


## Literary Literacy Assistance through Writing Poetry Anthologies to Develop the Character and Creativity of Elementary School Students

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### ABSTRACT

Pendampingan literasi sastra di sekolah dasar merupakan salah satu strategi untuk menumbuhkan karakter dan kreativitas siswa sejak dini. Penelitian ini bertujuan untuk mendeskripsikan proses dan hasil pendampingan literasi sastra melalui kegiatan penulisan buku antologi puisi. Metode yang digunakan adalah pendekatan kualitatif dengan teknik pendampingan, observasi, dan dokumentasi karya siswa. Hasil kegiatan menunjukkan bahwa penulisan puisi tidak hanya meningkatkan kemampuan berbahasa dan apresiasi sastra, tetapi juga menumbuhkan nilai-nilai karakter seperti kejujuran, empati, dan tanggung jawab. Selain itu, kreativitas siswa berkembang melalui eksplorasi ide, imajinasi, dan ekspresi personal yang dituangkan dalam bentuk puisi. Buku antologi puisi yang dihasilkan menjadi bukti nyata keterlibatan siswa dalam proses kreatif sekaligus sebagai media pembelajaran yang berkelanjutan. Dengan demikian, pendampingan literasi sastra melalui penulisan antologi puisi terbukti efektif dalam menumbuhkan karakter dan kreativitas siswa sekolah dasar.

Literary literacy mentoring in elementary schools is one strategy to foster students' character and creativity from an early age. This study aims to describe the process and results of literary literacy mentoring through the writing of a poetry anthology. The method used is a qualitative approach with mentoring, observation, and documentation techniques of students' work. The results of the activity indicate that poetry writing not only improves language skills and literary appreciation but also fosters character values such as honesty, empathy, and responsibility. In addition, students' creativity develops through the exploration of ideas, imagination, and personal expression expressed in the form of poetry. The resulting poetry anthology is tangible evidence of student involvement in the creative process and serves as a medium for ongoing learning. Thus, literary literacy mentoring through the writing of a poetry anthology has proven effective in fostering the character and creativity of elementary school students.



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### INTRODUCTION

The VUCA (Volatility, Uncertainty, Complexity, and Ambiguity) era, synonymous with turmoil, uncertainty, complexity, and ambiguity, has had a definite impact on the world of basic education. The crucial role of basic education in preparing young people is vital, particularly in efforts to prepare a generation that is academically intelligent, possesses strong character, and is adaptable to the various changes of the times. After all, a sound educational process will produce high-quality individuals with the potential to advance the nation and state (Umi et al., 2020).

In the context of the 21st century, there are 16 life skills that the current generation must possess to survive. These skills are grouped into three broad categories: foundational literacy skills, 21st-century competencies, and character qualities (Yuningsih, 2019). These 21st-century competencies are known as the 4Cs, which include Critical Thinking and Problem Solving, Creativity and Innovation, Communication, and Collaboration (Indarini, 2024). These four skills are often referred to as the 4Ks: critical thinking and problem-solving, creativity and innovation, communication, and collaboration. Meanwhile, strengthening national character education should be instilled from an early age and integrated into the curriculum, including religiosity, nationalism, independence, integrity, and mutual cooperation (Faridli et al., 2024). In addition to enabling individuals to analyze mathematical symbols to solve problems and make decisions, basic literacy, namely reading and writing skills, is also a crucial aspect that forms the foundation of education (Nazmudindireja et al., 2025).

The Indonesian government firmly emphasizes the importance of six basic literacies as conveyed by Handayani in (Afryansyah et al., 2025), namely reading-writing literacy, numeracy literacy, scientific literacy, digital literacy (ICT literacy), financial literacy, and cultural and civic literacy. Among the six, reading-writing literacy, especially literary literacy, is a strategic aspect in developing children's expression, sensitivity, empathy, and imagination. Even literary learning according to Kusumasari in (Mardi et al., 2025) is believed to be able to develop students' language and critical thinking skills. This activity can be optimized through the exploration of literary works such as poetry, folklore, fables, and fairy tales. These literary works are believed to be able to develop the ability to understand, appreciate, and express ideas in students' minds. Through poetry writing activities, students learn to frame real experiences and emotional aspects experienced with beautiful, measured, and meaningful language. Besides being able to strengthen language skills, this activity is also able to optimize several character traits, for example, perseverance, self-confidence in showing work to the public, as well as self-reflection exercises in interpreting all previous experiences.

