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Developing a Model of Literary Appreciation Learning in Higher Education

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Abstract

This article discusses the development of literary appreciation learning models in higher education, emphasizing systematic, creative, and collaborative approaches. The aim is to identify strategies that enhance students' interest, comprehension, and engagement in appreciating literary works. The ADDIE model serves as the primary framework, combined with creative-innovative and collaborative methods. Findings suggest that integrating theory, practice, and digital technology into literary appreciation learning significantly improves students' cognitive, affective, and evaluative abilities.

Keywords: *literary appreciation, higher education, learning model, ADDIE, collaborative, creative-innovative*

INTRODUCTION

Literary appreciation is a fundamental competence in higher education, particularly within language and literature programs, as it encompasses not only the cognitive ability to interpret texts but also the affective and cultural capacity to experience meaning embedded in literary works. Through literary learning, universities are expected to cultivate students who are critical, creative, and culturally responsive. However, in practice, literary appreciation learning often encounters persistent challenges, including low student engagement, the predominance of theoretical instruction over experiential practice, and limited use of innovative learning media. These conditions indicate the need for a more integrative and contextually relevant learning model that aligns with the demands of contemporary higher education.

In the Indonesian context, literary education remains largely influenced by structuralist approaches that emphasize textual analysis and formal elements, often at the expense of reader engagement and personal meaning-making. Empirical data reinforce this concern. A national survey by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2023) reports that only 42% of university students demonstrate high levels of aesthetic appreciation. This gap is further exacerbated by broader literacy issues, as reflected in the OECD PISA 2022 results, where Indonesian students scored 371 in reading literacy, significantly below the global average of 476. Although PISA primarily assesses school-level students, these findings indicate a systemic literacy challenge that extends into higher education, influencing students' capacity to engage deeply with literary texts.

From a theoretical perspective, literary appreciation should not be confined to structural analysis but should involve active reader engagement. Wolfgang Iser (1978) conceptualizes literary appreciation as a process in which meaning emerges through the reader's interaction with the text, while Louise Rosenblatt (1978), through her transactional theory, emphasizes that literary meaning is constructed through the lived experience of the reader in relation to the text. These perspectives highlight the importance of shifting from text-centered to reader-centered approaches in literary education. In line with this, Kolb's experiential learning theory (1984) provides a relevant pedagogical foundation, asserting that knowledge is created through the transformation of experience. This framework

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supports the integration of cognitive, affective, and experiential dimensions in literary learning.

Despite the strong theoretical foundation supporting interactive and experiential approaches, there remains a gap between theory and practice in higher education classrooms. Preliminary findings from baseline surveys conducted at Syiah Kuala University and Medan State University indicate that students' motivation in literary courses is relatively low, and learning activities tend to be passive and lecturer-centered. This study addresses this gap by developing an integrated literary appreciation learning model that combines reader-response theory, experiential learning, and collaborative strategies. The model incorporates structured activities such as dramatization, reflective journaling, and digital storytelling to facilitate deeper engagement and personal meaning construction.

Recent empirical studies further support the need for such an approach. Nazriani et al. (2025) demonstrate that integrative literary learning models incorporating higher-order thinking skills (HOTS), character education, and digital technology significantly enhance students' critical thinking, empathy, and creativity. Similarly, Li et al. (2026) report that collaborative and reflective learning approaches contribute to measurable improvements in both critical thinking and literary appreciation. However, these studies have not yet fully integrated a systematic instructional design framework such as ADDIE within the context of Indonesian higher education, indicating a clear research gap.

Based on these considerations, this study is grounded in three main rationales: (1) addressing literacy and engagement challenges identified in national and international assessments; (2) promoting a shift from structuralist to reader-centered literary pedagogy; and (3) integrating experiential and collaborative learning within a systematic instructional design framework. By doing so, this research aims to develop and validate a comprehensive model of literary appreciation learning that not only enhances students' analytical abilities but also fosters emotional engagement, creativity, and meaningful interaction with literary texts. Ultimately, this study contributes to the advancement of more holistic and transformative literary education practices in Indonesian higher education.

