fostering a deeper understanding of literary themes and contexts. Although summative assessments are often viewed as final evaluations, they can also serve formative purposes when designed thoughtfully (Bjørkli, 2014). For example, integrating formative feedback into summative assessments can help students identify their strengths and weaknesses, ultimately leading to improved literacy outcomes (Das et al., 2017). This dual approach underscores the potential of summative assessments not only to measure learning but also to encourage ongoing development in reading and writing skills.

Results and Discussion

Adjusting Material with ATP

The learning goal sequence functions similarly to a "syllabus," serving as a plan for organizing learning and assessment over a year. Therefore, educators can use thelearning goal sequence by (1) designing it themselves based on the core competencies (CP), (2) developing and modifying provided examples, or (3) using examples supplied by the government (Anggraena et al., 2022).

For educators who design their own learning goals, the objectives developed in theprevious stages will be arranged in a systematic and logical sequence from the beginning to the end of the phase. The learning goal sequence should also be organized linearly, unidirectionally, and without branching, similar to the sequence of learning activities conducted from day to day (Anggraena et al., 2022). When developing the learning goal sequence, several principles should be considered:

1) Learning objectives are broader goals, not daily learning objectives (goals, not objectives);

2) The learning goal sequence should be completed within one phase;

3) The learning goal sequence needs to be developed collaboratively (if the teacher develops it, then collaboration with teachers across grades in one phase is necessary. Example: collaboration between seventh and eighth-grade teachers forPhase D);

4) The learning goal sequence should be developed according to the characteristics and competencies outlined for each subject. Therefore, it is best developed by subject matter experts, including teachers who are proficient in that subject;

5) The construction of the learning goal sequence does not need to span across phases (except for special education);

6) The method for developing the learning goal sequence should be logical, progressing from simpler to more complex skills, and can be influenced by subject characteristics and the learning approach used (e.g., realistic mathematics);

7) The presentation of the learning objectives should begin with the learning goal sequence first, then the thinking process (for example, breaking down elements into learning objectives) as an attachment to simplify and get straight to the point for teachers;

8) Since the learning goal sequence provided by the Ministry of Education and Culture is an example, the learning goal sequence can be numbered/lettered (to indicate the sequence and completion within one phase);

9) The learning goal sequence explains ONE learning goal sequence, without branching (not requiring teachers to choose). If the sequence can indeed differ, it is better to create another learning goal sequence as a variation, with a clear order/sequence according to the choices/decisions of the creator, which can then be numbered or coded; and

10) The learning goal sequence focuses on achieving CP, not the Pancasila student profile, and does not need to be accompanied by learning approaches/strategies (pedagogy) (Anggraena et al., 2022).

Educators and educational units can use various strategies and approaches to formulate learning objectives (TP) and learning goal sequences (ATP). Educators must pay attention to the minimum achievement criteria when developing the Learning Goal Sequence (ATP) as follows.

1) Describing the sequence of competency development that must be mastered in reading and writing ecologically-based literature.

2) ATP in one phase depicts the scope and stages of linear learning in reading and writing ecologically-based literature.

3) The overall ATP for the phase illustrates the scope and stages of learning to read and write ecologically-based literature across phases (Anggraena et al., 2022).

The development of teaching materials needs to consider the criteria of the Learning Goal Sequence (ATP) so that the competencies that students must master can be achieved. Strategies and approaches should prioritize scientific meanings that can be justified by the

material being taught. Resources should be relevant according to the student's skill levels. Therefore, in preparing the teaching materials to be taught, it should be packaged by adjusting to the agreed considerations. Ecological literature teaching materials need to be structured based on the learning objectives outlined in the ATP. These ecologically-based literary teaching materials should be included as extrinsic elements developed in the lesson plans (RPP) to facilitate the determination of the teaching materials to be used in class.

Preparation of the Learning Implementation Plan

The preparation of the Learning Implementation Plan is necessary before the teaching begins. The planning is adjusted to the Learning Goals (ATP) that will be used as the primary guide in structuring the lessons. The Learning Implementation Plan will serve as a reference for teachers in formulating the steps and strategies for the lessons to be taught in the classroom. Zendrato (2016) explains that the Learning Implementation Plan is related to the formulation of material steps and teaching methods before being implemented in the classroom. This arrangement must be packaged based on systematic readiness, making it easier to enhance student learning outcomes.

In preparing the Learning Implementation Plan, various aspects must be organized and prepared before applying them in the classroom. Along this line, Susetya (2017) explains that the Learning Implementation Plan is developed to ensure that teaching occurs effectively. Therefore, careful consideration is necessary in its preparation. Certainly, in applying ecological values, these can be integrated into the development of the Lesson Plan, where ecological values can be reflected in the prepared materials, especially in educational literature. The implementation must remain aligned with the learning materials.

Ecological values can provide new understandings of behaviors, attitudes, and actions in maintaining and preserving the environment. These values serve as guidelines for teachers in determining the quality of students in fostering character and as references for their actions. Materials related to values are usually found in literary texts, such as prose works that contain extrinsic elements. Therefore, to apply ecological values in learning, a prior understanding of ecology is required. Teachers need to identify what materials can be developed within the scope of ecology for literary learning. The consideration of applying ecological values in literary learning has indeed been widely implemented, reflecting the educational world's emphasis on the environment, as seen in various schools themed around environmental education, such as the existence of Adiwiyata.

