

## LITERATURE IN EDUCATION FRAME: POETRY AS A BRIDGE TO INTRODUCE LITERATURE FOR JUNIOR HIGH SCHOOL STUDENTS

Lilik Purwaningsih<sup>1</sup>, Sopian<sup>2</sup>, Nurdani Yulian Ahmad<sup>3</sup>

<sup>1, 2, 3</sup> Universitas Doktor Nugroho Magetan, Jl. Sendang Kamal No. 50, Magetan, Jawa Timur, Indonesia  
Email: [lilikpurwaningsih@udn.ac.id](mailto:lilikpurwaningsih@udn.ac.id)

---

### Article History

Received: 22-04-2026

Revision: 10-05-2026

Accepted: 13-05-2026

Published: 15-05-2026

**Abstract.** This study aims to determine the use of approaches, methods, and strategies in teaching poetry appreciation in junior high schools, to identify the materials used, and to analyze the forms of evaluation applied in the learning process. This type of research is qualitative descriptive, where observation and interviews are used to collect data. Descriptive analysis is used to analyze the findings. The results show that various strategies are used in teaching poetry. Project-Based Learning 21%, Inquiry 24%. Problem-Based Learning 13%, Demonstration 34%, Collaborative 16%, Cooperative 26%, Synectics 32%. The materials used are books 42%, Authentic Materials 15%, handouts 33%, poetry texts 10%. Evaluation in teaching poetry in literature appreciation subjects uses standard evaluations/assessments by conducting three indicators, namely reading, creating, and analyzing. The implications of this research can provide new ideas in the field of instructional design on how to enhance critical thinking and critical awareness in Indonesian students through practical analysis of reading poetry and how poetry can motivate students and help them grow as individuals.

**Keywords:** Literary Appreciation, Teaching Poetry, Teaching Strategy, Evaluation, Handbook, Authentic Material, Literature Teaching

**Abstrak.** Penelitian ini bertujuan untuk mengetahui penggunaan pendekatan, metode, dan strategi dalam pembelajaran apresiasi sastra puisi di sekolah menengah pertama, mengidentifikasi materi yang digunakan, serta menganalisis bentuk evaluasi yang diterapkan dalam pembelajaran tersebut. Jenis penelitian ini adalah deskriptif kualitatif, dimana observasi dan wawancara digunakan untuk mengumpulkan data. Analisis deskriptif digunakan untuk menganalisis temuan. Hasil menunjukkan bahwa berbagai strategi digunakan dalam pengajaran puisi. Pembelajaran Berbasis Proyek 21%, Inkuiri 24%. Pembelajaran Berbasis Masalah 13%, Demonstrasi 34%, Kolaboratif 16%, Kooperatif 26%, Sinektik 32%. Materi yang digunakan adalah buku 42%, Materi Otentik 15%, handout 33%, teks puisi 10%. Evaluasi dalam pengajaran puisi pada mata pelajaran apresiasi sastra menggunakan evaluasi/penilaian standar dengan melakukan tiga indikator yaitu membaca, menciptakan, dan menganalisis. Implikasi penelitian ini dapat memberikan ide-ide baru pada bidang desain pembelajaran tentang bagaimana meningkatkan berpikir kritis dan kesadaran kritis pada siswa Indonesia melalui analisis praktis membaca puisi dan bagaimana puisi dapat memotivasi siswa dan membantu mereka tumbuh sebagai pribadi.

**Kata Kunci:** Apresiasi Sastra, Pengajaran Puisi, Strategi Pengajaran, Evaluasi, Buku Pegangan, Materi Otentik, Pengajaran Sastra

---

**How to Cite:** Purwaningsih, L., Sopian., & Ahmad, N. Y. (2026). Literature in Education Frame: Poetry as a Bridge to Introduce Literature for Junior High School Students. *PEDAGOGIC: Indonesian Journal of Science Education and Technology*, 6 (3), 287-297. <http://doi.org/10.54373/ijset.v6i3.5449>

---

## INTRODUCTION

Language plays a central role in students' intellectual, social, and emotional development, as it reflects personal identity, culture, and environment (Ashrafuzzaman et al., 2021). In the context of language education, literature functions not only as an aesthetic product but also as a medium for developing critical, analytical, and imaginative thinking. Literary appreciation involves the process of understanding, evaluating, and responding to literary works, including poetry, prose, and drama, through sensory, emotional, and intellectual engagement (Škobo & Đerić Dragičević, 2020). In literature learning, students are expected to develop the ability to appreciate texts, express ideas through written language, and critically review literary works (Zakiyah Ismuwardani et al., 2019).