Creative literary writing activities can be implemented in various ways, for example, using the Tri-N Method introduced by Ki Hajar Dewantara and based on local wisdom (Widowati et al., 2023), integrating digital media and contextual approaches (Mardi et al., 2025), optimizing the literary literacy ecosystem in the form of school libraries (Novitasari, 2024), and even integrating it with improving students' ecological insights (Afandi et al., 2025). The majority of these studies have had a positive impact on students' creative writing skills.

Real conditions on the ground show that many elementary schools, despite being accredited in the highest category, are not yet productive in sustainable literary literacy activities. SD Negeri 2 Kalikebo, located in Mardirejo, RT 8, RW 3, Kalikebo, Trucuk, Klaten, is one of the public schools with A accreditation, achieved in 2022 under Decree Number 1453/BAN-SM/SK/2022. This school was established on January 2, 1953 with Establishment Decree Number 503/128/20.04, but this school has been operating since January 1, 1910.

Based on data accessed from <https://dapo.kemendikdasmen.go.id/>, SD Negeri 2 Kalikebo is currently led by Principal Dameria, S.Pd., with five teachers, one administrative staff member, and a total of 144 students, 78 boys and 66 girls. Data accessed from <https://sekolah.data.kemendikdasmen.go.id/> shows that information on literacy facilities, such as a library, specifically a literary collection, creative writing activities, or other facilities supporting literacy activities, is not readily available. This concrete evidence suggests that there are opportunities and spaces for activities to strengthen students' literacy culture based on real-life experiences.

Through these activities, in addition to practicing poetry writing, children's character development, such as discipline, responsibility, self-confidence, and the ability to collaborate, can be optimized. The final product, a poetry anthology, is a tangible manifestation of the literacy culture rooted in rural elementary schools, yet possesses high aesthetic and educational value. Thus, this community service activity is expected to serve as a model for strengthening literary literacy that is enjoyable, creative, and meaningful, and aligns with the characteristics of Deep Learning in the Independent Curriculum. Collaboration between lecturers and university students, along with teachers and students from schools through this mentoring activity is expected to further strengthen the school literacy ecosystem, supporting lifelong learning and character development for children, leading to a golden generation of character in 2045.



Number	Activity	Has been implemented in the following month							
		0	1	2	3	4	5	6	7
6	Poetry Writing Mentoring								
7	Preparing Progress Reports								
8	Curation, Editing, and Production of a Poetry Anthology								
9	Evaluation and Conclusion								
10	Final Report Preparation								
11	Journal Article Preparation								

Referring to the activity flow in Table 4.2 above, the activity begins from month 0, meaning that proposal preparation will begin in December 2025, along with an initial survey. The initial survey was conducted through a direct interview with the principal on December 8, 2025. During the interview, it was revealed that the school aspired to document student work in the form of poetry, which would be launched at the culmination of sixth-grade graduation ceremonies. However, the school faced challenges with inadequate human resources (HR) to facilitate the production and publication process, particularly in the form of a poetry anthology book, both digitally and in print. As a result, the principal's long-cherished dream has yet to be realized.

The Community Service Team of the Widya Dharma University Teacher Professional Education (PPG) Study Program, recognizing the principal's good intentions, began developing a work program to facilitate poetry writing mentoring activities. The Community Service Team framed the activity as "Literary Literacy Mentoring Through Writing a Poetry Anthology to Develop the Character and Creativity of Elementary School Students."

During the two poetry writing mentoring sessions with students, the activities generally ran very smoothly. All students displayed high enthusiasm and passion as they composed the poems that would later be published in a book. Curiosity was evident on each student's face. The following is documentation of the activity as students listened to the presentation of the material at the beginning of the activity. The format of this activity is illustrated in Figure 1 below.



Figure 1: Students are listening to the facilitator's explanation

The facilitator prepared a Student Worksheet (LKPD) to help students organize their ideas for writing poetry. The LKPD was prepared by the community service team in consultation with the school. The following illustrates the implementation of the LKPD by students.

### FINDINGS AND DISCUSSION

The community service activity, entitled "Literary Literacy Mentoring Through Writing a Poetry Anthology to Develop Character and Creativity in Elementary School Students," was carried out according to plan without any significant obstacles. The community service activity was deemed quite meaningful and supported academic activities, particularly for the 26 sixth-grade students.

