

## Developing an Environment-based Textbook for a Poetry Writing Course

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### Abstract

*This study aims to develop a contextual teaching book for contemporary poetry writing that integrates environmental elements and local cultural values while enhancing students' creative writing skills and appreciation of cultural diversity. Many students struggle to connect poetry to their daily lives because the teaching materials currently used are often general, text-oriented, and insufficiently relevant to their cultural backgrounds. Therefore, this study employs a Research and Development (R&D) approach, adapting the stages of needs analysis, product design, development, expert validation, revision, and limited field testing. Research data were collected through observations, questionnaires, and feasibility assessments conducted by content and media experts, and were analyzed using both quantitative and qualitative descriptive techniques. The developed teaching book integrates natural environments and local cultural values as sources of inspiration for poetry creation, emphasizing themes, diction, metaphors, and imagery that reflect local wisdom while maintaining universal and contemporary relevance. The book also includes guided writing activities, examples of modern poetry, and tasks that encourage students' observation, reflection, and creativity. Theoretically, this study contributes to enriching literature instruction through a culturally grounded contextual approach. In practice, it provides an alternative teaching resource for teachers and students that can strengthen cultural identity, foster ecological awareness, and enhance critical and creative thinking skills through poetry-writing activities. The developed teaching book is expected to serve as an effective learning medium for creating meaningful learning experiences and producing authentic literary works rooted in students' local identities.*

*Keywords: contemporary poetry, textbook development, local culture, environment-based learning, creative writing*

### Introduction

Writing is one of the important language skills to master, especially for students of the English Education Study Program. This skill is not only about the technical ability to construct

sentences but also reflects critical thinking, creativity, and sensitivity to the social and cultural environment (Astuty et al., 2021; Rismayanti et al., 2024; Sari et al., 2025). In the context of literary education, the ability to write poetry is one of the most profound and creative forms of expression. Contemporary poetry, as a form of modern literature, offers ample space for writers to experiment with style, themes, and presentation, making it highly relevant to higher education development. However, in practice, poetry-writing instruction in higher education is often theoretical and lacks contextual relevance to students' lives. The teaching materials used tend to be general, fail to take into account students' socio-cultural backgrounds, and do not stimulate creativity due to the lack of integration of local elements (Rahmayantis & Nurlailiyah, 2020; Dicky, 2023; Astuti et al., 2025; Kartini et al., 2025).

The natural environment, traditions, regional languages, and local wisdom values represent rich learning resources for contemporary poetry-writing instruction. Integrating these elements into teaching materials enables students to connect literary expression with their everyday experiences, making learning more contextual and meaningful (Mufarida, 2022). As a key component of the learning process, textbooks should not only fulfil curriculum requirements but also reflect learners' backgrounds, needs, and learning contexts (Awalludin et al., 2022; Deliani & Dongoran, 2022; Hidayat & Subandiyah, 2024). Therefore, the development of contextual teaching materials that incorporate local environmental and cultural elements is considered important to support more relevant and engaging poetry-writing instruction.

The urgency of this research can be viewed from both theoretical and practical perspectives. Theoretically, the study contributes to the development of learning theory in creative writing, particularly in advancing the knowledge base of language education through the creation of contextual and culture-based teaching materials. The integration of local cultural values and environmental elements into language and literature instruction offers new insights into how creative writing can be grounded in students' lived experiences (Wilson et al., 2023; Kartini et al., 2025). Practically, the research outcomes are expected to provide significant benefits for teachers and students alike. Additionally, by using materials rooted in the cultural and environmental realities of their surroundings, students' appreciation for local wisdom and natural richness can be strengthened (Wilson et al., 2023). For teachers, the textbook offers a practical solution that better aligns with learners' backgrounds and needs, thereby contributing to a more effective and meaningful creative writing learning process.

Literature education is an educational process that enables students to understand, appreciate, interpret, and create literary works such as poetry, prose, and drama. It emphasizes not only cognitive understanding and textual analysis but also aesthetic, emotional, and ethical engagement with literary texts (Wilson et al., 2023; Noviarini et al., 2024). Through literature education, students develop interpretative abilities, empathy, critical thinking, and communication skills while gaining a deeper awareness of the cultural values embedded in literary works. Additionally, literature education strengthens language and communication skills, helping students to express ideas more effectively and thoughtfully.

