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Reconceptualizing Poetry Pedagogy through the Experiential Learning–Based Poetry Writing Model (ELPWM): A Vocational Education Perspective from Indonesia

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Abstract

This study examines the creation and application of an Experiential Learning–Based Poetry Writing Model (ELPWM) to enhance poetry instruction in Indonesian vocational education. It examines three principal research inquiries: (1) What is the validity and practicality of the ELPWM in vocational classrooms? To what degree does the model enhance students' proficiency in poetry writing? How does the experience cycle affect students' participation and reflective awareness? The study utilized a Research and Development design and included 75 Grade XI vocational students, four Indonesian language instructors, and three expert validators. Data were gathered using validation rubrics, questionnaires, observation sheets, interviews, and pretest–posttest performance assessments, and analyzed utilizing descriptive statistics, paired-sample t-tests, N-Gain calculations, and thematic coding. The results demonstrated that the model attained a mean validation score of 3.82 (very valid), teacher practicality scores ranging from 3.7 to 3.9, and student consensus exceeding 85%. The average writing scores of students rose from 68.5 to 84.7 ($p < 0.05$), with 65% demonstrating significant N-Gain enhancement, especially in diction and imagery. The findings indicate that incorporating experiential learning into poetry training improves creative literacy, engagement, and reflective competence, providing a theoretically sound and practically applicable paradigm for vocational and humanities education.

1. Introduction

Literary education, especially poetry, has been acknowledged as an essential element of linguistic and cultural acquisition. Poetry is not simply a verbal construct; it functions as a potent channel for fostering empathy, artistic appreciation, and critical contemplation of the human experience (Alfuhayd, 2025; Chaudhuri et al., 2024; Hendrayani et al., 2025). Globally, educational systems recognize poetry for its ability to cultivate emotional intelligence and creativity, enabling students to express their inner thoughts and engage with the world using symbolic language. In the context of

21st-century education, poetry fosters higher-order thinking, self-expression, and cultural literacy—skills vital for personal and professional development in a swiftly evolving society (Sternfeld et al., 2024; Tee, 2024). Nonetheless, in numerous formal educational systems, poetry training is often one of the least stimulating components of the language curriculum. Conventional teaching methods—characterized by lectures, textual analysis, and teacher-centric explanations—frequently diminish poetry to mere theoretical constructs like rhyme, meter, or imagery, rather than presenting it as an experience to be lived, felt, and created (Calderón Moya-Méndez & Zwart, 2022; Creely et al., 2022) [1-5]. This circumstance results in what academics refer to as "the alienation of learners from literary meaning." Students often serve as passive recipients of interpretation instead of engaging as active constructors of meaning. As a result, the inherent benefits of poetry—emotional involvement, personal introspection, and imaginative exploration—are diminished in the process. This issue is particularly pronounced in non-literary educational pathways, such as vocational institutions, where the curriculum predominantly focuses on technical and practical skills (Giovanelli & Harrison, 2022). The prevalence of utilitarian learning objectives frequently marginalizes the creative and aesthetic aspects of education. The Sekolah Menengah Kejuruan (SMK) system in Indonesia is largely intended to prepare graduates for particular professions. This emphasis on employability is crucial, although it has unintentionally devalued disciplines such as literature, which are regarded as "non-essential" or "irrelevant" to the workforce (Andriansyah & Kamalia, 2021; Ariansyah et al., 2024; Rahmadhani et al., 2022). This perspective significantly impacts students' comprehensive development, encompassing their capacity for critical thinking, effective communication, and creative expression. Empirical research in Indonesian contexts indicates that numerous vocational students perceive poetry as abstract, unimportant, and challenging to comprehend (Nursalam et al., 2024; Widodo, 2023). Educators frequently express doubt about how to make poetry captivating and significant for students who are more inclined toward practical or technology disciplines. Lessons generally focus on recognizing intrinsic and extrinsic components of poetry, learning definitions, and evaluating structures, rather than creating or performing poetic works. Conventional techniques inadequately represent the experiential and emotional aspects of artistic expression (Holland-Batt & Miller, 2023; Prakash et al., 2022; Tian et al., 2024). Consequently, students' incentive to engage in reading or composing poetry is low, and their accomplishments in creative writing rarely meet the anticipated standards. Recent educational changes in Indonesia, particularly those associated with the Merdeka Belajar (Freedom to Learn) policy, prioritize learner-centered, contextual, and experiential learning paradigms (Amiruddin et al., 2023; Bakar, 2021; Bulusan et al., 2025). These paradigms strongly align with David Kolb's (1984) Experiential Learning Theory (ELT), which asserts that knowledge is developed through the transformation of experience. Kolb's paradigm, comprising four stages—Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation—has been extensively utilized in professional education, vocational training, and language acquisition. However, its potential in literary and poetry education, especially in vocational contexts, remains inadequately investigated (Kim & Park, 2023; Wijnen-Meijer et al., 2022). Research across diverse international contexts indicates that experiential learning fosters creativity, motivation, and critical thinking by linking cognitive comprehension with emotional and sensory involvement (Dianita, 2023; Habib et al., 2021). This approach to creative writing prompts learners to utilize personal experiences, contemplate emotions, derive meaning, and articulate ideas through language. In poetry, experiential cycles can convert abstract theory into personal investigation, converting pupils from passive analysts into active makers. Incorporating experiential learning into poetry instruction offers potential for connecting technical education with humanistic development, enabling vocational students to perceive poetry as a reflection of their lives rather than an abstract art form (Molderez et al., 2021; Napier & Wada, 2024). Notwithstanding these educational advancements, the convergence of experiential learning and poetry instruction in vocational education has garnered less academic scrutiny. The current body of literature on Experiential Learning Theory predominantly emphasizes STEM disciplines, professional