Among various literary genres, poetry holds a distinctive position in language learning, particularly in English classrooms. Poetry is frequently used as instructional material to support the development of core language skills such as reading, writing, listening, and speaking, as well as language components including vocabulary, grammar, and pronunciation (Peuuma et al., 2022). The English curriculum in Indonesia explicitly includes poetry as a learning component at the junior high school level, positioning it as both a linguistic and literary resource (Ashrafuzzaman et al., 2021). Through poetry, students are encouraged to interpret meaning, infer implicit messages, and construct personal responses, which contributes to deeper language comprehension and reflective thinking (Deepa & Ilankumaran, 2018).

However, despite its pedagogical potential, poetry learning presents substantial challenges in classroom practice. Previous studies indicate that many students perceive poetry as difficult, abstract, and demanding compared to other text types (Ahmad et al., 2020; Suryaman, 2013). Difficulties arise from complex figurative language, unconventional word order, and dense emotional expressions, which often hinder students' comprehension and engagement (Deepa & Ilankumaran, 2018). These challenges are compounded by students' low motivation to read or write poetry, as they tend to prefer more practical or popular forms of writing (Suryaman, 2013). As a result, poetry learning frequently becomes a passive and teacher-centered activity, limiting students' opportunity to meaningfully appreciate poetic texts.

From the instructional perspective, the effectiveness of poetry learning is strongly influenced by teachers' pedagogical strategies. Poetry requires learning approaches that emphasize emotional engagement, interpretation, and aesthetic response, often referred to as expressive or emotional reading (Subadra, 2011). Nevertheless, many secondary school teachers still rely on conventional teaching methods due to limited familiarity with varied instructional strategies for literary appreciation (Insiyah, 2019). This condition leads to

instructional practices that focus more on textual explanation than on facilitating students' interpretative and affective responses to poetry.

Although existing literature has extensively discussed the role of poetry in language learning and the general challenges faced by students and teachers, research that specifically examines the concrete instructional problems and classroom practices of poetry learning at the junior high school level remains limited. Most studies address poetry learning in broad theoretical terms without closely linking pedagogical strategies, students' learning difficulties, and classroom realities. Therefore, a clear research gap exists in understanding how poetry appreciation is actually taught, the specific obstacles encountered in the learning process, and how instructional practices can be improved to enhance students' engagement and comprehension. This study is intended to address that gap by focusing on the teaching and learning process of poetry appreciation in junior high school contexts.

## **METHOD**

This study employed a qualitative research design using a case study approach as the main framework, following the perspective of Creswell and Creswell (2017). Qualitative research is an approach to exploring and understanding the meanings that individuals or groups ascribe to social or educational phenomena, involving emergent questions, data collection in natural settings, inductive analysis, and interpretation of meaning. In this study, the bounded system was clearly defined as the implementation of literary appreciation teaching, particularly poetry instruction, within a specific institutional context, namely SMP Negeri 2 Maospati. The case study design allowed the researcher to examine teaching strategies, instructional materials, and evaluation practices holistically within their real classroom environment.

The research was conducted in a natural setting where participants directly experienced the phenomenon under investigation (Creswell & Creswell, 2017). Participants were selected through purposeful sampling, which enabled the researcher to choose individuals who were knowledgeable and directly involved in poetry instruction. The participants included junior high school language teachers who taught poetry and selected classroom observations involving students during poetry learning activities. Data collection procedures followed established qualitative research principles as outlined by Johnson and Christensen (2017), emphasizing the use of multiple data sources. Data were gathered through classroom observations, semi-structured interviews, and document analysis. Data analysis followed the six-step qualitative analysis model proposed by Creswell and Creswell (2017), encompassing data organization, comprehensive reading, coding, theme development, interpretation, and

narrative representation. The analysis was inductive, allowing themes to emerge naturally from the data rather than being predetermined.

