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Demonstration-Based Poetry Writing Pedagogy to Enhance Literacy Skills and Cultural-Social Awareness within ESD: A Classroom Action Research Study

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Abstract

Education in the 21st century requires integrating sustainability values to support the global agenda of Education for Sustainable Development (ESD). Literary education, particularly poetry writing, has strategic potential to foster cultural awareness, social sensitivity, and reflective thinking as foundations of national resilience culture. This study analyzes how demonstration-based poetry writing pedagogy strengthens ESD implementation through students' cultural and social competencies. Using a Classroom Action Research design with three cycles, the study involved 29 eighth-grade students at a junior high school in Sidoarjo, Indonesia. Data were collected through observation, poetry writing assessments, and documentation, then analyzed descriptively using quantitative and qualitative approaches. The findings show significant improvement in students' writing competence and participation, with learning mastery increasing from 44.82% in Cycle I to 100% in Cycles II and III. Demonstration-based pedagogy also promoted cultural value internalization, self-confidence, social awareness, character formation, cultural identity, and social resilience aligned with ESD principles.

[Pendidikan abad ke-21 menuntut integrasi nilai keberlanjutan untuk mendukung Education for Sustainable Development (ESD). Pembelajaran menulis puisi memiliki potensi strategis dalam menumbuhkan kesadaran budaya, sensitivitas sosial, dan kemampuan reflektif sebagai dasar ketahanan nasional. Penelitian ini bertujuan menganalisis pedagogi menulis puisi berbasis demonstrasi dalam memperkuat implementasi ESD melalui pengembangan kompetensi budaya dan sosial peserta didik. Penelitian menggunakan desain Penelitian Tindakan Kelas dengan tiga siklus pada 29 siswa kelas VIII SMP di Sidoarjo. Data dikumpulkan melalui observasi, penilaian puisi, dan dokumentasi, kemudian dianalisis secara deskriptif kuantitatif dan kualitatif. Hasil penelitian menunjukkan peningkatan keterampilan menulis dan partisipasi aktif siswa, dengan ketuntasan belajar meningkat dari 44,82% pada Siklus I menjadi 100% pada Siklus II dan III. Pedagogi berbasis demonstrasi juga mendorong internalisasi nilai budaya, kepercayaan diri, kesadaran sosial, serta penguatan karakter dan ketahanan sosial sesuai prinsip ESD.]. © The Authors.

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1. Introduction

Twenty-first-century education faces complex challenges that are no longer confined to improving cognitive achievement but also encompass the cultivation of social awareness, cultural responsibility [1], and a sustainability-oriented outlook [2]. In the global context, the UNESCO-initiated Education for Sustainable Development (ESD) agenda emphasizes the integration of social [3], cultural, economic, and environmental dimensions [4] into educational systems. ESD does not merely transmit knowledge[4]; rather, it develops learners' reflective capacities so that they can actively and responsibly contribute to sustainable development.

The cultural dimension within ESD occupies a strategic position [5], as sustainability cannot be separated from a society's values [6], identity, and social practices [7]. Culture functions as a framework of meaning that shapes how individuals understand the world, interact with others [8], and respond to change. Therefore, culturally responsive education becomes a crucial instrument for building collective awareness and strengthening social cohesion as the foundation of national resilience. Without cultural reinforcement, sustainable development risks losing its social roots.

In the Indonesian context, the concept of national resilience is understood not only in political or economic terms but also in social and cultural dimensions. A culture of national resilience refers to a society's capacity to preserve its identity, noble values, and social solidarity amid the dynamics of globalization. Education plays a central role in instilling these values through reflective and participatory learning processes. Accordingly, integrating ESD into the national education system must take cultural dimensions into account as the basis for social transformation.