Literature learning encompasses cognitive, affective, and psychomotor domains, including literary analysis, appreciation, interpretation, and creative production such as poetry writing. Through engagement with literary texts, students develop not only analytical skills for understanding themes, language, and literary devices but also the ability to respond emotionally

and aesthetically to human experiences represented in literature. Beyond enhancing language proficiency, literature serves as an important medium for cultivating moral values, character formation, artistic sensitivity, empathy, and social awareness (Riana, 2020). Literary works expose learners to diverse perspectives, social realities, and ethical dilemmas, thereby encouraging reflection and critical thinking about themselves and the world around them. In addition, literature contributes to the preservation and transmission of cultural heritage by introducing students to the values, traditions, and collective memories embedded within literary texts, while simultaneously encouraging them to critically engage with contemporary social and environmental issues (Hanifa & Mindaudah, 2022; Sa'diyah & Fawzi, 2024). Consequently, literature learning plays a strategic role in fostering well-rounded individuals who are culturally informed, reflective, empathetic, and able to express their ideas creatively through language.

Contemporary poetry is a form of modern poetry that emerged in response to developments in the times, technology, social issues, and freedom of expression. This type of poetry tends to be freer from conventional rules, both in terms of form, rhyme, and diction, and emphasizes personal, social, experimental, and reflective elements. According to Zukhanah (2021), contemporary poetry emphasizes inner experiences and current realities, conveyed in an exploratory and sometimes symbolic style. In the context of education, contemporary poetry opens up space for students to express critical thinking and social awareness through literary works. Integrating the local environment and culture into contemporary poetry means drawing on natural surroundings and cultural heritage to inspire the themes, diction, metaphors, and overall tone of a poem (Kartini et al., 2022; Sa'diyah & Fauzi, 2024). Through this approach, messages rooted in locality can be conveyed in a universal and contemporary manner, encouraging the creation of literary works that are not only aesthetically engaging but also critical, reflective, and grounded in everyday experiences. Contemporary poetry that draws from local environments and cultural elements holds significant value in education. It helps strengthen students' identity and love toward their place of origin, fosters social and ecological sensitivity, enhances critical and creative thinking skills, encourages authentic and contextual self-expression, and supports the preservation of regional culture through a communicative and adaptive literary medium.

As Finanti and Santosa (2023) state, contemporary poetry grounded in locality serves as a bridge between tradition and modernity and between local identity and global issues. Thus, contemporary poetry grounded in the local environment and culture becomes a form of literary expression that is contextual, meaningful, and relevant to the times. Within the educational setting, this approach not only enriches students' creative writing abilities but also strengthens their ecological awareness and cultural identity through a poetic medium that resonates with their lived realities. Textbooks, as structured learning resources, are designed to guide students in achieving specific competency outcomes. Beyond providing knowledge, they also incorporate learning strategies that promote active, creative, and contextual learning experiences (Gusman et al., 2021; Novriarini et al., 2024; Nursyaidah et al., 2024). In literature learning, particularly in writing contemporary poetry, textbooks must balance theoretical explanations and examples, guide the creative process, encourage personal expression, and connect learning to students' local environment and cultural background.

A contextual textbook designed to teach contemporary poetry writing based on local culture and environment should embody several essential characteristics. It needs to be contextual, reflecting students' geographical, cultural, and personal realities (Nursyaidah et al.,

2024). It must be integrative, combining literacy skills, linguistic aesthetics, local cultural values, and ecological awareness. It should also be interactive and reflective, offering writing exercises, guided nature observation, cultural exploration, and space for self-reflection. Lastly, the textbook should be inspirational, providing relevant examples of contemporary poetry and thematic prompts to stimulate creativity. The development of this textbook is intended to support students in understanding the concepts and techniques of contemporary poetry writing while instilling pride in their cultural and environmental heritage. It also aims to enhance students' creative and imaginative literacy skills and to position poetry as a medium for learning and expressing local values and identity.