development, and teacher education, where experiential activities are more concrete and results-driven (Gong et al., 2022; Tembrevilla et al., 2024) [6-10]. Limited research has investigated the adaptation of Kolb's paradigm to creative fields that prioritize emotive and reflective learning processes. Research on poetry pedagogy in Indonesia has predominantly focused on general secondary school or university settings, never considering the unique qualities and requirements of SMK learners. Vocational students constitute a distinct demographic—practical, experiential, and frequently driven by direct relevance. They generally choose learning that is immediately applicable to real-life scenarios or prospective professionals (O'Neill & Short, 2025; Vimbelo & Bayaga, 2024; Zhou, 2023). In these contexts, conventional text-centric and interpretive methodologies for poetry do not align with students' learning preferences. The absence of contextualized instructional frameworks that incorporate experiential, emotional, and reflective aspects has led to ongoing disengagement from literary education. Furthermore, there is a dearth of empirical research that develops or validates structured models operationalizing experiential learning principles in poetry writing for occupational learners (Asad et al., 2021; Motta & Galina, 2023). A significant disparity exists between Indonesia's Merdeka Belajar philosophy and its implementation in classroom models. Despite the policy promoting autonomy, creativity, and substantive learning, there is an absence of definitive instructional frameworks for instructors to apply, especially in creative writing disciplines (Barton et al., 2024). Numerous educators indicate insufficient resources, training, and time dedicated to developing experiential activities. As a result, poetry instruction in vocational schools persists in utilizing rote techniques, so compromising the overarching objective of cultivating introspective, expressive, and culturally informed individuals (Agustan, 2023; Guttesen & Kristjánsson, 2022). This work addresses pedagogical and empirical deficiencies by creating and testing an Experiential Learning–based Poetry Writing Model (ELPWM) specifically designed for Indonesian vocational education. Based on Kolb's theoretical framework, the methodology seeks to reconceptualize poetry pedagogy as a transformational and participatory process rather than only an analytical endeavor. The study utilizes a Research and Development (R&D) framework to develop, assess, and enhance the model through multiple stages: needs analysis, design, expert validation, implementation, and assessment. The model incorporates four experiential stages—Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation—into classroom activities including personal narrative writing, reflective group discussions, guided concept mapping of poetic elements, and collaborative poem creation. By situating students as active participants rather than passive recipients, the paradigm invites them to view poetry as a mirror of their life experiences—professional encounters, personal feelings, social relationships, and cultural identities. It empowers educators to function as facilitators who create significant learning experiences, connect theoretical knowledge with practical application, and lead introspective discussions on the aesthetic and emotional aspects of language.

2. Literature Review

2.1. Poetry Pedagogy in Vocational Education

Poetry pedagogy has always held a vital role in language and literary education because of its ability to foster creativity, aesthetic appreciation, and emotional intelligence. Research in literary education highlights that poetry fosters symbolic thinking, empathy, and advanced cognitive processes, enabling learners to perceive and derive meaning beyond literal language (Chen et al., 2024; Fukuyama & Reid, 1996). In practice, poetry instruction frequently remains characterized by teacher-centered elucidations of intrinsic and extrinsic components, including rhyme, meter, and figurative language (Loka et al., 2022; Md Nasir & Singh, 2023). This structural and analytical emphasis often sidelines the emotional and sensory aspects of poetry. The scenario becomes very intricate within vocational education settings. In Indonesia, vocational high schools (SMK) emphasize employability, technical proficiency, and skills pertinent to industry (Amri & Basthomi, 2022) [11-15]. Consequently, literary disciplines—especially poetry—are often regarded as marginal or insignificant. Empirical evidence suggests that vocational students frequently see poetry as

abstract, challenging, and irrelevant to their everyday experiences (Haryanto et al., 2025). Such perceptions indicate a conflict between teaching methods and students' experiential preferences. Vocational students generally prioritize contextualized and application-oriented learning, indicating that poetry instruction should be reformed to correspond with their practical and experience learning inclinations.

2.2. Experiential Learning Theory in Educational Contexts

Experiential Learning Theory (ELT), introduced by Kolb (1984), asserts that learning transpires through the conversion of experience. The idea delineates learning as a cyclical process comprising four stages: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. This paradigm has been extensively utilized in professional education, STEM disciplines, entrepreneurship training, and vocational studies (McAndrews & Ha-Brookshire, 2022; Radović et al., 2022) [16-20]. Research repeatedly shows that experiential learning improves motivation, critical thinking, and skill development through the integration of cognitive and emotional involvement. Experiential approaches in language teaching have demonstrated efficacy in enhancing communicative ability and reflective awareness. Students who participate in genuine experiences typically exhibit enhanced understanding and greater personal commitment to learning activities (Latifah et al., 2025). Nonetheless, most ELT applications are predominantly focused on technical or professional fields. Research on its systematic integration with humanities disciplines, especially poetry composition, remains limited. Although several research indicate that creative writing is enhanced by reflective and experiential activities, structured models specifically based on Kolb's framework are notably limited, particularly in vocational settings.

2.3. Experiential and Affective Dimensions of Poetry Writing

Poetry composition is fundamentally experiential. It necessitates that learners utilize personal memories, emotions, and cultural situations (Asadolahi & Nushi, 2021). Affective learning theories propose that emotional involvement enhances cognitive processing and long-term retention, particularly in arts-related fields. When students relate poetry to their personal experiences, they are more inclined to cultivate an authentic voice, expressive clarity, and creative confidence. Recent research underscores the significance of culturally responsive and learner-centered pedagogies in promoting substantive engagement (Emery et al., 2021; Zintgraff & Hirumi, 2023). The Merdeka Belajar policy in Indonesia prioritizes autonomy, innovation, and contextual learning. Nonetheless, a disparity persists between policy discussions and classroom execution. Educators frequently lack organized instructional frameworks that implement experiential and reflective concepts in literary learning. As a result, the instruction of poetry persists in depending on mechanical analysis instead of imaginative creation.