Literature instruction, particularly poetry writing, holds strategic potential in supporting these objectives [9]. Poetry, as an aesthetic and reflective expression, enables students to explore social experiences, represent cultural values, and cultivate empathy toward their surrounding realities. Through creative engagement, students not only develop literacy skills but also foster critical awareness of social and cultural issues. From an ESD perspective[10], poetry learning can serve as a medium for contextual and humanistic internalization of sustainability values.

However, the practice of teaching poetry writing in schools often remains oriented toward technical aspects and grade attainment alone. The learning process tends to be teacher-centered, limiting students' active participation and deep reflection. This condition results in low motivation, limited confidence in self-expression, and minimal connection between literary learning and social realities. In fact, to support ESD [11], learning must encourage active engagement and the development of social awareness.

One approach that may address these challenges is demonstration-based pedagogy. The demonstration method allows teachers to model the creative process concretely, enabling students to gain an authentic understanding of how to compose and express poetry effectively. This approach not only enhances technical comprehension but also creates a participatory space that fosters courage, dialogue, and collaboration. Within the ESD framework, demonstration-based pedagogy has the potential to cultivate inclusive and transformative learning.

Classroom action research represents a relevant methodological choice for examining the effectiveness of this approach contextually [12]. The cyclical model of planning, action, observation, and reflection developed by Stephen Kemmis and Robin McTaggart [13] enables continuous improvement in instructional practice. This approach aligns with ESD principles that emphasize reflective [14]and adaptive processes in addressing educational challenges [15].

Preliminary observations in a Grade VIII junior secondary classroom revealed that students' poetry writing skills and active participation remained relatively low. Students tended to be passive, lacked self-confidence, and were not yet able to connect their written works with their social experiences or cultural values. This situation indicates the need for a learning model[16] that not only enhances literacy competence [17] but also strengthens cultural awareness and social consciousness as part of sustainable character development[18].

Therefore, this study aims to analyze how demonstration-based poetry writing pedagogy can strengthen the implementation of ESD in fostering a culture of national resilience [19]. Specifically, the research examines improvements[20] in students' poetry writing skills [21], active participation [22], and their contribution to the internalization of cultural values [23]and the reinforcement of social awareness. Ultimately, this study is expected to provide both conceptual and practical contributions to the development of literature instruction that supports the sustainability agenda and national resilience [24].

2. Method

This study employed a Classroom Action Research (CAR) approach using the cyclical model developed by Stephen Kemmis and Robin McTaggart [25], which consists of the stages of planning [26], action [27], observation, and reflection [28]. This approach was selected because it enables gradual and reflective instructional improvement, aligning with the principles of Education for Sustainable Development (ESD), which emphasize continuous transformation in educational practice. The research was conducted over three cycles during the second semester of the 2024/2025 academic year.

The research subjects were 29 eighth-grade students at a junior secondary school in Sidoarjo Regency. The study focused on the implementation of demonstration-based poetry writing pedagogy as an effort to enhance literacy skills while simultaneously strengthening students' cultural and social awareness. During the action phase, the teacher directly modeled the creative process of writing poetry, including theme selection, diction choice, figurative language use, and expressive reading. Students then composed and demonstrated their poems in front of the class as part of a participatory learning process.

Data were collected through observation, written tests in the form of poetry writing assignments, and documentation. Observation was used to measure participation, motivation, and social interaction during the learning process. The written test was employed to assess improvements in poetry writing skills based on both the physical and inner structural elements of poetry, as well as learning mastery in accordance with the Minimum Mastery Criteria (MMC). Documentation, including archives of students' works and field notes, served as supporting data.

Data were analyzed using both quantitative descriptive and qualitative methods. Quantitative analysis involved calculating mean scores and the percentage of mastery in each cycle to determine improvements in learning outcomes. Qualitative analysis was conducted through interpretation of observational findings and the content of students' poems to identify the development of cultural awareness, the expression of social values, and active participation supporting the implementation of ESD. Data validity was ensured through source and method triangulation.

