

Perceptions Of Grade IV Elementary School Students Towards Poetry Writing Skills

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Abstract. Poetry writing skill is a complex creative process, which involves a deep understanding of various literary elements. This research wants to know the perception of poetry writing skills in grade IV elementary school students through a qualitative descriptive approach. In addition, this study aims to understand the views of fourth grade students regarding the importance of writing poetry in Indonesian language learning. Data were obtained through in-depth interviews and classroom observations involving 27 students and a teacher. The results showed that most students viewed writing poetry as an uninteresting activity and felt less confident in their ability. The students wanted a learning method that would attract their attention and through which they could better understand poetry. Thus teachers play an important role in facilitating poetry learning, providing encouragement, and conveying appropriate writing techniques. The teachers also realized that poetry can enhance students' self-expression and imagination. The findings highlight the need to develop more engaging and supportive teaching methods, to improve poetry writing skills among students. It is hoped that this study can serve as a reference for developing more effective curriculum and teaching strategies at the primary school level.

Keywords: perception, poetry, self-confidence, teaching methods, writing skills

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INTRODUCTION

Perception is one of the most important psychological concepts in understanding how individuals interpret and give meaning to the world around them. In the context of education, perception plays crucial role as it influences how students, teachers and other stakeholders perceive the learning process, social interactions and perceive the learning process, social interactions, as well as their development and achievement in education. Perception is often considered a mental process that involves interpreting stimuli or information received by the five senses information received by the five senses, which is then processed to provide meaningful provide meaningful understanding. Thus, perception not only reflects what is seen or heard, but also how the individual responds and responds to the stimuli based on the stimuli responds and responds to these stimuli based on experience, knowledge, and values. In simple terms, perception can be defined as the way we view the world or certain phenomena based on our experience and knowledge. In education, perceptions can affect students' motivation, their understanding of learning materials, as well as their attitude towards tasks or activities given by teachers. Therefore, it is important to understand how perceptions are formed and how it can affect the learning experience in the classroom. According to Kreitner and Kinicki (2010), perception is the process by which individuals organize and interpret information from the outside world to provide useful meaning to them. This process is not always objective as each individual has a different perspective, depending on their background, experiences, values, and socio-cultural context. In this sense,

perception is subjective, meaning that two people can have different perceptions of the same thing. For example, two students who see the same teaching method can have different perceptions of the quality of learning they receive, depending on their expectations and previous experiences.

In educational contexts, perceptions often involve more complex mental processes, including how students assess teacher competence, how they perceive the learning experience, as well as how they assess themselves in the learning process. Students' perceptions of teachers, subject matter and teaching methods greatly influence their motivation and learning success (Schunk, Pintrich, & Meece, 2008). In an educational context, perception has a lot to do with how students understand and respond to the learning they receive. Several studies have shown that students' perceptions of the subject matter or assigned tasks can influence the extent to which they engage in learning and how well they absorb the information being taught. For example, if students have a negative perception of a subject, such as Bahasa Indonesia, they are likely to feel less interested and eager to learn. Conversely, if students have a positive perception of the learning, they are more likely to be active and try harder to understand the material being taught. Perception also relates to students' understanding of the purpose of learning and the importance of the material being taught. Students who perceive learning as useful and relevant to their lives are more likely to show high enthusiasm, while students who feel that learning does not provide direct benefits to them may be less motivated. In this case, the perception of the relevance of the learning material greatly influences students' learning process (Eccles & Wigfield, 2002).

In addition to students' perceptions of the subject matter, teachers' perceptions of students also play an important role in the learning process. Teachers' perceptions of students' abilities and potential can influence the way they teach, provide feedback, and support students' development. A study by Rosenthal and Jacobson (1968) known as the "Pygmalion Effect" shows that teachers' expectations of students can affect students' academic performance and development. When a teacher has a positive perception of a student's ability, they are more likely to give more attention and support, which in turn can improve student performance. Conversely, if teachers have negative or low perceptions of students, they may not provide the same support, which may hinder students' potential to develop. Teachers' perceptions of students are also closely related to how they manage the classroom and create a conducive learning environment. Teachers who have positive perceptions of students tend to be more confident in taking more innovative approaches and supporting students' diverse learning styles, whereas teachers who have limited or rigid perceptions may only rely on more conventional methods. Learning methods are closely related to the suitability of educators in

choosing these methods on the subject matter, one of the materials that use appropriate teaching methods is on the material of poetry writing skills.