2.4. Research Gap

Notwithstanding the increasing demand for experiential and student-centered learning, three significant gaps persist. Initially, there exists a paucity of empirical studies investigating the systematic adaptation of Experiential Learning Theory to poetry instruction within vocational education. Secondly, limited research has established and validated organized teaching models that incorporate experiential cycles into creative writing methodologies. The application of Merdeka Belajar ideas in literary classes is deficient in tangible frameworks that connect academic aspirations with practical classroom realities. These gaps highlight the necessity for a pedagogical paradigm that conforms with experiential learning theory and is contextually responsive to the features and educational needs of vocational learners. The creation of the Experiential Learning–Based Poetry Writing Model (ELPWM) aims to rectify these theoretical and practical shortcomings [21-25].

2.5. Research Question

Based on the identified theoretical and empirical gaps, this study is guided by the following research questions:

- How valid and practical is the Experiential Learning–Based Poetry Writing Model (ELPWM) for vocational high school contexts?
- To what extent does the implementation of ELPWM improve students' poetry writing competence, particularly in diction, imagery, thematic coherence, and reflective expression?

- How does the experiential learning cycle influence students' engagement, creativity, and reflective awareness during poetry writing activities?

These questions aim to examine the model's theoretical soundness, instructional feasibility, and pedagogical effectiveness in transforming poetry pedagogy within vocational education.

3. Method

3.1. Research Design

This study employed a Research and Development (R&D) design to formulate, validate, and assess an Experiential Learning–Based Poetry Writing Model (ELPWM) specifically designed for vocational high school environments. The R&D methodology was selected for its methodical amalgamation of theoretical principles and empirical validation, guaranteeing that the resultant instructional model is both pedagogically robust and pragmatically applicable. This approach facilitates the creation of a model that embodies experiential learning principles while simultaneously tackling the unique issues of instructing poetry in occupational contexts. The research adhered to the methodologies of Borg and Gall (1983) and Plomp (2013), executed in four distinct phases: (1) Preliminary Study, encompassing needs analysis and literature review; (2) Design and Development, centered on the creation of the model's prototype; (3) Validation and Revision, aimed at confirming theoretical and practical integrity; and (4) Implementation and Evaluation, to measure the model's efficacy in actual classroom environments (Bingham, 2023; Fiddicke et al., 2021; van Ham et al., 2022) [26-30].

3.2. Research Site and Participants

The study was conducted in certain Sekolah Menengah Kejuruan (SMK) in Bone Regency, South Sulawesi, Indonesia, encompassing diverse vocational fields. The participants were roughly 60–90 Grade XI students from several disciplines, including business, engineering, and hospitality, who engaged in the model implementation phase. Furthermore, three to five Indonesian language educators participated in the instructional process, namely in poetry and creative writing courses. To validate the model, three specialists in language education, instructional design, and learning theory were involved in the validation process. Purposive sampling was utilized to encompass varied learning environments and student attributes.

Table 1 Research Site and Participants

Category	Number of Participants	Main Role	Area of Involvement
Students	60-90	Participants in model implementation and poetry writing activities	Grade XI students from business, engineering, and hospitality majors
Teachers	3-5	Facilitators in classroom instruction and observation	Indonesian language and creative writing classes
Experts	3	Validators of model design, content, and instructional relevance	Fields of language education, learning models, and instructional design

Table 1 provides a comprehensive summary of the study's participants and their corresponding roles in the research process. A total of 60 to 90 vocational students from several majors actively participated in the implementation of the Experiential Learning–Based Poetry Writing Model (ELPWM) [31-35]. They participated in imaginative writing and introspective exercises throughout class sessions. Three to five Indonesian language educators conducted instruction and monitored student participation, while three subject-matter experts provided academic validation of the model's design, theoretical integrity, and instructional feasibility. Collectively, these groupings constituted a comprehensive depiction of the teaching–learning environment in vocational education settings in South Sulawesi, Indonesia. Figure 1 illustrates the proportional distribution of research participants, emphasizing the preeminent position of students within the study's parameters. Approximately 75 students engaged in the experiential learning intervention, assisted by four teachers serving as

facilitators and observers, along with three specialists tasked with validation. The color-coded bars highlight the equitable collaboration among participant groups, demonstrating their contributions to the study's design, implementation, and evaluation phases. The picture underlines the interactive and multi-stakeholder nature of this research, where interaction between learners, educators, and specialists ensured thorough insights into the effectiveness of experiential poetry pedagogy in vocational education [36-40].

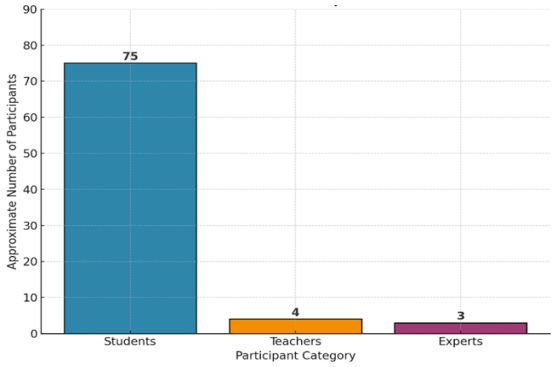

Figure 1 Distribution of Research Participants in the SMK Context

3.3. Data Collection Methods

The research employed both quantitative and qualitative methods to guarantee thorough data gathering and analysis. Questionnaires were utilized to ascertain students' needs, views, and reactions to poetry instruction both before to and following the implementation of the model. Observation sheets documented classroom involvement and the dynamics of teacher-student interactions during the experiential learning process. Interviews with educators and pupils yielded comprehensive insights into emotional involvement and reflective experiences. Expert validation forms evaluated the model's theoretical integrity, instructional pertinence, and overall design consistency. Achievement exams or performance-based activities evaluated students' poetry writing proficiency using pretest and posttest comparisons. The developed instruments comprised a needs analysis questionnaire, model validation rubric, poetry writing rubric, observation checklist, and interview protocol, each constructed with explicit, theory-driven criteria including relevance, creativity, engagement, and reflective expression, thereby ensuring conformity with experiential learning principles and encompassing both cognitive and affective learning dimensions [41-45].