3. Result

3.1. Cycle I Observation Results

3.1.1. Planning

During the planning stage, the researcher prepared the instructional scenario or lesson plan (RPP). The activities were conducted collaboratively by the teacher and the researcher. Several aspects were discussed, including aligning their perceptions regarding the research design. As proposed by the researcher in the previous meeting, the demonstration method would be implemented in poetry writing instruction. The procedure for applying this method had already been explained beforehand. Subsequently, the teacher and researcher jointly developed the lesson plan for Cycle I. The collaborating teacher (the Indonesian language teacher at SMP Santa Maria II Sidoarjo) implemented the demonstration method during Cycle I. Two meetings in Cycle I were conducted in the Grade VIII classroom of SMP Santa Maria II Sidoarjo. The teacher and researcher agreed that the students who would present their poetry as examples would be selected two days prior to the lesson to ensure better preparation during the instructional process.

3.1.2. Action

The first meeting of Cycle I was conducted in the Grade VIII classroom of SMP Santa Maria II Sidoarjo. The collaborating teacher implemented the demonstration method during this session. The instructional steps included: opening the lesson with greetings and attendance checking; recalling a previous school learning activity and connecting it to poetry writing; formulating the learning objectives; motivating and preparing students for learning; and outlining the instructional procedures. The teacher explained the competencies to be achieved and presented material on poetry writing, including essential elements to consider. Students were then instructed to compose a poem and demonstrate or read it in front of the class. Feedback was provided through discussion and question-and-answer sessions.

At the second meeting of Cycle I, the lesson again began with greetings and attendance. The teacher motivated students and ensured readiness for learning. Students were assigned to continue demonstrating their poetry writing and present their poems for assessment. Prior to the presentations, the teacher played a video of poetry recitation, which students observed attentively. Each student then demonstrated their poetry reading for evaluation. The session concluded with a

joint reflection on the results and benefits of the learning activities, followed by a preview of the next lesson and closing greetings.

3.1.3. Observation

The observation focused on the instructional setting, the teacher's activities, and students' participation in poetry writing through the demonstration method. During observation, the researcher acted as a passive participant, seated at the back of the classroom. The teacher conducted the lesson according to the established plan, explaining and modeling both poetry writing and recitation. Opportunities for student questions were provided. Based on predetermined indicators, the teacher's performance had not yet reached optimal levels; however, improvements were noticeable during the second meeting in the implementation of the method.

Student activity in poetry writing remained relatively limited. Students who presented their work appeared shy and less expressive during recitation. Nevertheless, by the second meeting, improvements were observed both in writing quality and in presentation. Some students began to demonstrate greater expressiveness and reduced hesitation when reading their poems in front of the class.

3.1.4. Reflection

Based on observations in Cycle I, the quality of instruction in writing and presenting poetry using the demonstration method had not yet reached optimal effectiveness. The teacher had not fully mastered classroom management using the method, and students remained insufficiently active. Many students appeared shy and awkward during writing and recitation. Learning outcomes in Cycle I indicated that 13 students achieved mastery, while 16 did not, resulting in a mastery percentage of 44.82%. This indicates that the instructional objectives had not been adequately achieved, as less than half of the students met the mastery criteria.

3.2. Cycle II Observation Results

3.2.1. Planning

Based on reflections from the previous cycle, the teacher and researcher agreed to proceed with Cycle II. The planning process resembled that of Cycle I but aimed to address identified shortcomings. The collaborating teacher and researcher jointly developed the lesson plan and agreed on the schedule for Cycle II implementation. The researcher presented the results of observations and reflections from Cycle I, highlighting both strengths and weaknesses. It was agreed that Cycle II would also be conducted in two meetings.

3.2.2. Action

At the first meeting of Cycle II, the teacher reiterated the basic competencies to be achieved using the demonstration method. The instructional steps included motivation and apperception, formulation of objectives, and preparation of students for learning. The teacher explained the targeted competencies and provided further clarification on effective poetry writing and essential aspects to consider.