METHODOLOGY

This study employed a Research and Development (R&D) design using the ADDIE framework. The participants consisted of 150 Indonesian Literature students in their 3rd and 4th semesters, drawn purposively from Syiah Kuala University (n = 75) and Medan State University (n = 75). Sampling technique is purposive sampling, focusing on students enrolled in literary appreciation courses. Instruments : questionnaire (Cronbach's $\alpha = 0.91$, indicating high reliability). Literary appreciation test (using a four-scale rubric). Classroom observation sheets. Focus Group Discussions (FGDs) with students and lecturers.

Module Development Process (ADDIE Stages) : (1) Analysis: Conducted interviews with 25 lecturers to identify current practices and challenges in literary appreciation teaching. (2) Design: Structured a 16-session module including: (Exploration of poetry and prose, immersion through performance arts (e.g., dramatization, musical adaptation), reflective journal writing. creation of derivative works (e.g., short films, digital storytelling). (3) Implementation: The module was applied over a period of three months in both universities. (4) Evaluation: Effectiveness was measured using statistical tests (t-test and ANOVA) and thematic analysis of qualitative data. Data Validation : secondary data from PISA 2022 (OECD) and national journals were triangulated and validated to strengthen the reliability of findings.

RESULTS

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The appreciation scores increased from 64.2 (SD = 9.1) in the pre-test to 88.7 (SD = 5.8) in the post-test ($p < 0.001$, Cohen's $d = 2.8$, very large effect size). Learning motivation rose by 38% (from 3.1 to 4.6 on a 5-point scale), with participation reaching 91%. These findings are consistent with Effendi (2024) in *Jurnal Sastra Indonesia*, who reported a 32% improvement among 200 students using conventional methods.

Table 1. Comparison of Pre-Test and Post-Test Scores

Aspect	Pre-Test (Mean)	Post-Test (Mean)	Increase (%)	Comparative Data (PISA 2022)
Aesthetic Understanding	66	90	36	National baseline: 371 pts
Emotional Empathy	62	87	40	Empathy gap: -15% global
Motivation & Creativity	64	89	39	Kemendikbud survey: +28%

Discussion

These findings confirm the effectiveness of the integrated model. The immersion stage (e.g., role-playing Chairil Anwar's poetry) produced the highest empathy gain **(**40%**),** supporting Iser's theory that *"textual gaps are filled by the reader's lived experience"* (Iser, 1978). Compared to Effendi's (2024) study, which focused on conventional methods and achieved a 32% increase, this model demonstrated 6% superior outcomes due to the integration of Kolb's experiential learning cycle**.** This approach helps address the low literacy levels documented in PISA 2022, particularly in Aceh (score 358).

Theoretical Implications

The results enrich the literature curriculum by embedding affective dimensions, aligning with Permendikbud No. 17/2023 on the Merdeka Curriculum, which emphasizes holistic and student-centered learning.

Practical Implications

Lecturers can adapt the module for blended learning environments, incorporating digital tools such as VR poetry immersion to enhance scalability and engagement.

Limitations and Future Directions

The study was limited to a regional context (Aceh–North Sumatra). Future research should employ randomized controlled trials (RCTs) across multiple universities and include longitudinal tracking to measure sustained impact.

Overall Contribution

This model contributes to the formation of an emotionally literate generation, supporting SDG 4.7 on inclusive and equitable quality education.

CONCLUSION

The development of a literary appreciation learning model in higher education requires a balanced integration of systematic instructional design and experiential pedagogical approaches. This study demonstrates that the combination of the ADDIE framework with creative, collaborative, and experiential learning strategies provides a more comprehensive pathway for enhancing students' literary competence. Such an approach not only strengthens students' cognitive understanding of literary theory but also fosters affective engagement, critical interpretation, and creative expression.

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The findings indicate that literary appreciation learning becomes more meaningful when students are actively involved in constructing personal and social meanings through activities such as dramatization, reflective writing, and digital storytelling. This confirms that shifting from a predominantly structuralist paradigm toward a reader-centered and experience-based model can significantly improve students' motivation, participation, and overall appreciation skills.

Overall, this study contributes to the advancement of literary education by offering a theoretically grounded and empirically supported model that integrates cognitive, affective, and experiential dimensions of learning. The model has practical implications for lecturers in designing more engaging and student-centered literary learning environments, as well as for policymakers in promoting innovative and holistic approaches to higher education.

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