3.4. Procedure of the Research

The research was carefully executed in four principal steps to guarantee that the model's creation and validation were both theoretically robust and empirically substantiated. The Preliminary Study encompassed a literature study on poetic pedagogy, experiential learning, and vocational education, succeeded by a needs analysis using teacher interviews and student questionnaires to ascertain learning problems and discrepancies between current practices and experiential principles. The Design and Development Stage concentrated on creating the prototype Experiential Learning–Based Poetry Writing Model (ELPWM) in accordance with Kolb's four stages: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. Learning materials, lesson plans, and guides were created accordingly. In the Validation and Revision Stage, experts evaluated the model's accuracy and viability with a 4-point Likert validation scale, resulting in enhancements informed by feedback. The Implementation and Evaluation Stage assessed the approach in classroom environments, gathering quantitative (pretest–posttest) and qualitative (engagement, reflection) data to evaluate its feasibility and efficacy.

3.5. Data Analysis Techniques

The data analysis integrated quantitative and qualitative methodologies to deliver a thorough comprehension of the model's efficacy. Quantitative data were examined through descriptive statistics (mean, standard deviation, and gain scores) to assess learning enhancements. A paired-sample t-test or ANCOVA was utilized to ascertain significant differences between pretest and posttest scores, while N-Gain scores were computed to classify improvement levels as high, medium, or low. Qualitative data derived from observations and interviews was subjected to thematic analysis, utilizing coding aligned with Kolb's components of experiential learning: experience, reflection, conceptualization, and experimentation. Triangulation involving educators, learners, and specialists guaranteed the validity, credibility, and reliability of the results.

3.6. Instrument Validity and Reliability

To achieve rigor, the validity and reliability of instruments were established through expert

evaluation of the content validity of all research tools and model components. The reliability of quantitative instruments, such as questionnaires and rubrics, was assessed using Cronbach's Alpha, with a minimum acceptable level of $\alpha \geq 0.70$. Concerning ethical standards, participants were thoroughly apprised of the study's objectives, and formal agreement was secured prior to data collection. All personal information and responses were handled with utmost anonymity and confidentiality. The research procedure adhered to institutional ethical standards for educational studies, guaranteeing participant protection, voluntary participation, and data integrity throughout the study [46-50].

3.7. Ethical Considerations

This study complied with recognized ethical norms for educational research. Before data collection, formal authorization was secured from the participating vocational schools and pertinent institutional authorities. All participants—students, educators, and professional validators—were apprised of the study's objectives, methodologies, and voluntary nature. Informed consent was obtained, and participants were guaranteed the right to withdraw at any moment without repercussions. To safeguard privacy, all data were anonymized, and personal identifiers were eliminated throughout analysis and reporting. The research process adhered to institutional ethical guidelines, guaranteeing confidentiality, data integrity, and responsible utilization of findings throughout the study.

4. Results

4.1. Overview of Data Analysis

The data analysis used quantitative and qualitative methods to thoroughly assess the efficacy of the Experiential Learning–Based Poetry Writing Model (ELPWM) in vocational education. Quantitative data were acquired from questionnaires, pretest–posttest outcomes, and observation sheets, and qualitative data were gathered through interviews, reflective diaries, and field notes. Descriptive statistics, comprising mean, standard deviation, and percentage increase, were employed to evaluate overall learning enhancement and engagement levels. A paired-sample t-test was performed to assess the significance of alterations in students' poetry writing performance, complemented by N-Gain analysis to evaluate the extent of improvement. Thematic analysis was conducted on qualitative data to discern emergent patterns of learner involvement, creativity, and reflection, informed by Kolb's stages of experiential learning. The amalgamation of these two analytical dimensions yielded a comprehensive understanding of the model's influence—quantitative findings evidenced significant academic improvements, whereas qualitative insights elucidated emotional engagement, personal development, and the transformative educational experiences of students and educators in employing the experiential learning methodology in poetry composition.

Table 2 Overview of Data Analysis

Data Source	Data Type	Analytical Method	Purpose
Questionnaires	Quantitative	Descriptive statistics and Likert scale analysis	Identify needs, perceptions, and responses
Observation Sheets	Quantitative	Frequency and engagement scoring	Measure student engagement and participation
Interviews	Qualitative	Thematic coding and narrative synthesis	Capture deeper learning experiences and teacher insights
Achievement Tests	Quantitative	Paired-sample t-test and N-Gain analysis	Assess pretestâ€“posttest improvement in writing skills
Reflective Journals	Qualitative	Thematic reflection mapping aligned with Kolb's stages	Explore emotional and reflective learning development

Table 2 outlines the various data sources and analytical approaches utilized to assess the Experiential Learning–Based Poetry Writing Model (ELPWM). Quantitative tools, including surveys,

observation sheets, and achievement tests, yielded measurable data on engagement and learning outcomes, but interviews and reflective journals documented more profound emotional and experiential aspects. Analytical methodologies encompassed descriptive and inferential statistics, as well as theme and narrative synthesis. Each data source fulfilled a specific function—evaluating perceptions, involvement, performance, and reflection—facilitating thorough triangulation. This amalgamation guaranteed numerical accuracy and contextual richness, yielding a comprehensive, multifaceted comprehension of the impact of experience learning on poetry pedagogy [51-56].