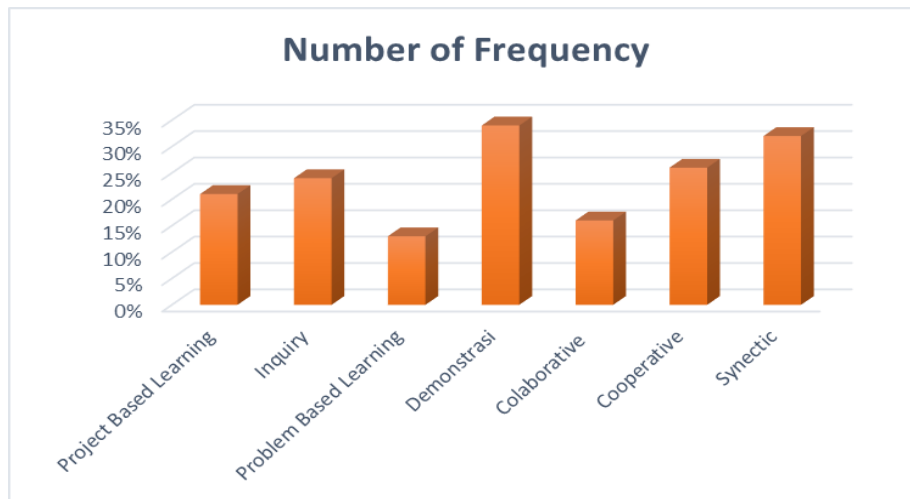
## **RESULTS AND DISCUSSION**

The use of approaches, methods, and strategies in teaching literary works plays a crucial role in ensuring that literature instruction is delivered in an appropriate and structured manner. Conceptually, an approach refers to a set of underlying assumptions about how literature should be taught, while consistent application of certain procedures leads to the formation of specific teaching methods. Within this framework, literary learning in schools is generally directed toward developing three main competencies. First, students are expected to be able to appreciate literary works through activities such as listening to, watching, reading, and discussing literature. Second, students should be able to express themselves through literary production, including composing poetry, short stories, novels, or plays. Third, students are expected to develop the ability to review and analyze literary works through critical reading, evaluation, and interpretation (Susanto, 2018; O'Hara & Iser, 1979).

In line with this orientation, students' literary appreciation is not limited to comprehension but also involves active engagement with texts through various modes of learning, including reading, writing, observing, and reflecting (Spiteri & Chang Rundgren, 2020; Creely, 2019). The effectiveness of this process largely depends on the teacher's creativity in selecting and implementing suitable instructional strategies. Literature teachers are therefore required to possess several creative competencies, such as motivating students to see the value of literature, fostering interest and enjoyment, selecting appropriate learning strategies and texts, and designing relevant assessment techniques that support students' appreciation skills (Halimah et al., 2020; Creely, 2019).

From a practical perspective, students' appreciation of poetry can be enhanced through instructional methods that guide them toward understanding deeper meanings, emotions, and messages embedded in poetic texts (Subadra, 2011). Based on interview results, several teaching methods were found to be applied in poetry instruction, including Synectics, Demonstration, Cooperative Learning, Collaborative Learning, Inquiry, Project-Based Learning, and Problem-Based Learning. Among these, the Synectics model emphasizes creativity through the use of metaphors and analogies to generate original ideas and emotional engagement, while the demonstration method focuses on experiential learning by allowing students to observe, imitate, and practice skills directly (Subadra, 2011). These strategies

illustrate how theoretical principles of literary learning are translated into classroom practices to support students' literary appreciation, particularly in poetry learning.



**Figure 1.** Number of frequency models of teaching used

The findings indicate that the selection of teaching strategies in poetry instruction is not merely a matter of preference, but closely related to pedagogical goals and classroom practicality. Demonstration emerges as the most frequently used strategy because teachers perceive its procedural clarity and ease of implementation for both teachers and students (Wiranty, 2020). However, this dominance also suggests a tendency toward teacher-centered practice, where instructional efficiency may take priority over deeper interpretive engagement with poetry. In other words, while demonstration facilitates performance-based learning, it may limit opportunities for students to explore multiple meanings in literary texts if not accompanied by reflective activities.

