

**The Ecological Implications of Online Short Story *Bumi Tak Seindah Dulu* by  
Jesyca Tina for Literature Learning in High School**

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**ABSTRACT**

This study aims to analyze the ecological implications of the online short story *Bumi Tak Seindah Dulu* by Jesyca Tina for literature learning in high school. This study uses a literary-ecological approach, and the research method used is the content analysis method. In this study, the data sources used were primary data from the short story *Bumi Tak Seindah Dulu*, lesson plans, and a syllabus. Secondary data sources are references in the form of books to support research. The results of the research data analysis are in the form of literary ecology contained in short stories. The findings obtained in this study are related to environmental resources, ecosystems, and disasters. The implications of educational values for learning literature in junior high school are linked based on the syllabus and lesson plans learned in senior high school. The subject matter can be related to learning environmental short stories in schools. Teachers can use learning resources like the short story *Bumi Tak Seindah Dulu* to analyze the value of environmental education through problems and positive behaviour from short stories.

**Key words:** Ecological Implication; Online Short Story; Literature Learning

**INTRODUCTION**

Literary works have various forms, namely poetry, prose, and drama. The three literary works have different characteristics. One form of literary work that will be discussed is prose. The prose is a form of literature in the form of narrative essays. The prose in literary works is divided into short stories and novels. One of the prose literary works taught in schools is short fiction. Short stories describe events or events experienced by characters that are packaged concisely and briefly. There are only a few conflicts in the short story, and there are solutions to solving the problem. Prose essays have building elements, namely intrinsic and extrinsic elements, that can build stories from within and without. The building elements of the story make it easier for the writer to capture the events in the short story by mixing the realities of life that occur in society.

In the development of science, which is increasingly developing, there is a new theory in literature, namely literary ecology. Literary ecology is a theory about the relationship between literature and the environment. Ecology can also be interpreted as a point of view for understanding the natural environment from a literary point of view. Nature has long been a part of literature because nature needs literature as a field for caring for the environment, while literature needs nature as a field for inspiration. Literary ecology seeks to make people study environmental sustainability by reading literary works. The preservation and destruction of nature are used as a conversation in literary ecology so that the literary works created can generate educational values for maintaining environmental balance.

Problems related to the environment have occurred in modern life. Environmental problems have an impact on natural preservation, causing frequent floods in the capital city, landslides or moving soil that often occur on mountain slopes, global warnings such as air temperature that is not conducive, loss of soil fertility such as in urban areas, extinction of biodiversity such as in forest areas that are starting to be deforested, and air pollution in factories and urban areas. This problem is caused by human behaviour, such as littering, excessive extraction of natural resources, vehicle fumes, burning garbage, and the abundance of illegal logging activities in the forest, which have fatal consequences for world problems. The reality is that literature must be involved in environmental awareness and sensitivity to preserving the universe. Through literature, one can voice calls for restoring natural conditions so that the environment can be maintained and kept clean. Through literature, ecology, and environmental education, human life can be sustainable and actively manage natural resources responsibly for the sake of preservation.

The implications for learning literature in schools are related to teaching literature. Does environmental education's value connect with learning Indonesian, especially in literature? In the 2013 curriculum, learning Indonesian already includes literature material. Learning literature is a learning activity by teachers and students using direct sources of literary works. Of course, in teaching activities, a learning implementation plan is needed to be designed by the teacher. In the learning implementation plan, there must be teaching material that will be delivered. One of the literary materials taught is related to short stories. In short story material, there are story-building elements, namely extrinsic elements regarding the building elements of the story from the outside. One of the four extrinsic elements examines the values that can be taken from literary works, making it easier for teachers to provide material regarding values related to the value of environmental education from reference sources for reading short stories. Environmental education is expected to increase students' understanding of the importance of protecting the environment. Awareness of the importance of protecting the environment significantly impacts the behaviour that will be applied in students' lives.

Literary ecology is expected to increase students' understanding of the importance of protecting the environment. Awareness of the importance of protecting the environment significantly impacts the behaviour that will be applied in students' lives. So, it is necessary to teach the importance of protecting the environment to be applied to students in the home, school, and community environment. Environmental education needs to be applied to Learning because many students still do not care about the environment. As a result of the value of environmental education, it is hoped that students will have the awareness to participate in solving and preventing environmental problems. In the short story anthology, there is environmental education that students can take. Environmental education can teach us to preserve the environment permanently.