Previous studies have emphasized the importance of integrating local culture, environmental awareness, and contextual approaches into language and literature learning (Kartini et al., 2022; Wilson et al., 2023; Finanti & Santosa, 2023; Nursyaidah et al., 2024). Other studies have also highlighted the role of innovative teaching materials in improving students' engagement and learning outcomes (Awalludin et al., 2022; Deliani & Dongoran, 2022; Gusman et al., 2021). However, most existing studies focus on implementing contextual learning approaches or using local cultural content in literature instruction, while limited attention has been given to the systematic development of contextual textbooks specifically designed for contemporary poetry writing in higher education. Furthermore, the integration of environmental elements and local cultural values within a single instructional resource has not been sufficiently explored and validated through a structured development model. Therefore, there remains a need for a valid, practical, and effective textbook that combines contemporary poetry writing, local culture, and environmental awareness to support students' creative literacy and cultural engagement.

This study is designed to achieve two main objectives. First, it aims to develop a contextual textbook that aligns with students' learning needs in writing contemporary poetry by integrating elements of their local environment and culture. By presenting poetry as a reflection of everyday realities and cultural experiences, the textbook is expected to serve as a more relatable and meaningful learning resource. Second, this study seeks to enhance students' creative writing skills while fostering a deeper appreciation of cultural diversity and environmental potential as sources of literary inspiration. Through this approach, students are encouraged to explore and express their identity, values, and surroundings creatively through poetic expression.

## **Research Method**

This study employed a research and development (R&D) approach to produce a contemporary poetry-writing textbook grounded in the local environment and culture, practical and effective for instructional use. The development process followed the 4D model proposed by Thiagarajan, Semmel, and Semmel (1974), which consists of four main stages.

### **Research Procedure (Stages)**

#### **Define**

The define stage focused on systematically identifying and analyzing the learning needs and challenges associated with contemporary poetry writing. At this stage, the researchers conducted a thorough analysis of relevant courses, such as Introduction to Literature and creative

writing modules, to determine the scope, learning objectives, and content coverage of existing instruction. Next, a comprehensive literature review was carried out to examine best practices in contemporary poetry instruction, with particular attention to approaches that integrate local environmental and cultural contexts. In addition, a needs analysis was conducted to gather empirical data directly from the target users. This included structured interviews and questionnaires distributed to both lecturers and students to identify specific learning difficulties, gaps in existing teaching materials, and students' expectations for effective and contextually relevant learning resources. The findings from these activities were used to guide the design of the textbook, ensuring that the developed material aligns with students' abilities, addresses their challenges, and incorporates culturally meaningful content that enhances engagement and creativity.

### **Design**

At the design stage, the development team created the initial draft of the textbook, carefully structuring it to ensure a coherent flow of content suitable for contemporary poetry writing courses. The activities involved organizing the textbook structure, including chapters, sections, and learning sequences, to facilitate gradual skill development from understanding poetic forms to creating original works. The team selected and developed learning materials that incorporated local environmental and cultural elements, such as regional traditions, landscapes, and community narratives, to make the content more meaningful and contextually relevant for students. In addition, contextual learning activities were designed to engage students in active exploration, critical reflection, and creative expression, while evaluation tasks assessed both comprehension and the ability to produce original poetry that reflects local culture and contemporary literary conventions. Finally, validation instruments, such as expert review sheets for content and instructional media, were prepared to allow systematic assessment of the draft by subject matter specialists and media experts, ensuring both academic and pedagogical effectiveness.

### **Develop**

The development stage focused on testing and refining the textbook to ensure its validity, practicality, and effectiveness. Initially, the draft textbook was evaluated by content and instructional media specialists to assess its academic accuracy, clarity, relevance, and instructional quality. Feedback from the expert, including suggestions for improving content presentation, activity design, and cultural integration, was carefully reviewed and incorporated into the draft revisions. Following expert validation, a limited trial was conducted with a group of students to examine the textbook's practicality in real learning contexts, including its usability, clarity of instructions, engagement level, and alignment with learning objectives. Data collected from observations, questionnaires, and student performance were analyzed to identify strengths, weaknesses, and areas requiring further improvement. Based on these findings, the textbook was revised and finalized, resulting in a product that was more effective in facilitating students' creative writing skills, particularly in producing contemporary poetry that reflects the local environment and cultural elements.