Synectic strategy is also widely used and is valued for its ability to stimulate creativity and help students interpret both explicit and implicit meanings in poetry. Its emphasis on analogy and imaginative thinking positions it as a bridge between linguistic understanding and emotional engagement. Yet, its effectiveness depends heavily on teacher competence in guiding abstraction and ensuring that students do not remain at a superficial level of metaphorical play. Meanwhile, inquiry-based learning is used less frequently, although it has strong potential to develop higher-order thinking skills. One respondent explained:

“Strategi inquiry digunakan karena strategi pembelajaran ini berfokus pada pengembangan kemampuan berpikir siswa dengan fakta-fakta/pengalaman sebagai bahan untuk berpikir kreatif. Materi yang diberikan akan membimbing siswa untuk menemukan konsep yang harus dikuasai.”

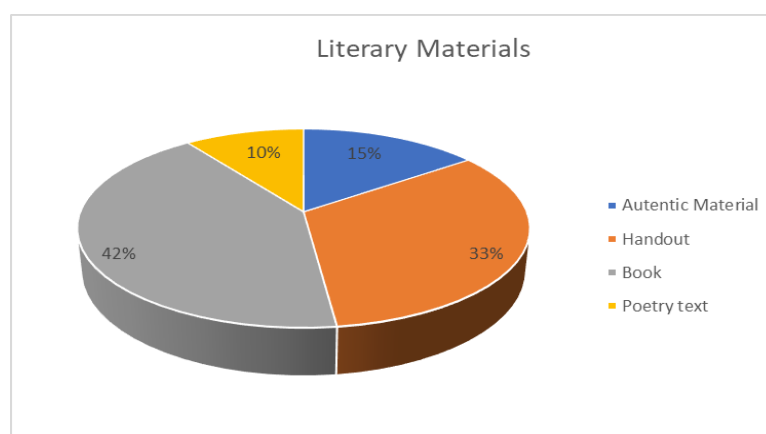
This statement reflects an awareness of the importance of student-centered learning, particularly in fostering independent interpretation. However, the limited use of inquiry compared to demonstration and synectic strategies suggests a gap between pedagogical ideals and classroom practice. This imbalance indicates that poetry learning still tends to prioritize structured delivery over exploratory learning.

Another respondent emphasized the complementary use of synectic and demonstration strategies:

“strategi sinektik dan demonstrasi saya gunakan karena kedua strategi tersebut mampu membuat siswa termotivasi belajar puisi selain itu siswa dapat membedakan unsur-unsur atau gagasan yang berbeda yang tampak tidak relevan”

This response highlights that teachers are not unaware of creative approaches, but rather combine strategies to balance motivation and comprehension. However, this combination appears to be more intuitive than systematically designed, suggesting that strategy selection is still largely experience-based rather than theory-driven.

Overall, the data suggest that although teachers employ multiple instructional strategies, the implementation remains uneven and lacks an integrated pedagogical framework. This condition affects the depth of students’ engagement with poetry, as instructional practices tend to oscillate between procedural demonstration and limited creative exploration. In addition, the findings point to another structural issue, namely the inadequacy of teaching materials. The analysis of English textbooks used at SMP Negeri 2 Maospati indicates that learning resources do not fully support curriculum demands. This is problematic because, as emphasized in the 2013 Curriculum, teaching materials are expected to be visually and linguistically engaging to enhance student motivation and comprehension (Sokal et al., 2020). Consequently, the effectiveness of poetry instruction is shaped not only by instructional strategy, but also by the quality and alignment of learning materials with curriculum expectations.



**Figure 2.** Literary material used

The figure above explained that the large number about 42% literary material is in the form of book. Unfortunately, it worsens by the content of the book, the book lacks substantive poetry (Kurniati & Hilaliyah, 2023). The poetry writing material in the book only explains the meaning of poetry; building blocks and examples only need to be clarified for students with the material. It is hope that teacher can develop the book in order more interesting to the students.

Second, literary material occupied by handouts is 33%. Handouts tend to be more specific because they are designed based on students' needs. Handouts are relatively cheaper than textbooks; however, in practice, teachers still tend to prefer textbooks over handouts (Munyoro, 2014). Designing handouts requires creativity and effort because they reflect the substance of teaching programs and instructional techniques used to support literacy learning (Ratnaningsih & Mei Ningsih, 2019). O'Hara and Iser (1979) identify three types of handouts, namely incomplete publications, draft notes, and worksheets. Draft notes are important in classroom learning because they encourage students to actively complete information during instruction through activities such as filling tables, labeling diagrams, and performing calculations. Worksheets, on the other hand, provide structured tasks that students solve during the learning process (Munyoro, 2014).