Poetry writing skills are a form of creative expression that is important in students' language and art development. At the elementary school level, especially in grade IV students, the introduction to poetry can be a means to develop imagination, enrich vocabulary, and improve language skills. According to Barlow (2016), writing poetry not only trains linguistic skills, but also strengthens students' critical thinking and emotive abilities. Understanding students' perceptions will help in creating a learning environment that supports the development of creativity and poetry writing skills, thus nurturing their love for literature from an early age (Smith, 2018). However, learners' perceptions of these skills are often influenced by their learning experiences, both at home and at school. Their learning experiences are also driven by the rapid development of technology.

In the 21st century, the development of information technology and digitalization has changed the way we communicate, learn and interact with the world. This has also had a significant impact on learners' interest and appreciation of literature, including poetry. Amidst the rapid advancement of technology and the dominance of social media, many young people are more interested in more instant and visual forms of entertainment, such as videos, memes, or popular music, rather than enjoying classic literature such as poetry. This poses a major challenge in trying to increase interest in writing and reading poetry among students.

According to research conducted by Sutrisno and Yuliawati (2023), students' interest in literature, especially poetry, has decreased significantly. They noted that factors such as a lack of understanding of the meaning of poetry, difficulty in appreciating the form and structure of poetry, as well as a lack of motivation gained from the experience of learning poetry at school, exacerbate this situation. Coupled with the widespread consumption of more interactive and immediate digital media, learners tend to be more attracted to more direct and easily understood forms of communication.

This challenge is even more evident in the context of poetry learning in schools. Fauzi (2022) revealed that although the literature curriculum at the primary and secondary education levels has included poetry as one of the materials, the learning is often carried out with an approach that is less interesting and seems monotonous. The lack of active involvement of students in the creative process of writing poetry is also a problem that must be overcome. Most poetry lessons focus more on analyzing classic poems rather than giving learners the opportunity to express themselves through more personalized and contextualized poetry writing.

On the other hand, although this challenge is quite big, there is also great potential that can be utilized. According to Setiawan (2024), young people in the 21st century actually have wider

access to various forms of inspiration and references from the virtual world, which can be an opportunity to revive interest in writing poetry. Digital platforms, such as blogs, social media, and writing apps, have provided space for young people to express themselves freely. With wise use of technology and more creative learning methods, poetry can once again become a relevant and engaging medium for learners. Understanding this challenge, it is important for educators to adopt innovative approaches to teaching poetry, in order to engage learners and reintroduce the beauty and depth of poetry as a meaningful means of self-expression. This study aims to analyze how fourth grade students perceive poetry writing skills, including the obstacles they face and the motivations underlying their interest. Using a qualitative approach, this study is expected to delve deeper into students' views and provide useful insights for educators in designing more effective learning methods.

METHODOLOGY

This study uses a descriptive qualitative research method that aims to explore and describe the perceptions of fourth grade elementary school students towards poetry writing skills. The descriptive qualitative method was chosen because this research aims to deeply understand how students perceive and feel the process of writing poetry, as well as to get a clear picture of the experiences, views, and challenges they face in this skill.

In this approach, researchers collected data through interviews and participatory observation of fourth grade students at one of the elementary schools in Tasikmalaya district. Interviews were conducted with 4 learners, 2 representing active learners and 2 representing passive learners. Interviews were conducted using an open-ended interview guideline, where learners were given the opportunity to speak freely about their opinions, experiences, and feelings towards poetry writing activities in the classroom. In addition, observations were made to see directly how learners interact with learning to write poetry and how they apply this skill in the tasks given by the teacher. In addition, questionnaires were also distributed to 23 learners. The questionnaire was distributed to 20 learners from class IV. The selection of these learners aims to get sufficient representation regarding students' perceptions of poetry writing skills material. Before distributing the questionnaire, the researcher gave an explanation regarding the purpose and content of the questionnaire so that students could answer honestly and accurately. The main purpose of distributing this questionnaire is to obtain data that can describe students' perceptions of their abilities in writing poetry, as well as to find out the factors that influence these skills. The results of this questionnaire are expected to provide insight into the challenges faced by students in learning to write poetry, as well as a basis for designing more effective learning in the future. An interview was also conducted with one of the grade IV teachers, the interview questions asked about the teaching done by the teacher

for grade IV students, this also confirmed the alignment between the opinions of students and teachers.