## **Disseminate**

The dissemination stage involved introducing the finalized textbook to a broad audience of literature, English, and English teachers. Dissemination was carried out through limited textbook distribution and academic socialization activities to promote the textbook as an alternative instructional material suitable for teaching contemporary poetry writing and literary learning across different educational levels. This stage aimed to ensure that the textbook could be effectively utilized beyond the initial trial, supporting the integration of environmental and cultural elements into literary instruction. Feedback from this broader dissemination could also inform future revisions or adaptations of the textbook for wider educational use.

## **Research Subjects and Setting**

The research subjects consisted of 41 students enrolled in the English Education Study Program at Universitas Palangka Raya. Specifically, participants were students enrolled in the Introduction to Literature course, which incorporates elements of poetry and literary writing. The participants were selected through purposive sampling based on several criteria: (1) they were officially enrolled in the Introduction to Literature course during the data collection period; (2) they had completed basic English language and writing courses that provided foundational writing competencies; (3) they had not previously used a contextual textbook specifically designed for contemporary poetry writing based on local environmental and cultural elements; and (4) they were willing to participate in the study and provide feedback on the developed teaching materials. These students were selected as the target group because they were actively developing foundational competencies in literary analysis, interpretation, and creative writing, making them suitable respondents for evaluating the validity, practicality, effectiveness, and contextual relevance of the developed textbook. Their participation enabled the researchers to examine how effectively the textbook supports learning objectives, promotes creative expression, and facilitates the integration of local environmental and cultural elements into contemporary poetry writing activities.

## **Data Collection Techniques**

Data were systematically collected using multiple techniques aligned with the 4D development model's stages. During the define stage, interviews and needs analysis questionnaires were administered to lecturers and students to identify learning gaps, challenges, and expectations in contemporary poetry writing. Prior to data collection, all research instruments, including interview guides, validation sheets, and student questionnaires, were reviewed and validated by experts to ensure content validity, clarity, and relevance to the study's objectives. During the development stage, expert validation sheets were used to gather feedback from content and media specialists regarding the accuracy, relevance, design, and instructional quality of the textbook. In the limited trial phase, validated student questionnaires were administered to assess the practicality, usability, and initial effectiveness of the textbook. The questionnaires specifically examined students' perceptions of various textbook features, including the clarity and appropriateness of language use, the quality and attractiveness of illustrations and visual elements, the relevance and organization of topics, the suitability of learning activities and exercises, and the overall usefulness of the textbook in supporting contemporary poetry writing. Additionally, documentation and observation notes were maintained throughout the development and trial

process to record implementation procedures, student engagement, and contextual factors, thereby providing comprehensive qualitative data to support product refinement and evaluation.

### **Data Analysis**

The data were analyzed using descriptive qualitative and quantitative methods to evaluate the developed textbook. Quantitative data obtained from expert validation sheets and student questionnaires were analyzed using descriptive analysis to assess the feasibility, practicality, and effectiveness of the textbook. Qualitative data, including comments, suggestions, and observations from experts and students, were systematically reviewed to identify areas for improvement and guide revisions of the textbook. This approach ensured that both practical usability and in-depth feedback informed the refinement of the instructional material.

### **Result and Discussion**

This section presents the results and discussion of the development of the textbook *Reflecting Ambiance in Poetry*, which integrates environmental and local cultural elements into contemporary poetry writing instruction. The findings are discussed based on data from the needs analysis, expert validation, limited trials, and product revision stages within the 4D development model. The discussion focuses on the textbook's feasibility, practicality, and pedagogical contribution, as well as the revisions made in response to expert and student feedback to enhance its instructional quality and relevance.

### **Result of the Research**

The development process resulted in a textbook entitled *Reflecting Ambiance in Poetry*, designed to support contemporary poetry writing by integrating environmental and local cultural elements. The product was developed through the 4D model's four stages—define, design, develop, and disseminate—and underwent expert validation and limited field testing.

At the define stage, the needs analysis revealed that students experienced difficulties in generating poetic ideas, selecting appropriate diction, and connecting poetry writing with real-life contexts. Lecturers also indicated a lack of contextual teaching materials that integrate local culture and environmental issues. These findings confirmed the need for a textbook that is both instructional and inspirational. During the design stage, an initial draft of the textbook was produced, consisting of thematic chapters, conceptual explanations, model poems, guided writing activities, and reflection tasks. The materials emphasized poetry as a medium for expressing environmental awareness and cultural identity. At the development stage, expert validation and limited trials provided important feedback for product refinement. Content and media experts generally considered the textbook appropriate in terms of material relevance and instructional objectives; however, several suggestions were offered. The feedback emphasized the need to (1) add visual elements such as pictures related to poem themes to stimulate imagination, (2) include well-known or popular poems in addition to author-created poems to enrich literary exposure, (3) improve layout consistency and readability, and (4) revise and clarify writing exercises to better match students' proficiency levels. Revisions were made accordingly, resulting in a more visually engaging, pedagogically coherent, and user-friendly textbook.