Based on this explanation, the researchers focused on the implications of environmental education in the short story *Bumi Tak Seindah Dulu* by Jesyca Tina. Through ecological analysis, literature can benefit society, readers, and other researchers by preserving the environment.

## **LITERATURE REVIEW**

### **Short Story**

Short stories are an abbreviated form of short stories that are often spoken. Kosasih's (2012) short stories are short literary works that can be read in a short time, such as ten minutes to half an hour. Short stories have a short form and are not too long. Short stories can be read in a short time with predetermined writing rules. Furthermore, Rosidi (2019) revealed that short stories are a class of prose fiction. As the name implies, short stories have a solid storyline. Short stories are also literary works in the prose fiction class and have a brief or concise course of events. Short stories have building elements. The building elements of the short story function as a unified and complete form. One of the elements that make up short stories is related to intrinsic and extrinsic elements. Hudhana (2018) argues that the intrinsic elements of the short story are divided into seven main parts: theme, plot, character, background, point of view, language style, and message. Extrinsic elements are external elements in fictional stories that affect the story's contents. Based on this view, extrinsic elements are used by the author to include elements outside the story so that there is an aesthetic to it.

### **Literary Ecology**

Literary ecology provides an understanding of the integration between literature and ecology, which are mutually sustainable in preserving the environment. Endaswara (2016) explains that literary ecology is a study of literature that discusses the reciprocal relationship between the environment and literature. In line with that, Sudikan (2016) explains that literary ecology is a discussion that only discusses literary works on

environmental and natural issues that are related. Ecology and literature are two different sciences mutually integrated in protecting and preserving the environment. Hamzah (2013) breaks down the concept of literary ecology into ten categories: ecosystems, environmental resources, environmental carrying capacity, concern, participation, aesthetics, local wisdom, environmental ethics, disaster, and decision-making on environmental issues. These concepts are related to each other in the discussion of environmental damage and attitudes taken to improve the environment.

### **Literature Study**

Teaching literature needs to be done considering the many moral and other values that motivate students to interpret literature based on their experiences. According to Dimiyati and Mudjiono (2016), "Learning is a process carried out by a teacher in making learning programs adapted to the applicable curriculum. This Learning requires learning outcomes in measuring students' abilities because of learning actions. Learning Indonesian requires the teaching of literature to strengthen knowledge. Rosnawati (2020) explains that teaching literature is related to life. The teaching of literature will have a higher appreciation of literary works that have a more profound value than those that are made. Students will easily understand and enrich their insights into the development of literature.

## **RESEARCH METHOD**

### **Design and Samples**

In this study, we used a type of qualitative research. The current focus of the research is on literary research. The research review used is a review of ecological literature. The data source used in this research is the short story *Bumi Tak Seindah Dulu* by Jesyca Tina and the senior high school lesson plan. Secondary data can be a reference source for research results related to literary ecology and the teaching of literature collected by researchers.

### **Instrument and Procedure**

Data collection techniques are carried out in research using reading techniques, a document study, and documentation. Data analysis consists of three steps: data reduction, data presentation, and verification (Sulaiman and Goziyah, 2019). In ensuring that the description of the above data is valid and has a degree of trust, validity assurance techniques are carried out through testing objectivity, internal validity, external validity, reliability, and data triangulation.

### **Data Analysis**

In this study, the theory used relates to the concept of literary ecology put forward by Hamzah (2013) regarding six concepts: ecosystems, environmental resources, environmental carrying capacity, concern, participation, aesthetics, local wisdom, environmental ethics, disaster, and decision-making on environmental issues.

## **RESULT AND DISCUSSION**

### **Literature Ecology**

Literary ecology does not focus on discussing environmental issues but teaches us how to protect and preserve the environment. The research results are used as a general description of the research to find its overall meaning. The general description of data sources can be explained as follows:

#### **1. Environmental Resources**

Housing, or residence, is a place humans use to build a place for humans to live. Humans use the house so it is protected from heat and rain. Home is a primary need for the community as the population increases. However, sometimes dwellings can destroy nature, such as housing developments that level rice fields, building apartments, and so on, threatening to preserve a beautiful environment. This attitude makes us realize that development must continue while considering environmental conditions.