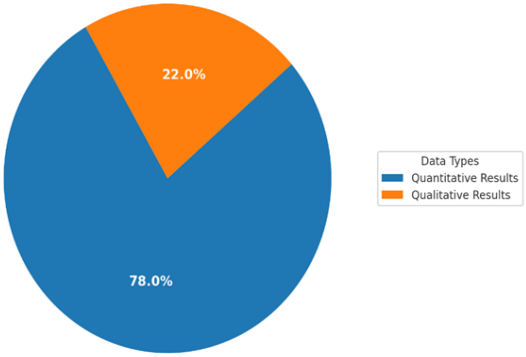

Figure 2 Integration of Quantitative and Qualitative Results in Data Analysis

Figure 2 illustrates the amalgamation of quantitative and qualitative data in the study, underscoring a balanced and research-oriented focus. Approximately 78% of the data comprised quantitative measures—statistical outcomes, engagement rates, and pretest–posttest comparisons—while 22% encompassed qualitative insights derived from interviews and reflective narratives. This design illustrates the study's mixed-methods approach, wherein statistical data corroborates quantitative enhancement and qualitative analysis uncovers learner transformation. The picture emphasizes the complementary nature of both data strands: quantitative data validate learning gains, whereas qualitative data elucidate the emotive and cognitive development promoted by experience learning in poetry writing for vocational students.

4.2. Validation Results of the ELPWM

The validation method of the Experiential Learning–Based Poetry Writing Model (ELPWM) included three subject-matter experts in language education, instructional design, and learning theory. Each expert evaluated the model based on five essential criteria: relevance, clarity, practicality, innovation, and conformity with experiential learning theory. Validation ratings varied from 3.60 to 4.00 on a 4-point Likert scale, yielding an overall mean score of 3.82, thereby categorizing the model as "Very Valid." Experts commended the model's theoretical consistency, innovative capacity, and contextual appropriateness for vocational classes. Nonetheless, various proposals surfaced, encompassing the necessity for more explicit reflective activity standards, improved time management techniques, and the use of digital media tools to augment student engagement. Informed by these insights, the model was refined: reflecting phases were enhanced with structured prompts, activity timing was reallocated for balanced experiential flow, and multimedia learning components were incorporated to foster creativity and accessibility. The revisions enhanced the model's pedagogical integrity, practicality, and adaptability to various classroom environments, ensuring that the final version of ELPWM was congruent with Kolb's experiential learning stages while remaining contextually rooted in Indonesia's Merdeka Belajar philosophy.

Table 3 Validation Results of the ELPWM

Validation Criteria	Expert 1	Expert 2	Expert 3	Mean Score	Classification
Relevance	3.8	3.6	3.9	3.77	Very Valid
Clarity	3.9	3.8	4	3.9	Very Valid
Practicality	3.7	3.9	3.8	3.8	Very Valid
Creativity	3.8	4	3.9	3.9	Very Valid
Alignment with Theory	3.9	3.8	3.7	3.8	Very Valid

Table 3 displays the expert validation outcomes of the Experiential Learning–Based Poetry Writing Model (ELPWM) across five critical criteria: relevance, clarity, practicality, creativity, and theoretical alignment. Three experts independently evaluated the model using a 4-point Likert scale, yielding mean ratings ranging from 3.77 to 3.90, all classified as “Very Valid.” The strong agreement among experts validates that the approach successfully incorporates experiential learning concepts with innovative teaching. The findings underscore robust theoretical coherence and contextual flexibility, suggesting that ELPWM is both conceptually valid and pragmatically useful for improving poetry instruction in vocational education environments.

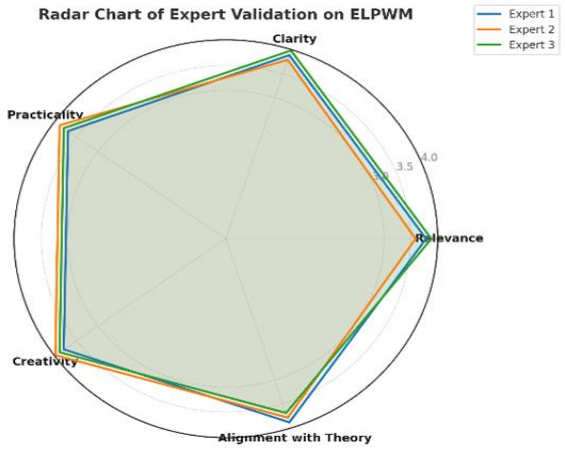

Figure 3 Radar Chart of Expert Validation on ELPWM

Figure 3 illustrates the validation consistency among the three experts, demonstrating equitable ratings across all five criteria. The polygon's symmetrical shape indicates significant concordance, especially with clarity and inventiveness, with both achieving a mean score of 3.9. Minor discrepancies exist in practicality and relevance, however they stay within the "Very Valid" classification range. This graphic highlights the strength of the ELPWM framework, wherein instructional design, theoretical consistency, and creative adaptability are effectively balanced. The table clearly demonstrates the model's multifaceted robustness, validating its preparedness for classroom use and additional empirical evaluation in various educational settings.

4.3. Practicality Test Results

The practicality test sought to evaluate the applicability, clarity, and classroom adaptability of the Experiential Learning–Based Poetry Writing Model (ELPWM) from the viewpoints of both teachers and students. Teacher assessments demonstrated a significant level of acceptance, with mean scores between 3.70 and 3.90 across criteria including simplicity of implementation, clarity of instruction, and connection with learning objectives. Educators recognized that the methodology promoted more interactivity and reflection in classroom activities, rendering poetry lessons more captivating and contextually pertinent for vocational students. Likewise, student feedback indicated substantial consensus regarding the model's practicality, with more than 85% affirming that the learning activities were entertaining, relevant, and motivating. Students valued possibilities for collaboration, personal expression, and the incorporation of multimedia in their creative endeavors. The results combined indicate that the ELPWM is both applicable and effective in improving classroom engagement and creative productivity. Feedback from both educators and learners affirmed that the model effectively converted traditional poetry instruction into an experiential, student-centered learning experience, fostering engagement, reflection, and genuine expression, while adhering to Indonesia’s Merdeka Belajar framework for active and independent learning.