Third, authentic materials rank as the third most frequently used instructional material (15%). Authentic materials are more difficult to design for classroom use because they are originally intended for native speakers, not language learners. Mislevy and Yin (2012) define authentic texts as materials designed for native speakers, while Spahr (2018) describes them as spoken or written language produced in real communicative contexts for instructional purposes. In addition, Mus and Suparman (2007) state that authentic materials are unmodified resources that can be directly used in language learning. In general, authentic materials refer to real-world texts not specifically designed for teaching purposes.

Poetry texts account for only 10% and are rarely used as stand-alone materials because they are generally embedded in textbooks. This condition requires teacher creativity in designing learning activities that foster engagement. Teachers are expected to act not only as instructors but also as facilitators, evaluators, and motivators in building meaningful interaction with students (Suryaman, 2013). One strategy to enhance engagement is involving students in creating poetry collections, which can improve appreciation and learning outcomes (Bidang & Language-lingustics, 2018).

Teaching cannot be separated from assessment. However, in Curriculum 2013, assessment instruments for poetry learning are still considered insufficient (Habibi et al., 2018). Assessment is a continuous process consisting of several stages, including preparation, implementation, processing results, and monitoring (Munyoro, 2014). At SMP Negeri 2 Maospati, based on observation and interview data, poetry assessment is conducted using three indicators: reading, creating, and analyzing. Assessment in this context should align with competency standards and include both formative and summative approaches (Berthier, 2022). Authentic assessment is essential because it allows teachers to evaluate students' competencies through real performance tasks (Purnawan et al., 2010).

Furthermore, learning is a system composed of interrelated components, including objectives, materials, methods, strategies, and evaluation (Mastery & English, 2013). Assessment plays a central role in determining learning success and identifying students' abilities and character development (W. M. Davies, 2010). Therefore, teachers need to continuously improve instructional practices based on assessment results. Literature learning should also provide space for creativity, allowing students to express ideas freely while maintaining aesthetic value in their work (Mus & Suparman, 2007). Teachers are encouraged to use varied strategies such as giving students freedom of expression, allocating sufficient time for idea development, using appropriate vocabulary, and introducing works of Indonesian authors to build appreciation of literature (Fathi & Saeedian, 2020).

## **CONCLUSION**

The results of this study indicate that poetry learning at the junior high school level is carried out through various strategies, namely demonstration, syncretic, cooperative, collaborative, inquiry, project-based learning, and problem-based learning. Among these strategies, demonstration and syncretic are the most commonly used because they are considered more practical, structured, and still provide room for students' creativity. This shows that teachers strive to balance the need for learning guidance with the development of students' expression and imagination in understanding poetry. From the perspective of learning materials, the use of textbooks is still very dominant compared to handouts and authentic materials. This condition indicates that poetry learning still depends on formal learning sources and has not fully utilized contextual materials that are close to students' experiences. Meanwhile, from the assessment aspect, poetry learning still focuses on three main indicators, namely reading, writing/creating, and analyzing, which shows that the evaluation tends to be procedural even though it already covers cognitive and productive aspects.

Overall, it can be concluded that poetry learning in junior high schools is still at a transitional stage between traditional and creative approaches. Teachers have used various strategies and forms of assessment, but they are still limited in material innovation and the development of more holistic evaluation. These findings affirm that the strengthening of poetry learning needs to be directed towards utilizing more diverse strategies, more contextual materials, as well as assessments that can capture students' appreciation, interpretation, and aesthetic experiences more deeply.