Reflecting on the results of expert validation and limited field trials, the authors treated the revision process as a theoretically informed instructional refinement. The inclusion of visual

elements in response to feedback aligns with multimodal learning theory, which emphasizes that learning is enhanced when verbal information is supported by visual representations that stimulate both cognitive and affective engagement. By adding images related to poem themes, the textbook provides scaffolding that supports idea generation and imaginative exploration in poetry writing. The recommendation to include popular poems alongside author-created texts is consistent with constructivist learning theory, which posits that learners build new knowledge by interacting with established models and prior texts. Exposure to well-known poems allows students to internalize poetic conventions, structures, and stylistic features, which then serve as reference points for developing original creative expressions.

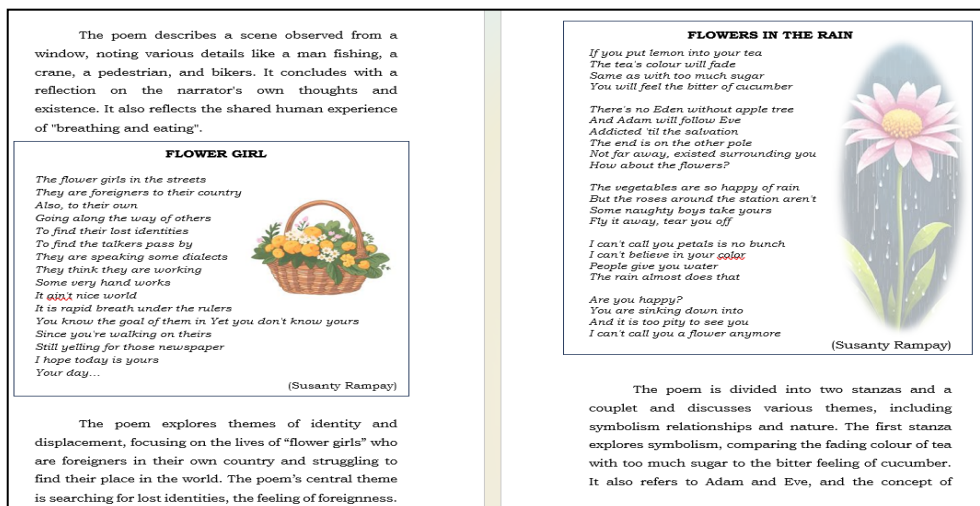


Figure 1. Poems and their image representatives in the book

The inclusion of popular poems in the revised textbook serves a crucial pedagogical function beyond literary exposure. These poems are presented as authentic learning models through which students can actively examine and apply various forms of figurative language, including metaphor, simile, personification, symbolism, and imagery. By engaging with well-established poetic works, students are guided to identify how figurative language operates within meaningful contexts to convey emotion, atmosphere, and cultural significance. This analytical engagement aligns with constructivist and experiential learning theories, as students construct their understanding of poetic devices through close reading and interpretation rather than passive memorization.

Furthermore, popular poems function as bridging texts that connect literary analysis with creative production. After identifying figurative language in sample poems, students are encouraged to transfer these techniques into their own writing by experimenting with similar devices in poems inspired by personal experiences, visual prompts, and surrounding ambience. This process supports scaffolded learning, moving students from observation and analysis to guided practice and independent creation. As a result, popular poems not only enrich students' literary repertoire but also provide concrete, accessible references that enhance their confidence and competence in producing figurative and expressive poetic texts.