The literary literacy mentoring activity through writing a poetry anthology in elementary schools demonstrated that literature can be an effective medium for developing students' potential holistically. The process of writing poetry provides a space for students to express their experiences, feelings, and imagination. This aligns with literacy theory, which emphasizes the importance of reading and writing

skills as a means of building identity and character.

Furthermore, this activity demonstrated improved language skills, including diction, style, and poetic structure. Students learned to choose appropriate words, construct beautiful sentences, and express ideas creatively. In terms of character, this mentoring fostered self-confidence, discipline, and responsibility as students were directly involved in the creative process that led to the production of a tangible work, the anthology.

The discussion also highlighted that literary literacy mentoring serves not only as an academic activity but also as a means of fostering life values. The poems written by students often reflect concern for the environment, gratitude, and appreciation for parents and teachers. Thus, this activity contributes to the formation of positive character while strengthening students' creativity.

Literary literacy mentoring through the writing of poetry anthologies has been proven to foster the character and creativity of elementary school students. This activity not only improves language skills and appreciation of literary works, but also instills character values such as honesty, empathy, responsibility, and self-confidence. Students' creativity develops through the exploration of ideas and imagination expressed in poetry, while the resulting anthology serves as tangible evidence of their involvement in the creative process.

Thus, writing a poetry anthology can serve as a model for sustainable and inspiring literacy learning, as well as a relevant character education strategy for elementary school students. The students' active, creative, and enthusiastic participation is evident in Figure 2, a community service activity below. Figure 2 shows the following activity involving 26 active students, with all students present according to the class size.



Figure 2: Students completing the Student Worksheet (LKPD)

## CONCLUSION

The conclusions that can be drawn from the community service report entitled "Literary Literacy Assistance through Writing a Poetry Anthology to Foster Character and Creativity in Elementary School Students" are as follows:

### 1. Integrate the Curriculum

Poetry writing activities are part of Indonesian language learning or local content. Teachers can incorporate poetry anthology writing projects as semester assignments or extracurricular activities.

### 2. Integration Processes Are Carried Out Gradually

Start with an introduction to simple poetry (pantun, children's poetry) before moving on to free verse. This technique is implemented using word play, collaborative writing, or writing based on images/themes to facilitate students' imagination.

### 3. Create a Supportive Literacy Environment

This can be done by providing a reading corner or literacy corner in the classroom with a collection of children's poetry books. This can be done by holding regular activities such as "Poetry Reading Day" or "School Literature Week," or other activities that support the creation of a comfortable, beautiful, and creative environment.

### 4. Teacher-Parent Collaboration

This literacy mentoring activity can involve parents in supporting their children's writing at home, for example by setting aside dedicated writing time or reading poetry together. Teachers can then hold short workshops for parents on the importance of literary literacy. Meetings between teachers and parents can stimulate and spark students' creativity, encouraging them to continue producing. Ajang Publikasi Karya Siswa

Kegiatan pendampingan literasi bahasa dan sastra ini dapat membantu para siswa dan guru itu sendiri dalam mendokumentasikan puisi siswa dalam bentuk buku antologi, majalah sekolah, atau blog sekolah. Dengan mengadakan acara peluncuran buku antologi puisi siswa akan merasa bangga dan termotivasi.

#### 5. Character Building

Teachers can choose poetry themes relevant to character values, such as honesty, friendship, environmental stewardship, or gratitude. This activity will encourage students to write poetry based on real-life experiences, thereby further internalizing and documenting character values.

#### 6. Utilizing Technology

By using writing apps or digital platforms to collect and edit student poetry, teachers can create e-book versions of poetry anthologies to make student work more widely accessible.

This literary literacy mentoring activity through the writing of a poetry anthology in elementary schools demonstrates that literary studies and linguistics can be effective tools for developing students' potential holistically. The poetry writing process taught here provides a space for students to express their experiences, feelings, and imagination. This aligns with literacy theory, which emphasizes the importance of reading and writing skills as a means and vehicle for building their identity and developing good character. However, this activity is not without challenges in its implementation. Therefore, some suggestions can be summarized as follows:

1. Teachers should consistently provide mentoring, not just one-off activities, so that literary literacy becomes a school culture.
2. Schools can collaborate with local literary communities or writers to provide additional inspiration and motivation.
3. Evaluation of activities should not only focus on the results of the work, but also on the process of character development and student creativity.

With these practical steps, literary literacy mentoring through the writing of a poetry anthology can become a sustainable program that strengthens literacy culture and shapes students' character.

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