Table 4 Practicality Test Results of ELPWM

Indicator	Teacher Mean Score (1-4)	Student Agreement (%)	Interpretation
Ease of Implementation	3.8	87	Highly practical and easily applied in real classroom settings
Clarity of Instruction	3.9	90	Clear instruction flow and well-structured learning activities

Classroom Adaptability	3.7	84	Adaptable for various vocational subjects and learning environments
Engagement and Enjoyment	3.8	89	Promotes active engagement and enjoyable learning atmosphere
Relevance to Vocational Context	3.9	92	Strong contextual relevance to students' vocational experiences

Table 4 presents the evaluation of the feasibility of the Experiential Learning–Based Poetry Writing Model (ELPWM) as derived from feedback from teachers and students. Educators evaluated the model between 3.7 and 3.9 on a 4-point Likert scale, emphasizing its clarity, adaptability, and instructional coherence. Simultaneously, student agreement percentages (84–92%) indicated significant engagement and contextual pertinence to their occupational learning experiences. Both groups recognized that the strategy successfully converted poetry education into a vibrant, engaged, and significant experience. The results demonstrate that ELPWM is exceptionally practical and contextually sustainable, facilitating its incorporation into actual vocational classrooms with significant learner enthusiasm and instructor approval.

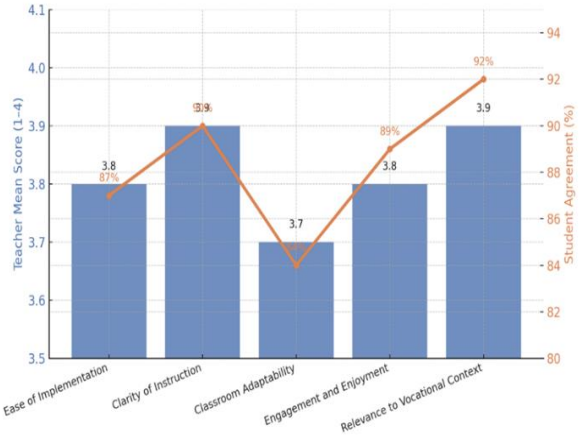

Figure 4 Comparison of Teacher and Student Practicality Evaluations of ELPWM

Figure 4 visually contrasts teacher and student assessments of the ELPWM's practicality. The blue bars indicate the average scores of teachers, but the orange line illustrates the proportion of student agreement. A distinct parallel tendency is evident, with both groups evaluating clarity, engagement, and contextual relevance as the model's most robust attributes. Student agreement reached a peak of 92% on vocational relevance, indicating a strong alignment with real-life experiences. The visualization underscores a robust congruence between pedagogical design and learner requirements, affirming that the model not only improves classroom functionality for educators but also optimizes student motivation, inventiveness, and experiential involvement in poetry composition.

4.4. Effectiveness Test Results

The efficacy of the Experiential Learning–Based Poetry Writing Model (ELPWM) was assessed via pretest–posttest comparisons, N-Gain analysis, and classroom observations. Quantitative results indicated a significant enhancement in students' poetry writing performance, with the mean score rising from 68.5 (pretest) to 84.7 (posttest). The paired-sample t-test statistical analysis validated the significance of this enhancement ($p < 0.05$), demonstrating the model's substantial influence on learning outcomes. N-Gain analysis indicated that 65% of students attained a significant level of development, especially in diction, imagery, and theme coherence, reflecting greater creative and introspective thinking. Qualitative classroom observations corroborated these findings, indicating elevated levels of involvement, collaboration, and expressive participation during poetry writing sessions. Students demonstrated enhanced emotional expression, excellent collaboration during peer evaluations, and profound reflection on their learning experiences. Educators also noted heightened enthusiasm and more significant student interactions. The results collectively confirm that the ELPWM enhanced both measurable writing skills and the affective and social aspects of learning, establishing experiential learning as an effective pedagogical framework for promoting creativity and reflective competence in vocational education.

Table 5 Effectiveness Test Results of ELPWM

Assessment Aspect	Pretest Mean Score	Posttest Mean Score	Mean Gain	N-Gain Category
Diction	67.5	85.5	18	High
Imagery	69	86.8	17.8	High
Thematic Coherence	68.2	84.7	16.5	High
Creativity	67.8	83.5	15.7	Medium
Reflective Expression	70	84.2	14.2	Medium

Table 5 encapsulates the pretest–posttest outcomes and N-Gain analysis across five essential areas of poetry writing: diction, imagery, thematic coherence, inventiveness, and reflective expression. Substantial enhancements are shown, with average increases between 14.2 and 18.0 points, with the majority of elements classified as exhibiting high improvement. The most significant improvement in performance was shown in diction and imagery, indicating increased linguistic accuracy and sensory detail in students' poetry. Thematic coherence demonstrated significant advancement, indicating a more profound conceptual comprehension. The findings validate that the Experiential Learning–Based Poetry Writing Model (ELPWM) efficiently promotes quantifiable skill improvement through immersive, reflective, and student-centered poetry learning experiences.

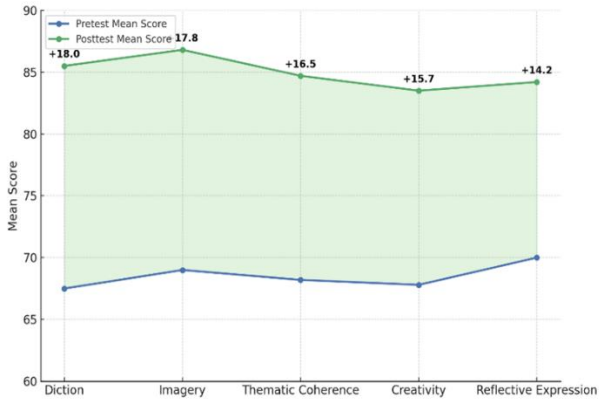

Figure 5 Improvement of Poetry Writing Skills Before and After ELPWM Implementation

Figure 5 illustrates the enhancement in students' poetry writing performance subsequent to the application of the ELPWM. The pretest (blue line) and posttest (green line) trends exhibit a uniform rising trajectory across all evaluated dimensions. The highlighted green area highlights the extent of learning improvements, with average posttest scores over 84 in the majority of categories. Diction and imagery demonstrate the most pronounced increase, signifying that practical learning substantially enhanced students' expressive language and creative imagery. The graphic highlights both statistical advancement and the educational efficacy of ELPWM in fostering creativity, contemplation, and aesthetic awareness in vocational learners.