The data collected was then analyzed by means of thematic analysis, namely identifying the main themes that emerged from students' responses. The researcher looked for certain patterns that illustrated the learners' general perceptions of poetry writing, both in terms of motivation, understanding of poetry writing, and the ability to write poetry. The results of this study are expected to provide a clearer picture of the factors that influence students' interest and perception of poetry, as well as provide insights for the development of more effective and interesting methods of teaching poetry in elementary schools.

RESULTS AND DISCUSSION

This study aims to explore the perceptions of fourth grade elementary school students towards poetry writing skills. The following is a summary of the results of interviews regarding the perceptions of grade IV students on poetry material.

Table 1. Interview results of 4 fourth grade students

No	Question	Answer
1	Have you ever studied poetry?	Yes, I have
2	What do you know about poetry?	Poetry is a series of beautiful words
3	Do you understand the poetry material?	Didn't really understand, because the teacher didn't explain what the correct stages of writing poetry were
4	Is poetry fun to learn?	Less, prefer other literary studies such as fairy tales
5	Is poetry difficult to learn?	Yes, difficult in creating poetry
6	Do you like poetry material?	Less, because poetry feels boring to learn

Based on the results of interviews, questionnaire and observations conducted with students, several main findings were found related to their perceptions of poetry writing activities. The results showed that most students perceived writing poetry as a difficult activity. They find it difficult to compose beautiful and meaningful words, and feel that they do not have enough vocabulary to convey their ideas in the form of poetry. In addition, many students felt that they did not fully understand the poetry material given in class. They also revealed that the methods used in learning poetry were less interesting and did not encourage them to actively engage in the creative process of writing poetry.

Difficulties in Writing Poetry: Limited Comprehension and Vocabulary

One of the main findings in this study was the students' perception that writing poetry is difficult. Most learners revealed that they found it difficult to compose appropriate and beautiful words

in poetry. This was due to their lack of understanding of the structure of poetry and their limited vocabulary. Some students stated that they often felt confused when asked to write a poem because they did not know what words to use to express their feelings or ideas. This statement is in line with the results of research conducted by Fauzi (2022) which shows that vocabulary limitations are one of the main obstacles for students in writing poetry. This limitation is closely related to students' ability to express their ideas creatively and effectively. Poetry, as a form of creative expression, requires appropriate word choice to create imagery and deep meaning. However, for many students, especially at the primary school level, their understanding of literary concepts and poetic language is still limited. In addition, although students have been introduced to different types of poetry in classroom learning, they tend to find it difficult to apply poetry theories into their writing practice. Most students admitted that they did not know how to compose a good and correct poem. For example, they cannot differentiate between poems that use rhyme and rhythm and free verse, or they struggle to create strong imagery through word choice. The interviews also showed that students felt more comfortable writing narrative stories or essays, which use a clearer and easier-to-understand structure. In contrast, poetry, which often has no fixed structure and requires freedom of imagination, is considered confusing. This suggests that a more systematic and structured teaching of poetry may be more helpful for students in understanding and appreciating this form of literature.

Lack of Understanding of the Poetry Material

The following is a summary of the results of interviews regarding the perceptions of grade IV students on poetry material.

Table 1. Interview results of 4 fourth grade students

No	Question	Answer
1	Have you ever studied poetry?	Yes, I have
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4	Is poetry fun to learn?	Less, prefer other literary studies such as fairy tales
5	Is poetry difficult to learn?	Yes, difficult in creating poetry
6	Do you like poetry material?	Less, because poetry feels boring to learn

In addition to the problem of limited vocabulary, the results also showed that many students felt that they did not fully understand the poetry material taught in class. Students revealed that they often felt confused by basic concepts in poetry, such as the meaning of rhyme, rhythm,

and majas. Many students did not understand how these elements could be applied in the poems they wrote.