## REFERENCES

- Bruce Joice & C. J. weil. (n.d.). *model of teaching (Joice, weil & Coul.pdf*.
- Ahmad, S., Asghar, M. Z., Alotaibi, F. M., & Khan, S. (2020). *Classification of Poetry Text into the Emotional States Using Deep Learning Technique*. *IEEE Access*, 8, 73865–73878. <https://doi.org/10.1109/ACCESS.2020.2987842>
- Ashrafuzzaman, M., Ahmed, I., & Begum, M. (2021). *Learning English language through literature: Insights from a survey at university level in Bangladesh*. *Journal of Language and Linguistic Studies*, 17(2), 1190–1209. <https://doi.org/10.17263/jlls.904150>
- Berthier, M. L. (2022a). *Language Testing*. In *Transcortical Aphasia*. <https://doi.org/10.4324/9781315784717-2>
- Berthier, M. L. (2022b). *Transcortical aphasia*. Psychology Press.
- Bidang, K., & Language-linguistics, B. (2018). *JURNAL TERINDEKS SCOPUS TERTANGGAL 6 JULI 2018 Oleh Noermanzah STKIP PGRI Lubuklinggau Laman Scopus : <https://www.scopus.com/home.uri> Laman informasi H-I and Citation Scopus : <https://www.scimagojr.com>. 2012–2014.*
- Creely, E. (2019). ‘Poetry is dying’: Creating a (re)new(ed) pedagogical vision for teaching poetry. *Australian Journal of Language and Literacy*, 42(2), 116–127. <https://doi.org/10.1007/BF03652031>
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.
- Davies, D. (2010). *Child development: A practitioner’s guide*. Guilford Press.
- Davies, W. M. (2010). 5 Minute Self Test. *The University of Melbourne*.
- Deepa, P., & Ilankumaran, M. (2018). Teaching Poetry Enhances Speaking Skills – an Analysis Based on Select Poems. *International Journal of Engineering & Technology*, 7(4.36), 619. <https://doi.org/10.14419/ijet.v7i4.36.24211>
- Fathi, J., & Saeedian, A. (2020). A Structural Model of Teacher Self-Efficacy , Resilience , and Burnout among Iranian EFL Teachers. *Iranian Journal of English for Academic Purposes*, 9(2), 14–28.
- Habibi, M., Chandra, C., Mahyuddin, R., & Hendri, S. (2018). Validity of Teaching Materials for Writing Poetry Based on Creative Techniques in Elementary Schools. *Mimbar Sekolah Dasar*, 5(3), 145. <https://doi.org/10.17509/mimbar-sd.v5i3.14501>
- Halimah, Sumiyadi, Mulyati, Y., & Damaianti, V. S. (2020). Critical Literacy Approach in the teaching of literary appreciation using Indonesian short stories. *Indonesian Journal of Applied Linguistics*, 10(1), 84–94. <https://doi.org/10.17509/IJAL.V10I1.24992>

- Hitchcock, E. A. (2010). Chapter III. *Swedenborg, a Hermetic Philosopher.*, 38–61. <https://doi.org/10.1037/12151-003>
- Ilnankumaran, M., & Deepa, P. (2018). Teaching literature enhances communication skills—a study with special emphasis on poetry. *International Journal of Engineering & Technology*, 7(3.6), 187–191.
- Insiyah, I. (2019). Strategi Skimming Dalam Meningkatkan Efektivitas Baca Siswa Pada Kelas Xi Smk Nurul Jadid Paiton Probolinggo. *Edureligia; Jurnal Pendidikan Agama Islam*, 2(1), 11–18. <https://doi.org/10.33650/edureligia.v2i1.753>
- Insiyah, J. (2019). *The Use of Contextual Teaching and Learning to Improve Students' Writing Mastery on Short Functional Text*. IAIN SALATIGA.
- Iser, W. (1978). *Implied Reader: Patterns of Communication in Prose Fiction from Bunyan to Beckett: Vol. Johns Hopk.*
- Ismuwardani, Z., Nuryatin, A., & Doyin, M. (2019). Implementation of project based learning model to increased creativity and self-reliance of students on poetry writing skills. *Journal of Primary Education*, 8(1), 51–58.
- Johnson, R. B., & Christensen, L. (2017). Methods of data collection in quantitative, qualitative and mixed reserach. *Educational Research: Quantitative, Qualitative and Mixed Approaches*.
- Joyce, B., & Calhoun, E. (2024). *Models of teaching*. Routledge.
- Kurniati, I., & Hilaliyah, T. (2023). Meta Analisis Pengaruh Model Pembelajaran Terhadap Kemampuan Menulis Puisi. *Jurnal Ilmiah Pendidikan Citra Bakti*, 10(1), 1–10. <https://doi.org/10.38048/jipcb.v10i1.702>
- Mastery, T. H. E., & English, O. F. (2013). *Faculty of Teacher Training and Education*.
- Mislevy, R. J., & Yin, C. (2012). The Routledge handbook of language testing. In *The Routledge handbook of language testing*.
- Munyoru, G. (2014a). An Evaluation of the Effectiveness of Handouts in Enhancing Teaching and Learning in Higher Education. *AFRICA DEVELOPMENT AND RESOURCES RESEARCH INSTITUTE (ADRRI) JOURNAL ADRRI JOURNAL (Www.Adrri.Org)*, 6(6), 95–107.
- Munyoru, G. (2014b). The Effectiveness of E-learning in Higher Education: A Case Study of University of Dundee, Scotland, United Kingdom. *ADRRI Journal of Arts and Social Sciences*, 1(1), 1–11.
- Mus, M., & Suparman. (2007). Jurnal Onoma: Pendidikan, Bahasa dan Sastra PBSI FKIP Universitas Cokroaminoto Palopo Volume 3 Nomor 1 ISSN 2443-3667. *Jurnal Onoma: Pendidikan, Bahasa Dan Sastra*, 3(1), 29–43.
- O'Hara, D. T., & Iser, W. (1979). The Act of Reading: A Theory of Aesthetic Response. *The Journal of Aesthetics and Art Criticism*, 38(1), 88. <https://doi.org/10.2307/430052>
- Peuuma, M. D., Pranoto, A., Damayanti, R., Wijaya, U., & Surabaya, K. (2022). *MENYENANGKAN*. 4(2), 10–11.
- Purnawan, A., Pd, M., Materi, A. P., & Bahasa, S. (2010). *Language Testing Disusun oleh : : Language Testing Fakultas Bahasa dan Seni*.
- Ratnaningsih, D., & Mei Ningsih, N. (2019). Bahan Ajar Kajian Puisi Berbasis Kearifan Lokal (Piil Pesenggiri) Dengan Dukungan Media Interaktif Prezi Presentation. *Edukasi Lingua Sastra*, 17(2), 27–34. <https://doi.org/10.47637/elsa.v17i2.50>
- Saborío-Taylor, S. (2025). The interplay of instructional design with aesthetic, didactic, and technological functionalities for a learning landscape as an educational material. *International Journal of Professional Development, Learners and Learning*, 7(2), e2515.