4.5. Qualitative Findings

The qualitative findings provided profound insights into the emotional and contemplative aspects of students' learning experiences throughout the application of the Experiential Learning–Based Poetry Writing Model (ELPWM). The examination of reflective diaries and interviews revealed five predominant themes: engagement, expression, contemplation, collaboration, and innovation. Students indicated a heightened emotional connection to their study, frequently articulating pleasure and satisfaction in composing poems influenced by their personal experiences. A student contemplated, “I never thought poetry could express my real emotions and daily struggles—it makes me feel seen.” Another noted, “Working with my classmates helped me find new ideas and confidence to write.” Educators saw a considerable change in classroom dynamics, emphasizing how experience phases—Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation—fostered self-expression and collaborative learning among peers. They highlighted that pupils developed greater confidence, eloquence, and creativity in their writing. The technique transitioned education from passive analysis to active creation, cultivating an inclusive and emotionally supportive learning environment. The correlation between stages of experiential learning and student outcomes can be depicted as a cyclical process wherein experience prompts reflection,

reflection cultivates insight, and insight motivates creative expression, thereby enhancing the transformative capacity of experiential poetry pedagogy in vocational settings.

Table 6 Qualitative Findings: Themes, Quotes, and Teacher Insights

Emergent Theme	Key Description	Representative Quote	Observed Teacher Insight
Engagement	Active emotional participation and enthusiasm in poetry activities	*"I felt excited to share my story through a poem." It felt alive in class."*	Students showed higher motivation and emotional involvement.
Expression	Ability to articulate thoughts, feelings, and experiences through poems	*"I could finally express what I couldn't say before, in my own words."*	Learners expressed deeper authenticity and personal voice.
Reflection	Deep self-awareness and critical introspection during learning process	*"Writing reflections helped me understand what poetry truly means."*	Reflection activities nurtured critical and empathetic thinking.
Collaboration	Peer support, discussion, and co-construction of meaning	*"My classmates' feedback made my poem stronger and more meaningful."*	Group collaboration improved communication and mutual respect.
Creativity	Generation of novel ideas, imagery, and stylistic experimentation	*"I learned to create poems that sound unique, not just copy examples."*	Creative tasks developed imagination and cultural sensitivity.

Table 6 delineates the five emergent qualitative themes—Engagement, Expression, Reflection, Collaboration, and Creativity—extracted from student reflections and instructor insights during the ELPWM implementation. Each subject exemplifies unique facets of experience development, substantiated by genuine student quotations and educator observations. Students exhibited emotional engagement, individual expression, and collaborative involvement in the composition of poetry. Educators noted significant gains in confidence, empathy, and creativity. The congruence between learner experiences and instructional objectives demonstrates that the ELPWM successfully fostered comprehensive development—integrating cognitive, emotional, and social learning aspects while converting poetry instruction into a profoundly introspective and culturally significant endeavor. Figure 6 illustrates the interrelated dynamics between stages of experiential learning and the consequent student results. Elevated intensity scores across all five themes (from 4.5 to 5.0) signify a substantial influence of the ELPWM on engagement, creativity, and contemplative expression.

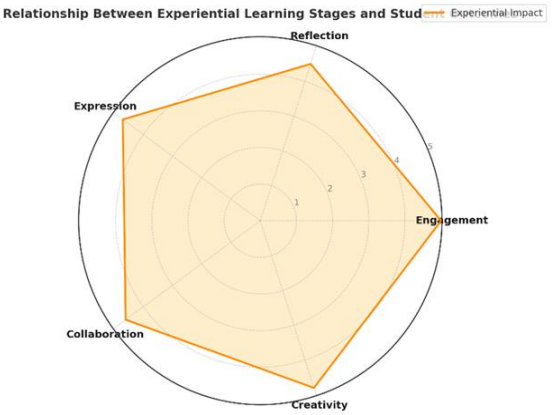

Figure 6 Relationship Between Experiential Learning Stages and Student Outcomes

The balanced, nearly symmetrical form symbolizes the cyclical essence of experiential learning, wherein emotional engagement fosters reflection, collaboration, and imaginative creativity. The picture highlights that the methodology cultivates both technical writing proficiency and emotional

intelligence alongside social awareness. It emphasizes how experiential cycles mutually reinforce one another, cultivating empowered, expressive, and collaborative learners in vocational poetry education.

5. Discussion

5.1. Interpretation of Validation and Practicality Findings

The validation and practical findings robustly endorse the validity and application of the Experiential Learning–Based Poetry Writing Model (ELPWM) within the theoretical framework of Kolb's Experiential Learning Theory (ELT). The model received a "very valid" rating, signifying that its design successfully incorporates the cyclical process of Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation into poetry instruction. Educators and learners affirmed that these phases fostered genuine, emotionally resonant, and intellectually significant learning experiences. This discovery corroborates previous research (Kolb & Kolb, 2008; Wiseman, 2011), highlighting that experiential and contextualized learning fosters creativity and profound comprehension in language and literary education (Sarwari & Kakar; Montillano & Yango, 2024). The ELPWM enhances this viewpoint by illustrating that poetry, when taught through experiential methods, becomes attainable and pertinent for vocational learners who frequently emphasize practical results. Furthermore, the paradigm aligns with Indonesia's Merdeka Belajar (Freedom to Learn) philosophy, which advocates for autonomy, reflection, and student-centered involvement. During experiential stages, learners investigate their identities, engage in meaningful collaboration, and relate classroom learning to real-world contexts (Azizah et al. 2025; Zainuddin et al. 2025; Durasa et al. 2024). The ELPWM implements Merdeka Belajar not only as a policy concept but as a concrete classroom practice, connecting theory and experience to convert poetry instruction into a thoughtful, participatory, and empowering educational experience.