Using Teaching Resources According to the Material

The teaching materials must be adjusted to the learning resources that students will use

during the lessons. Learning resources serve as the main material for delivering content. They are used as benchmarks to determine the scope of the material. Commonly used learning resources in education typically include Student Worksheets (LKS), instructional books, modules used by teachers, and other sources that support reading and writing ecologically-based literature. Nur (2012) emphasizes that learning resources are important tools in teaching, functioning as companions to teachers in formulating lessons.

The formulation of learning resources must be precise, especially in the literature for reading and writing ecologically-based literature. Many teachers utilize instructional books on reading and writing ecologically-based literature as learning resources; however, a teacher can vary the learning resources to make them more engaging and of higher quality. Therefore, a teacher must adapt the materials used in reading and writing ecologically-based literature lessons for all types of Indonesian language learning. Supriadi (2015) states that the selection of learning resources should be aligned with the teaching staff's capability to use those resources effectively according to the lessons being taught.

The evaluation of teaching materials for reading and writing ecologically-based literature needs to be considered so that the instruction remains focused on the material and aligns with the learning objectives. When implementing ecological values in teaching, teachers must be able to learn and take into account their skills in selecting suitable learning resources. Literary learning not only addresses its ecological values; thus, it is necessary to first assess whether it can be connected to those ecological values. Consequently, the learning resources to be used are closely related to reading and writing ecologically-based literature that will be taught. Teachers will seek learning resources that can support the process of reading and writing ecologically-based literature.

The utilization of ecological-based learning resources must be able to gather information that supports ecological values as a source of knowledge, serving as a reference for teachers to determine appropriate learning resources. The skills required to apply ecological values involve the ability to grasp the essence of information collection by considering learning needs and attempting to document the information contained in the reading and writing ecologically-based literature teaching materials. Besides these skills, the ability to determine learning resources includes skills in analyzing, understanding the material's intent, and evaluating whether the learning resources used are appropriate for the application of ecological values in literary education. The final skill in integrating ecological values into learning resources is the ability to formulate problems and solve issues for discussion topics among students.

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Using Learning Media that Supports the Material

Learning media are tools used by educators to help students understand the learning material being taught. With the development of science and technology, particularly in the field of education, various efforts are made to bring about renewal. In the educational realm, learning media are part of educational technology that serves to clarify learning material. Through learning media, student motivation in classroom activities can be enhanced (Diana et al., 2024). Learning media makes it easier for students to become interested and stimulated to develop their understanding, knowledge, and skills, which will be the outcomes of the learning process.

Hudhana & Sulaeman (2019) explain that learning media are teaching aids used to channel students' abilities, including the learning resources used in the educational process. The use of learning media is important for the effectiveness of learning, making learning activities more engaging and enjoyable. Furthermore, Arsyad (2017) explains that the development of learning media should consider its support for the content of the learning material and the ease of obtaining the media. This means that if the media used is not available, teachers must be able to develop it creatively or even create it themselves so that students can better understand the lessons.

Therefore, the application of ecological values in reading and writing literature based on ecology needs to be adjusted to the use of learning media, which will be the primary tool to help teachers provide additional understanding to students. Teachers can associate ecological values with learning media based on printed technology results, such as textbooks, graphics, and photos that can support visual-based learning. Media can also come from audiovisual technology, such as videos, films, and tape recorders that can support learning. Additionally, audio media like cassettes, radios, and music can be used as supplementary materials.

Teachers can apply literature learning based on ecology through the learning media used. Thus, learning media have an impact on the implementation of literature learning related to ecological values. Teachers can present nature-themed learning media that will explain ecological values in literature learning. These media can be used to support studies in ecology-based literature.

Conclusion

Based on the discussion presented, ecological values in literary works can serve as a reference for planning reading and writing lessons based on ecological literature. The application of ecological values in literature education can encourage students to appreciate

environmental preservation. This application can be seen through the lesson planning created by teachers, linking it with literature education in schools. The implementation can be done by adjusting the reading and writing materials based on ecological literature in the syllabus or learning objectives, preparing lesson plans, utilizing learning resources that align with the reading and writing materials based on ecological literature, and employing learning media that support these materials.

In conclusion, the importance of ecological literature lies in shaping environmentally conscious students. By prioritizing this approach in reading and writing lessons based on ecological literature, teachers can equip students with the knowledge and skills necessary to navigate and address contemporary environmental challenges. It is crucial for educators to recognize the potential of literature as a transformative tool for environmental education and to take actionable steps to integrate ecological literature into teaching practices. Furthermore, summative assessment plays a significant role, particularly in the context of literacy in literature. By understanding the definition, significance, and potential to enhance learning outcomes, educators can design assessments that not only evaluate but also support student growth in reading and writing.

Declarations

Author contribution	:	Nori Anggraini was responsible for the entire research project. She also led manuscript writing. Ariyana participated in the data collection, transcription, and analysis. She also revised the manuscript. Both authors approved the final manuscript.
Funding statement	:	This research did not receive any funding.
Conflict of interest	:	Both authors declare that they have no competing interests.
Ethics Approval	:	Information on Ethics Approval and informed consent statements are required for all articles published in BAHASTRA since 2024.
Additional information		No additional information is available for this paper.

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