The teacher replayed the poetry recitation video as instructional media. Students were directed to observe pronunciation, intonation, and expressive delivery. Feedback was facilitated through discussion and question-and-answer sessions. To strengthen understanding, students received guided practice. Selected students were invited to write and present their poems in front of the class. After each presentation, peers provided constructive comments. The session concluded with students presenting a summary of the lesson.

3.2.3. Observation

The instructional process in Cycle II was conducted in accordance with the jointly developed lesson plan. At the first meeting, students demonstrated greater mastery of the material and showed increased enthusiasm. The classroom atmosphere was calmer and more focused; students appeared less confused and more aware of the steps required in writing poetry.

Based on observation sheets and assessment results, the average score in Cycle II reached 92.06. All 29 students achieved mastery, resulting in a 100% mastery rate. This improvement was attributed partly to the teacher's announcement that a test would be conducted at the end of each lesson, motivating students to prepare more seriously. Additionally, students had developed a clearer understanding of the expectations and procedures associated with the demonstration method.

Students were noticeably more active during Cycle II. The classroom environment became more dynamic and less rigid. While a few students still lacked confidence during recitation, the teacher provided encouragement and motivation to support them.

3.2.4. Reflection

Reflection results from Cycle II with 29 students indicated: (1) all 29 students (100%) achieved scores above the Minimum Mastery Criteria (MMC); and (2) the class average reached 92.06. These findings confirm that all students surpassed the required mastery threshold of 75. The study continued to Cycle III, in which the class average was 89.82, with 100% of students maintaining mastery (all scoring above 75). Therefore, Cycle III was concluded as the final cycle, as the instructional objectives had been successfully achieved.

Tabel 1 Profile of Poetry Writing Skills

Cycle	Mean Score	Learning Measure
Cycle I	72,58	44,82%
Cycle II	92,06	100%
Cycle III	89,82	100%

Based on the results of the analysis and reflection above, it can be concluded that the findings in Cycle II were highly satisfactory and achieved optimal outcomes. Improvements were observed in both learning outcomes and the instructional process during Cycle II.

Table 2 Recapitulation of Indicators for Poetry Writing Outcomes

No.	Indicator	Precycle	Cycle I	Cycle II
1.	Students' learning motivation	48,84%	68,20%	88,60%
2.	Understanding of the physical structure of poetry	44,22%	68,80%	93,00%
3.	Ability to write poetry	46,20%	58,48%	90,60%
4.	Active participation in learning	41,37%	62,06%	93,10%
5.	Understanding of the non-physical (inner) structure of poetry	44,60%	58,80%	95,20%
6.	Understanding and application of personification	44,40%	60,80%	93,20%
7.	Understanding of imagery use in poetry	46,80%	68,60%	96,80%
8.	Students' seriousness in participating in learning	50,88%	76,90%	98,20%

The findings indicate a gradual improvement in students' poetry writing skills and active participation following the implementation of demonstration-based pedagogy. In Cycle I, the class mean score reached 72.58, with a learning mastery percentage of 44.82% (13 out of 29 students). This result suggests that most students still experienced difficulties in optimally developing both the physical and inner structures of poetry. Observationally, students also appeared to lack confidence when presenting their work in front of the class.

Instructional improvements were implemented in Cycle II through strengthened demonstrations of the creative process and more systematic feedback. The results showed a significant increase, with the class mean score rising to 92.06 and the learning mastery percentage reaching 100% (all 29 students achieving mastery). Students began to demonstrate greater confidence in self-expression, more precise diction, and enhanced ability to incorporate imagery and figurative language more variably. The learning activities also became more participatory and dialogic compared to the previous cycle.

In Cycle III, reinforcement and formative assessment were conducted to ensure consistency of achievement. The class mean score was recorded at 89.82, with the mastery level remaining at 100%. Although there was a slight decrease in the mean score compared to Cycle II, the overall quality of students' poetic expression demonstrated stability in the use of both physical and inner

poetic structures. Overall, these results indicate that poetry writing skills had developed evenly among all students.