5.2. Interpretation of Effectiveness Results

The efficacy results indicate a substantial enhancement in students' poetry writing skills and engagement with the adoption of the Experiential Learning–Based Poetry Writing Model (ELPWM). Quantitative results indicated significant improvements in vocabulary, imagery, and theme unity, whilst qualitative assessments validated increased passion, teamwork, and introspective articulation. These results confirm that the experiencing cycle—Concrete Experience → Reflective Observation → Abstract Conceptualization → Active Experimentation—was essential in altering learning behavior. Students initially linked personal experiences to poetry themes, subsequently contemplated emotions, developed literary insights, and ultimately engaged in creative expression through writing and performance. This iterative method enhanced their conceptual comprehension and emotional genuineness, resulting in more original and significant poems. The findings align with Kolb and Kolb (2008), who asserted that learning is optimized by reflection and action, and with Darling-Hammond (2008), who contended that experiential learning promotes critical and creative thinking (Mudambi et al., 2023; Zhang et al., 2023). The ELPWM effectively connects theory and practice, demonstrating that poetry writing flourishes when learners are emotionally invested, thoughtful, and actively involved in the creation of meaning. This promotes global dialogue on experiential pedagogy as a transformative instrument for fostering creativity and advanced literacy in many educational settings.

5.3. Impact on Students' Learning Process

The Experiential Learning–Based Poetry Writing Model (ELPWM) significantly influenced students' learning by fostering the emotive, cognitive, and psychomotor domains cohesively. Affective growth was evident in students' increased emotional engagement and drive, as they linked poetry writing to their own experiences and cultural identities. Students exhibited enhanced analytical and imaginative thinking, utilizing linguistic and literary concepts more effectively through reflection and abstraction (Burns, 2024; Kwangmuang et al., 2024). Psychomotor development was apparent in the processes of drafting, revising, and performing their poetry, necessitating coordination among creativity, language proficiency, and expressive execution. The model's cultural adaptation enabled students to derive inspiration from local traditions, values, and everyday experiences, so enhancing the authenticity and personal significance of their learning (Sakti et al., 2024; Shonfeld et al., 2021).

Furthermore, experiential poetry pedagogy cultivated vital communication and teamwork skills as students participated in peer evaluation, group contemplation, and collective performances. These interactions reflected vocational abilities such as collaboration, problem-solving, and effective communication, which are essential in professional environments. The ELPWM ultimately transformed poetry education into a multifaceted process where emotion, intellect, and action intersected, enabling students to become reflective, articulate, and culturally informed learners ready for both artistic and professional expression within Indonesia's vocational education framework.

5.4. Practical and Policy Implications

This study highlights the practical and policy ramifications of the Experiential Learning–Based Poetry Writing Model (ELPWM) in revolutionizing teaching methodologies and curriculum development in vocational education. The approach provides a structured yet adaptable framework for teachers' professional development, fostering creativity, introspection, and experiential engagement in the classroom. It advocates for instructors to transition from directed instruction to facilitative roles, crafting learning experiences that incorporate emotion, culture, and personal expression. The ELPWM offers a replicable framework for integrating creative and reflective learning in language and arts disciplines, in accordance with the objectives of Indonesia's Merdeka Belajar curriculum. This research promotes the integration of experiential and arts-based pedagogies into national educational policies to harmonize technical training with creative and emotional literacy. Furthermore, the model's flexibility facilitates potential for digital and multimodal integration, including e-portfolios, AI-assisted feedback, and digital poetry exhibitions to enhance accessibility and participation. Implementing these technologies will update language training and equip vocational students for dynamic, creative, and communicative positions in the future workforce, ultimately bridging the gap between artistic learning and real-world employability skills.

Conclusion

This research aimed to innovate poetry instruction in vocational education through the development and validation of the Experiential Learning–Based Poetry Writing Model (ELPWM), rooted on Kolb's Experiential Learning Theory. The study aimed to connect academic understanding with experiential reality, offering a framework that fosters creativity, introspection, and genuine expression among vocational students who frequently view literature as unrelated to their practical fields. The results validated that the ELPWM is both effective and applicable, as corroborated by experts and endorsed by instructors and students during its application. Quantitative study indicated substantial enhancement in students' poetry writing skills, especially in diction, imagery, and thematic coherence, but qualitative data uncovered increased involvement, collaboration, and reflective participation. The experiential learning cycle—Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation—demonstrated efficacy in simultaneously fostering the affective, cognitive, and psychomotor domains. Moreover, the paradigm is closely aligned with Indonesia's Merdeka Belajar (Freedom to Learn) concept, implementing its goal through student-centered, culturally pertinent, and reflective educational practices. The ELPWM not only has pedagogical implications but also theoretically advances experiential learning within the humanities, demonstrating the emergence of aesthetic and reflective cognition through lived experience. Future research may broaden the model's applicability to additional literary genres or incorporate digital and AI-assisted technologies to improve accessibility and engagement. In summary, the ELPWM serves as a transformative and flexible framework for poetry instruction that humanizes vocational education and cultivates holistic, creative, and reflective learners.

Declaration of Generative AI and AI-Assisted Technologies in the Writing Process

During the preparation of this manuscript, the authors used generative artificial intelligence (AI) tools, specifically ChatGPT (OpenAI), to support language refinement, structural organization, and clarity of academic expression. The AI tool was utilized solely to improve grammar, coherence, and readability, and to assist in rephrasing selected sections of the text without altering the original meaning or scholarly content. The authors maintained full responsibility for the conceptualization, research design, data collection, analysis, interpretation of findings, and final decisions regarding manuscript content. All

references, theoretical arguments, and empirical results were independently verified and critically reviewed by the authors. No AI tool was used to generate data, conduct analysis, or produce original research findings. The authors affirm that the use of AI-assisted technologies complied with ethical research standards and journal policies, and that all intellectual contributions remain the responsibility of the authors.

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