Alternating and developing developments can narrow the existing green open spaces in urban areas. Problems regarding development are in the short stories, even though they are discussed little. Therefore, there are literary works that raise the theme of development in the story. One that talks about environmental issues, namely the short story *Bumi Tak Seindah Dulu* by Jessica Tina. This short story raises environmental development issues. The type of development that destroys the environment in short stories relates to village development. Development is not concerned with the environment because, in this development, there is no consideration for clearing green land.

*"Dahulu Warga Desa sangat antusias menanam jenis tumbuhan di depan rumahnya sehingga desa kita sangat rindang dan sejuk"*

The short story quote from Tina: 2017 explains the natural conditions of the village, which are very beautiful. Hence, the villagers are enthusiastic and like to plant various air plants to make them cool and beautiful. However, due to the actions of the village head contained in the short story, the village became chaotic and no longer as conducive as it used to be. The resulting impact is not short-term but long-term. Don't let your greed lead to a significant disaster. When it is associated with learning literature, the teacher needs to provide an understanding of the importance of

maintaining the balance of the natural environment. Therefore, literary works need to be used as a reference when discussing environmental problems to inform readers that environmental problems need to be addressed because they will harm the environment. Literature taught in schools can be used in student learning as a source of children's learning about environmental issues. It can relate these problems to real life so that children can understand the impacts they cause. The knowledge taught can be used as a benchmark for students' abilities to protect the environment.

## 2. Ecosystem

Animals are living things that live in the wild, whether on land, in water, or the air. Animals usually live according to their habitat. Animals that live on land are the types of animals that live entirely on land. Aquatic animals are a type of animal that fully lives in water. However, there are also types of animals that live on land and in water that can be called amphibians. Other types of animals can be classified according to their diet, such as herbivorous animals, which are plant-eating animals that eat leaves, grass, fruit, and seeds. Furthermore, some predatory animals eat meat, such as tigers, wolves, tigers, and others. In addition, animals that eat both meat and plants are omnivores.

One of the literary works about environmental problems is the short story *Bumi Tak Seindah Dulu*. This short story raises the issue of animals, although it is a little talked about.

*"Hutan desa dulunya menjadi habitat banyak rusa, tetapi warga memburu dan akhirnya punah"*

The quote from Tina: 2017 explains the problems discussed regarding land animals whose lives are threatened due to human activities. The issue regarding land animals talks about the lives of a group of deer whose habitat was burned by humans, causing them to lose their homes. In addition, the deer's life is threatened due to the large number of deer shootings as a method used to take their young and then sell them. Animals can become extinct because their habitats are increasingly threatened. Extinction can occur due to human or natural factors. Events like this make people aware that every living thing has the right to live and get their rights in nature, but they still realize that the habitat of animals needs to be preserved so that animals do not become extinct. Therefore, there are literary works that talk about environmental problems.

*"Warga justru seenaknya terhadap lingkungan"*

The earth is a place created by God to live in, and utilize its wealth by paying attention to the environment. The earth is a place to live in interdependent living things.

Everything on earth, be it mountains, forests, rivers, land, valleys, oceans, sky, wind, water, etc., was created to be used responsibly, not destroyed. The diversity of natural resources on earth requires people who care for the environment so that all environmental problems can be appropriately resolved. The problem of the earth is defined as a global problem. Therefore, this collection of short stories tries to take a theme from reality to prove that the incident occurred in the real world, which must be avoided. If it is associated with learning literature, linking lessons with current conditions needs to be applied because it will positively impact the environment regarding the importance of protecting the environment.

### **3. Disaster**

A disaster is an event that occurs in nature and is caused by human behaviour or natural factors. Irresponsible human behaviour will bring a big disaster to the destruction of nature. Nature itself will bring great disaster if it is not preserved. Natural disasters include floods, landslides, earthquakes, volcanic eruptions, tsunamis, and droughts. The explanation for this natural disaster is that flooding is caused by high rainfall.

*"Air bah sungai desa, membanjirkan desaku"*

Based on Tina's quote in 2017, flood disasters usually occur in the rainy season due to a large amount of garbage accumulating in waterways and rivers, causing flooding. Problems regarding natural disasters when viewed from a contextual perspective in real life, many natural disasters have occurred on this earth that can damage the environment. Natural disasters often occur in life are the same as the stories described above. From a literary perspective, 99 literary works can create awareness to take good care of the environment. Of course, in student learning in class, the teacher can utilize children's learning resources regarding environmental problems in the form of natural disasters and can relate these problems to real life so that children can understand the impacts they cause. The values that can be taken from the quotation above are the need for awareness of the importance of knowing how to deal with a tsunami and protecting nature.