Improvements were also evident in process indicators. Learning motivation increased from 48.84% in the pre-cycle stage to 88.60% in Cycle II. Understanding of the physical structure of poetry improved from 44.22% to 93.00%, while comprehension of the inner structure increased from 44.60% to 95.20%. The ability to apply personification rose from 44.40% to 93.20%, and the use of imagery in poetry increased from 46.80% to 96.80%. Students' active engagement in learning likewise improved significantly, from 41.37% in the pre-cycle stage to 93.10% in Cycle II.

Overall, both quantitative and observational data demonstrate that demonstration-based poetry writing pedagogy is effective in enhancing literacy skills while simultaneously fostering active student participation. These improvements are reflected not only in academic achievement but also in positive changes in learning attitudes, confidence in self-expression, and the quality of social interaction throughout the instructional process.

4. Discussion

The findings indicate that demonstration-based poetry writing pedagogy not only improves academic achievement but also fosters a more participatory and reflective learning process. The increase in learning mastery from 44.82% in Cycle I to 100% in Cycles II and III signifies a transformation in the way students understand and practice poetry writing. This transformation aligns with the principles of Education for Sustainable Development (ESD) developed by UNESCO, which emphasize transformative learning, active engagement, and the development of critical thinking competencies as foundations for sustainability.

From an ESD perspective, learning is not merely aimed at transferring knowledge but at cultivating value awareness and social responsibility. The observed increases in motivation, participation, and students' confidence in demonstrating their poems reflect the development of self-efficacy and social engagement. Demonstration activities enable students to learn through direct experience, dialogue, and reflection, transforming the classroom into a space for the co-construction of meaning. This process supports the social dimension of ESD, particularly the strengthening of empathy, collaboration, and communication as essential sustainability competencies.

From a cultural standpoint, poetry learning provides students with space to reflect upon their values, identities, and social experiences. The improvement in understanding the inner structure of poetry—such as theme, tone, and message—indicates the development of students' ability to articulate cultural values symbolically. When students are capable of expressing social realities and collective values through literary works, they are cultivating cultural awareness that constitutes a crucial foundation for sustainable development. In this regard, literature instruction functions as a contextual and humanistic medium for value internalization.

These contributions are relevant to the concept of a culture of national resilience, understood as a society's capacity to preserve identity, solidarity, and social cohesion amid global change. The increase in active participation to over 93%, along with the stability of learning outcomes in the final cycle, demonstrates the formation of an inclusive and supportive learning environment. Such an environment reflects social practices that reinforce a sense of togetherness and mutual respect. In a broader context, learning processes that encourage expression, dialogue, and appreciation of cultural values contribute to the formation of resilient citizenship.

Accordingly, demonstration-based poetry writing pedagogy may be understood as a micro-level strategy with macro-level implications for strengthening ESD and cultivating a culture of national resilience. The enhancement of literacy competence proceeds in tandem with the development of social and cultural awareness, ensuring that learning extends beyond mere cognitive attainment. These findings affirm that integrating creative and participatory approaches into literature instruction constitutes a concrete practice in advancing the sustainability agenda and building a resilient cultural foundation for the nation's future.

5. Conclusion

Based on the research findings, it can be concluded that demonstration-based poetry writing pedagogy is effective in enhancing students' literacy skills while simultaneously strengthening the social and cultural dimensions aligned with the principles of Education for Sustainable Development (ESD) as developed by UNESCO. The increase in learning mastery from 44.82% in Cycle I to 100% in Cycles II and III indicates academic success of the intervention, while improvements in motivation,

active participation, and confidence in self-expression reflect the development of social awareness and the internalization of cultural values.

These findings affirm that participatory and reflective literature instruction not only contributes to the mastery of language competencies but also plays a strategic role in fostering character formation, collective identity, and a culture of national resilience as a foundation for sustainability.

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