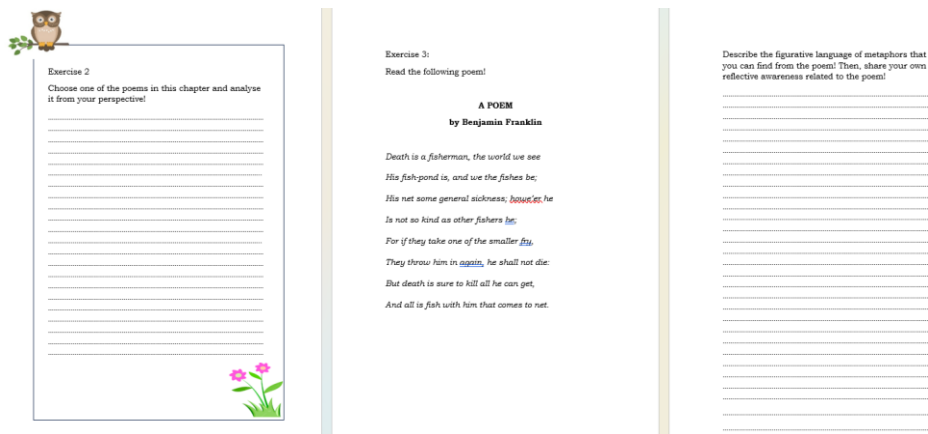


Figure 2. Poems' reflective appreciation and popular poems' analysis

The limited trial with students revealed predominantly positive responses toward the textbook's content, learning activities, and thematic focus. Students reported that the structured presentation of materials, combined with contextual themes related to environment and local culture, significantly facilitated idea generation in poetry writing. The use of visual prompts, sample poems, and guided exercises helped reduce initial hesitation and uncertainty often associated with creative writing tasks. Moreover, students reported that the thematic emphasis encouraged them to draw on personal experiences, cultural backgrounds, and environmental observations, making the poetry-writing process more meaningful and reflective. This engagement indicates that the textbook successfully bridges abstract poetic concepts with students' life experiences, supporting deeper emotional involvement and authentic expression. Overall, the students' responses suggest that the textbook not only enhances creative confidence but also fosters a stronger connection between literary practice and cultural–environmental awareness.

## Discussion

The findings demonstrate that the developed textbook effectively addresses the identified learning needs in contemporary poetry writing by positioning poetry as a reflective practice rooted in everyday experiences rather than as an abstract or elite literary form. By emphasizing reflection, the textbook encourages students to observe, interpret, and respond to their surroundings, allowing poetry writing to emerge naturally from lived experiences. The integration of environmental and local cultural elements supports contextual and experiential learning, enabling students to draw inspiration from familiar landscapes, cultural practices, personal memories, and social realities. This approach helps students perceive poetry as a meaningful medium for articulating thoughts, emotions, and identities that are closely connected to their own lives. As a result, students become more engaged in the writing process, as the learning tasks resonate with their experiences and promote authentic expression, thereby fostering both creative confidence and deeper literary awareness (Dicky, 2023; Wilson et al., 2023; Astuti et al., 2025; Sari et al, 2025).

Through reflective and environment-based writing activities, students gradually come to understand that poetry is not an abstract or inaccessible genre reserved for literary experts, but a form of expression that naturally emerges from adaptation to one's environment and sustained practice. By engaging with familiar settings, sensory experiences, and everyday observations,

students learn to translate personal reflections into poetic language, thereby demystifying the process of poetry writing. This approach aligns with constructivist learning principles, which emphasize that meaningful learning occurs when learners actively construct knowledge through personal engagement and socially situated experiences (Deliani & Dongoran, 2022; Mufarida et al., 2022; Mauluddin et al., 2024). As students interact with their cultural and environmental contexts, poetry writing becomes a reflective, experiential, and attainable practice rather than an intimidating creative task.

The development process also included several revisions based on feedback from both expert validators and student users to improve the textbook's quality and usability. Revisions included replacing and enhancing several visual illustrations to ensure greater relevance to the themes discussed and to provide stronger stimuli for reflection and poetic inspiration. The selection of poetry examples was also refined by incorporating more accessible and engaging contemporary poems that better matched students' linguistic proficiency and interests. In addition, improvements were made to the organization of content, consistency of formatting, and visual layout to increase readability and facilitate navigation throughout the textbook. Several instructions and explanations were rewritten to enhance clarity and reduce ambiguity, while learning activities and exercises were revised to provide clearer scaffolding, more varied writing prompts, and stronger connections to students' environmental and cultural contexts. These revisions contributed to a more user-friendly instructional resource that effectively supports students throughout the poetry-writing process.