- Škobo, M., & Đerić Dragičević, B. (2020). Teaching English Literature in the Digital Era. *Zbornik Radova Univerziteta Sinergija*, 20(5), 84–89. <https://doi.org/10.7251/zrsng1901084s>
- Sokal, L. J., Trudel, L. G. E., & Babb, J. C. (2020). Supporting Teachers in Times of Change: The Job Demands- Resources Model and Teacher Burnout During the COVID-19 Pandemic. *International Journal of Contemporary Education*, 3(2), 67. <https://doi.org/10.11114/ijce.v3i2.4931>
- Spahr, J. (2018). How to teach writing. In *Overland* (Vols. 2018-Winte, Issue 231, pp. 3–7).
- Spiteri, M., & Chang Rundgren, S. N. (2020). Literature Review on the Factors Affecting Primary Teachers' Use of Digital Technology. *Technology, Knowledge and Learning*, 25(1), 115–128. <https://doi.org/10.1007/s10758-018-9376-x>
- Subadra, D. (2011). Metode pengajaran puisi yang menyenangkan di sekolah menengah pertama (SMP). *Jurnal Teknodik*, XV, 61–74.
- Suryaman, M. & W. (2013). Puisi indonesia. *Yogyakarta: Ombak*, 1–87.
- Susanto, D. (2018). Karya Sastra Terjemahan sebagai Sarana Pembelajaran Sastra. *Jurnal Tukuran*, 1(1), 14. <https://doi.org/10.33603/jt.v1i1.1087>
- Wiranty, W. (2020). Penerapan Metode Demonstrasi untuk Meningkatkan Kemampuan Siswa dalam Membaca Puisi. *Jurnal Edukasi*, 15(2), 284–294. <https://doi.org/10.31949/educatio.v7i3.1331>
- Wiranty, W., & Melia, M. (2020). Pengembangan media interaktif berbasis kearifan lokal sebagai materi menyimak cerita rakyat. *Basastra: Jurnal Bahasa, Sastra, Dan Pengajarannya*, 8(2), 215–222.
- Yin, C., & Mislevy, R. J. (2021). Evidence-centered design in language testing. In *The Routledge handbook of language testing* (pp. 289–305). Routledge.
- Zakiyah Ismuwardani, Nuryatin, A., & Doyin, M. (2019). Implementation of Project Based Learning Model to Increased Creativity and Self-Reliance of Students on Poetry Writing Skills. *Journal of Primary Education*, 8(1), 51–58.