This limited understanding of poetry material may be due to a less engaging and interactive way of teaching. Classroom observations show that poetry material is delivered conventionally, with an emphasis on classical poetry theories without providing sufficient opportunities for students to be creative and experiment with their own poetry. This theoretical learning makes students feel bored and less interested in delving further into poetry. Sutrisno and Yuliawati (2023) in their research on literature teaching in elementary schools also noted that most students find it difficult to connect theory with practice in writing poetry. Students are often given definitions and examples of classic poems that are difficult to understand, without giving them the opportunity to write poems in their own style. This can lead to students' misunderstanding of the material and reduce their motivation to write poetry. Interviews with some students also revealed that they felt poetry was often taught in a monotonous way, such as reading other people's poems and memorizing theories about poetry. Students want a more fun and interactive learning method, which allows them to be creative freely and without pressure. Students also want more examples of poems that are relevant to their experiences, not just classic poems that are difficult to understand and do not describe their daily lives.

Uninteresting Learning Methods

The following is a summary of the results of the interview regarding the teaching conducted by the fourth grade teacher on poetry material.

Table 2. Interview Interview result of fourth grade teacher

No	Question	Answer
1	What methods do you use when teaching poetry?	lecture method
2	Do learners seem very enthusiastic about learning the poetry material?	Lack of enthusiasm
3	What challenges do you face when teaching poetry?	The challenge lies in the limited time and lack of reading resources that emphasize poetry writing skills.
4	Is the method used appropriate?	I don't think so, but I would like to try more interactive methods, such as giving poetry writing exercises with a specific theme, or holding poetry workshops outside the classroom that focus more on the creative process of writing poetry.

The method used in teaching poetry in grade IV elementary school turned out to be an important factor that influenced students' perceptions towards writing poetry. Most students felt that the methods used by teachers in teaching poetry were less interesting and did not motivate them enough to write. Poetry learning conducted in the classroom tends to be conventional, which is by providing theory, examples of poems, and then asking students to write poems based on these guidelines. Based on field observations, the researcher noted that during the poetry learning process, students focus more on memorizing and understanding poetry theory rather than on the practice of writing poetry creatively. Teachers often use an approach that focuses more on formal teaching about types of poetry and poetry writing techniques, while giving little space for students to explore their creativity in writing their own poetry. Nurussaadah (2024) suggests that in teaching literature, especially poetry, it is important to use methods that are more creative and based on students' direct experiences. For example, one method that can be applied is project-based learning, where students are given the task of creating their own poetry works based on themes or topics relevant to their daily lives. In this way, students will feel more involved in the learning process and can develop their poetry writing skills with more confidence.

Students also want more visual and interactive poetry learning. Most students find it easier to understand poetry if they are given examples of poems that have visual elements, such as pictures or illustrations related to the theme of the poem. The use of technology, such as poetry writing apps or learning videos that show the creative process of writing poetry, can also be an attractive alternative for students.

Challenges of Students' Motivation and Interest

In addition to the difficulty in writing and the lack of understanding of the material, students' motivation and interest also played an important role in their perception of poetry writing skills. Most students revealed that they felt writing poetry was not a fun activity, but more like a task that had to be completed. They tend to feel less motivated to write poetry because they feel incapable of producing good work or because they do not see the direct benefits of writing poetry.

Based on interviews with students, they are more interested in narrative stories or fairy tales than poetry. They think that writing poetry is very boring. Research shows that participants often show greater interest in narrative material such as fairy tales compared to poetry material. This can be explained by several psychological and cognitive factors that influence how people respond to certain types of stories. Fairy tales, which often involve easy-to-understand plots, vivid characters and interesting conflicts, are able to capture participants' attention in a more immediate and contextualized way. Meanwhile, poetry, despite its beauty of language, can

feel more abstract and difficult to understand for many participants, especially for those who are unfamiliar with symbolic and metaphorical language styles.

For example, research by Hidi and Anderson (1986) showed that narrative stories have the ability to increase reader engagement and motivation more effectively compared to other forms of text, as stories are more easily connected to readers' personal experiences and emotions. In addition, a study by Miall and Kuiken (1994) revealed that narratives rich in plot and character are able to generate stronger emotional responses, which in turn increase readers' attention and interest. On the other hand, poetry often requires a more in-depth interpretation, which may feel more challenging for readers who do not have a background or special interest in this literary form. Thus, it can be concluded that participants' interest in narrative material such as fairy tales is higher because it is easier to understand, more interesting in terms of story, and more relevant to their life experiences compared to poetic material which tends to be more complex and symbolic.