Feedback related to the inclusion of pictures and popular poems further underscores the importance of multimodal and diverse literary input in creative writing instruction. Visual elements function as cognitive and emotional stimuli that invite students to observe details, evoke memories, and reflect on experiences, thereby facilitating the transformation of sensory impressions into poetic language (Muktadir & Ariffiando, 2020; Harahap & Nuapriana, 2024). The use of images helps bridge the gap between perception and expression, especially for novice writers who may struggle to initiate ideas. Meanwhile, popular poems serve as accessible and authentic literary models that illustrate how figurative language, imagery, and symbolism operate within meaningful poetic contexts. By analyzing these models, students gain concrete examples of stylistic techniques and learn how to apply poetic devices effectively in their own writing. Exposure to such models reinforces the understanding that poetry writing is a skill that can be developed through learning and practice, rather than an innate talent, thereby reducing anxiety and enhancing students' confidence and willingness to engage in poetic creation. The resulting textbook will serve as an innovative alternative learning resource that supports the improvement of students' contemporary poetry writing abilities through a more relevant, engaging, and inspirational approach.

The positive evaluation results obtained from the student questionnaires further demonstrate the success of the developed textbook in meeting learners' needs and expectations. Most students expressed favorable perceptions of the clarity of language, the attractiveness of visual illustrations, the relevance of the topics, and the usefulness of the learning activities and exercises. The contextual themes and environment-based writing tasks were perceived as engaging and meaningful because they enabled students to connect poetic expression with their own experiences and surroundings. Students also reported that the textbook helped them generate ideas more easily, understand poetic techniques more clearly, and participate more confidently in

creative writing activities. These findings indicate that the textbook was not only practical and user-friendly but also effective in fostering motivation and active engagement in contemporary poetry writing. The consistently positive responses across the evaluated aspects suggest that integrating local environmental and cultural elements, combined with clear instructional guidance and supportive visual features, successfully contributed to achieving the textbook's intended learning objectives. This positive perception is reflected in the overall questionnaire results, with an average score of 4.17 out of 5, placing the textbook in the "Good" category, indicating a high level of student satisfaction with both the content and design of the instructional material.

Improvements in layout and exercise design also strengthened the textbook's practicality and instructional clarity. A clear visual organization, consistent formatting, and scaffolded exercises guide students gradually from observation and reflection toward independent poetic creation (Harahap & Nurapriana, 2023; Mauluddin et al., 2024). The revised exercises emphasize reflective writing grounded in images, environmental observations, and lived experiences, reinforcing the idea that poetry writing develops through familiarity and repeated practice rather than solely on innate talent. Overall, the results confirm that iterative feedback from experts and users is crucial for refining instructional materials. The final version of *Reflecting Ambiance in Poetry* not only enhances students' creative writing skills but also supports teachers by providing structured pedagogical guidance that promotes poetry as an inclusive, reflective, and contextually meaningful form of expression grounded in environmental and cultural awareness.

## **Conclusion**

Based on the findings and discussion, it can be concluded that the textbook "*Reflecting Ambiance in Poetry*", which integrates local environmental and cultural elements, has been successfully developed and is suitable for use in the Introduction to Literature course in the English Education Study Program. The textbook effectively enhances students' creative writing abilities, particularly in terms of imagination, diction, and sensitivity to environmental and cultural issues. By incorporating local environmental and cultural values, the textbook also fosters ecological awareness and appreciation of regional cultural identity. Moreover, the textbook provides teachers with guidance in teaching and promoting poetry, enabling them to facilitate students' engagement with poetic expression and to demonstrate that anyone can create poetry. The study demonstrates that the textbook has strong potential for wider application as a model for developing contextually based literary teaching materials in higher education, achieving its objectives of creating a contextualized instructional resource that supports both creative skill development and the reinforcement of local environmental and cultural values.

As a recommendation, the textbook should be adopted and adapted by lecturers and teachers across various literary and language courses to enhance students' creative writing skills. Further research could examine the long-term impact of using this textbook on students' literary competence and environmental and cultural awareness. Additionally, the textbook can be expanded or modified to include multimedia or digital resources, making it more interactive and accessible to a broader audience, including secondary school students and community learners.

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