### **B. The Implications of Literary Ecology on Short Story Learning in High School**

The implication of the value of environmental education in learning literature is the link between the value of environmental education and the material for learning literature. In the 2013 curriculum, learning Indonesian already includes literature material. Learning literature is a learning activity by teachers and students using learning resources in literary works. Academic learning activities are used to appreciate literary works so that the literary works taught can be used to learn and appreciate the meaning contained in the work. About learning literature, of course, in teaching activities, a teacher needs a syllabus and a learning implementation plan as a student

learning tool in class. The syllabus that has been designed can be developed into a learning implementation plan, so a teacher will find it easier and more focused to deliver the material.

Based on the analysis of the relationship between the values of environmental education and learning literature, it is found in the 2013 curriculum. This material is taught in class IX, especially in semester one. In exploring research data sources regarding the linkage of educational values to literary ecology, the researchers chose the Puspa Wisata PGRI South Tangerang Vocational School as a reference source for the syllabus and lesson plans. Based on the checking results, it was explained that the basic competence regarding the elements of the short story builder has contained in the Basic Competence in class IX. One of the literary learning materials related to educational values is material on short story texts in Basic Competency 3.8 and 4.8. An explanation of Basic Competency 3.8, namely "Identifying the life values contained in a collection of short stories read," and Basic Competency 4.8, regarding "Demonstrating one of the life values learned in short stories," In the short story material in the lesson plans that have been designed, there are story-building elements, namely extrinsic elements. One of the irrelevant elements is examining the values that can be taken from literary works, such as the value of education. Through these educational values, teachers can relate them to the environment to analyze literary works. Teachers can raise the theme of environmental problems so students can understand the value of education as a form of preserving nature. The messages conveyed in short stories can change students' behaviour patterns toward protecting the environment. Such awareness can be a positive example of protecting the environment. Based on the results of the interviews, it is necessary to study short stories to discuss the environment because students can create, tell, and analyze these short stories.

With the basic competency that has been designed, the teacher can relate it to utilizing the literary work of the short story *Bumi Tak Seindah Dulu* by Jessica Tina as a source of student learning in determining the ecological value of literature. This short story has the theme of selfish human behaviour towards the environment, which has the meaning of fostering people's attitudes and concerns so that they love nature and the environment more. The short story contains concepts related to educational values: environmental resources, ecosystems, and disasters. These values are more dominant in the presence of environmental pollution. The value of environmental education is that it can provide a lesson so that it always preserves the environment and raises awareness to participate in solving and preventing environmental problems. In addition, this short story can be used and applied in learning literature at the high school level as a form of cultivating a caring character for the environment. Based on the statement above, the implications of literary ecology in teaching literature in high school have a relationship based on the syllabus and learning implementation plans made for essential competencies 3.8 and 4.8. The Basic Competency focuses on short story learning materials, especially in exploring the extrinsic elements of short stories.



The extrinsic elements of Learning can be linked to the value of environmental education because one of the extrinsic elements has values that can be taken. Teachers can use learning resources for the short story Bumi Tak Seindah Dulu to analyze the value of environmental education through the problems and positive behaviour of the short story.

## **CONCLUSION**

The literary ecology in the short story Bumi Tak Seindah Dulu by Jesyca Tina consists of three parts: 1) environmental resources, 2) ecosystems, and 3) disaster. Based on the results of an analysis of the phenomenon of environmental damage highlights pollution, animals, and disasters. When viewed from a contextual perspective, the environmental problems contained in the story reflect the natural conditions of environmental damage. These environmental problems can provide readers with knowledge, benefits, and understanding of the importance of protecting the environment. The ecological value of literature found in the story relates to protecting and overcoming the environment from pollution, preserving the biodiversity found in forests through reforestation, anticipating natural disasters, carrying out development considering natural conditions, protecting endangered animals, not destroying animal habitats, and making good use of natural resources. Therefore, it is essential to responsibly protect natural resources and the environment as a character that cares for the environment. The implications of educational values for the Learning of literature at First Middle School have a linkage based on the syllabus and learning implementation plans made in essential competencies 3.8 and 4.8, namely "Identify the life values contained in a collection of short stories read," and Basic Competency 4.8 regarding "demonstrating one of the values of life that is learned in short stories." Teachers can use learning resources like Bumi Tak Seindah Dulu to analyze the value of environmental education through problems and positive behaviour in short stories

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