In an interview conducted with a teacher in an elementary school, she explained the approach used in teaching poetry writing to students. The teacher admitted that in teaching poetry, she tends to use conventional methods that rely more on traditional approaches. According to her, this method has been the norm in the school for many years, although she is also aware of the limitations in its effectiveness.

The teacher explained that one of the main methods she uses is to provide students with sample poetry texts. The poems come from various sources, including textbooks used in Indonesian language learning. These poetry examples are given to students to read and analyze together. However, the teacher admitted that although the poetry samples were often varied, she did not delve deeply into poetry writing techniques. For example, when providing poetry texts, the teacher did not explain in detail about the techniques of writing poetry, such as the use of *majas*, stanza arrangement, or word choice that can produce a certain impression in poetry. According to the teacher, this happens because of the limited time in each learning session. Each material must be completed in a limited time, and she felt that giving examples of poetry without explaining the techniques of writing poetry was enough to introduce students to the form of poetry itself. The teacher also mentioned that the explanation of the structure or techniques of writing poetry is more often delivered in the later stages, when students are more accustomed to reading poetry and can more easily capture the language style in the poem. However, the teacher admitted that this might make students less skilled in writing their own poems, as they are not given enough knowledge on how to develop a poem from beginning to end. In addition to providing examples of poetry, the teacher also said that the teaching materials used came from a source book that was already available at school.

This textbook contains a basic explanation of the types of poetry and examples of poetry from famous poets. However, the teacher felt that the book did not provide much discussion about more applicable poetry writing techniques. The book mostly provides theories about poetry forms, such as free and bound poetry, and the characteristics of poetry in general, without providing concrete steps to write good and interesting poetry. Therefore, although the book was useful as a source of information, the teacher felt there was a lack in providing teaching materials that focused more on practical poetry writing skills.

The teacher also explained that although she uses a conventional approach by giving examples and using textbooks, she tries to engage students in discussions about poetry. She sometimes invites students to discuss the meaning behind the poems that have been read in class. This discussion aims to enable students not only to recognize the form of the poem, but also to understand more about the content and message that is conveyed through the poem. However, this discussion is more limited to analyzing the meaning of poetry and not on the technical aspects of writing poetry. On the other hand, the teacher realizes that to improve students' poetry writing skills, a more diverse and innovative approach is needed. The teacher recognizes that learning to write poetry is not only limited to giving examples or reading poems, but must also involve students in direct writing practice. She revealed that if she had the opportunity, she would like to try more interactive methods, such as providing poetry writing exercises with a specific theme, or holding poetry workshops outside the classroom that focus more on the creative process of writing poetry. Unfortunately, the limited time and resources at school make it difficult to implement this approach optimally. Teachers also hope that in the future, with the development of technology and more resources, more modern and creative learning methods can be implemented. For example, by utilizing digital media to inspire students to write poetry or by using apps that can help students in composing words and finding poetry references easily. The teacher hopes that students will not only learn about the form of poetry, but can also experience how to compose words beautifully and meaningfully, and can express their ideas and feelings through poetry in a more profound way. Overall, although the teacher still uses conventional methods in teaching poetry writing, she realizes the importance of change and innovation in learning methods to improve students' quality and creativity in writing poetry. Learning that is more focused on developing writing skills and providing more in-depth knowledge about poetry writing techniques is needed so that students can master the art of writing poetry well.

CONCLUSION

Based on the results of the study, it can be concluded that the perceptions of fourth grade students towards poetry writing skills tend to be negative mainly because they think writing

poetry is difficult. This is due to limited vocabulary, difficulty understanding poetry material, and lack of interesting learning methods. Students find it difficult to organize the right words and do not understand various important elements of poetry, such as rhythm and rhyme. In addition, they feel that poetry learning conducted in class is less interesting and does not encourage them to be more creative in writing. To improve students' poetry writing skills, more interesting and contextualized learning methods are needed, as well as providing more opportunities for students to be creative freely. Learning based on direct experience, the use of visual media, and appreciation of students' efforts and creativity can help increase their interest and skills in writing poetry.

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