

The Influence of the Constructivist Learning Approach on Students' Poetry Writing Ability in the Indonesian Language Subject for Grade X State Senior High School 11 Garut

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ABSTRACT

This study aims to determine the effect of a constructivist learning approach on students' poetry writing skills. The constructivist approach emphasizes that knowledge is actively constructed by students through direct experience and social interaction. The theory underlying this research is the constructivist theory of Jean Piaget and Lev Vygotsky, who highlighted the importance of the processes of assimilation, accommodation, *scaffolding*, and *the zone of proximal development* (ZPD) in building understanding and skills. The method used is a quantitative method with a *quasi-informative approach*. experiment, using a *pretest-posttest design one group design*. Data were collected through poetry writing tests before and after the implementation of the constructivist approach. The results showed a significant increase in students' poetry writing skills, with an average score increasing from 49.35 in *the pretest* to 73.95 in *the posttest*. In addition, students' writing motivation also increased, as seen from their enthusiasm, active participation, and courage in expressing ideas through poetry. Based on the results of the study, the constructivist learning approach has a positive influence on students' poetry writing skills. This approach not only improves the technical aspects of writing, but also encourages students to think critically, creatively, and reflectively. Therefore, the constructivist approach is recommended as an effective learning strategy in developing writing skills in schools.

Keywords: Constructivism Approach, *Writing Poetry, Learning Motivation*

INTRODUCTION

Indonesian language learning at the senior high school (SMA) level encompasses four core competencies: listening, speaking, reading, and writing. These four skills are not isolated but interrelated and mutually reinforcing. Among these four skills, writing is the most complex because it requires not only technical mastery of the language but also critical thinking, creativity, and the ability to organize ideas systematically and logically. Writing is the end result of a deep thinking process that encompasses observation, understanding, interpretation, and expression. In this context, writing is not simply understood as the activity of composing

words, but rather as a productive skill that demands high-level cognitive abilities (Rohani, 2019) .

The reality on the ground shows that writing instruction at State Senior High School 11 Garut still faces various serious challenges. The learning process is still dominated by conventional methods that emphasize standard structures and highly detailed instructions from teachers to students. This learning model tends to direct students to a particular pattern that is considered correct, while ignoring the possibility of broader and more creative exploration of ideas from the students themselves. When students are not given the freedom to write, they will struggle to explore ideas independently and create original works. This impacts the limited development of students' writing skills, particularly in poetry, which demands sensitivity, freedom of expression, and a strong sense of imagination (Nurhadi, 2021) .

Students' interest in poetry writing diminishes when teachers act more as information centers and overly dominate learning activities. In this learning model, the writing process is no longer a personal and enjoyable experience, but rather a burden that must be met to meet curriculum demands. This situation is exacerbated by assessments that focus solely on the final product without considering the students' creative process. A similar situation was found in a study (Wulandari, 2021) , which stated that students often imitated teacher examples without fully understanding the process of poetry creation. This learning pattern causes students to simply copy the structure, themes, and diction from reference texts, resulting in less authentic writing.

The constructivist learning approach presents an answer to these problems. This approach is based on the theory developed by Piaget and Vygotsky , which emphasizes that knowledge is actively constructed by students through experience and social interaction. In this approach, students are no longer viewed as passive recipients of information, but rather as active subjects who fully participate in constructing meaning and understanding concepts through direct involvement in the learning process (Santoso, 2018) . Learning with a constructivist approach provides opportunities for students to find their own solutions to problems, express their ideas freely, and build knowledge based on their own experiences and life contexts.

Using a constructivist approach in poetry writing lessons can increase students' motivation and help them rediscover meaning in the writing process. In the context of writing lessons, this approach encourages students to draw inspiration from personal experiences, their surroundings, and interactions with peers. Students are trained to work collaboratively in small groups, discuss, and provide feedback on each other's writing. This process not only enriches the content of the writing but also improves students' critical thinking and communication skills. Research (Mulyana, 2020) shows that students who participate in learning with a constructivist approach are better able to develop original, imaginative, and meaningful writing compared to students taught using a conventional approach.

Similar results were found in a study (Andriani & Suherman, 2022) , which conducted an experiment on two groups of high school students. The first group was taught using a constructivist approach, while the second group was taught using a conventional approach. Evaluation results showed that the first group experienced significant improvements in creativity and the quality of their poetry, while the second group tended to stagnate. This

striking difference indicates that the constructivist approach is more effective in encouraging students' emotional and intellectual engagement in the writing process.

The reality at State Senior High School 11 Garut demonstrates the need for innovation in the poetry writing learning process. The lack of use of approaches that can stimulate student creativity results in less than optimal learning outcomes. Many teachers remain fixated on outdated learning patterns that don't allow for the exploration of students' ideas and experiences. What should be a fun and liberating writing experience has instead become a tedious, routine task. This problem not only impacts the low quality of students' writing but also diminishes their interest in pursuing writing activities sustainably (Suharyanto, 2020).

Research examining the application of a constructivist approach to poetry writing instruction, particularly at the high school level, is still relatively limited. Yet, poetry writing skills are crucial not only in academic contexts but also in developing students' emotional sensitivity, aesthetics, and reflective thinking skills. Poetry writing is a form of expression that allows students to communicate their feelings and thoughts in unique and personal ways. Effective poetry writing instruction will help students hone their intuition, linguistic sensitivity, and social awareness. Therefore, it is crucial to explore and implement learning approaches that can stimulate this potential.

This study aims to determine the extent to which the application of the constructivist learning approach can influence the improvement of poetry writing skills of class X students of SMA Negeri 11 Garut. In addition, this study is also expected to contribute to the development of Indonesian language learning strategies that are more student-centered, and can be a practical reference for teachers in designing innovative and inspiring learning models. This study has limitations on the material of writing poetry texts, with the object of research being class X students. The main focus of this study is to describe the influence of the constructivist learning approach on increasing students' motivation and ability to write poetry creatively and originally.

The problem formulation in this study is focused on the main question, namely: *How does constructivism learning influence students' poetry writing abilities in the Indonesian Language subject of class X of SMA Negeri 11 Garut?* With this question, the research objective is directed to reveal the effectiveness of the constructivism approach in answering the challenges of learning to write poetry in schools, as well as providing an empirical basis for the development of pedagogy that is more appropriate to the needs and characteristics of today's students.

METHODS

The research method used in this study is an experimental method with a quantitative approach. Specifically, this study adopted a *pre-experimental design* with a *one-group pretest-posttest design*. This design involved one group of research subjects, namely grade 10 students of SMA Negeri 11 Garut, without a control group for comparison. This design was chosen based on the limitations of field conditions that allowed the research to be applied to only one class as an experimental class.

The research process begins with the administration of a *pretest* to all students to measure their initial poetry writing abilities before treatment. Next, a constructivist learning approach

was implemented as a treatment or intervention in the poetry writing learning process. Learning was carried out by actively involving students in idea exploration, group discussions, and reflection on their poetry works. After the learning period ended, *a posttest was administered* to measure students' poetry writing abilities after the constructivist approach was implemented.

Data obtained from *pretest* and *posttest* were then analyzed quantitatively using *nonparametric statistical tests*, namely *Wilcoxon Signed Rank Test*, to determine whether there is a significant improvement in students' poetry writing skills after participating in learning with a constructivist approach. By comparing the results of *the pretest* and *posttest* This study was able to directly identify treatment effectiveness more accurately and objectively. This approach aligns with the principles of experimental research, which aims to assess the effect of an intervention on a specific variable (Abraham & Supriyati, 2022).

Table 1. Pretest Research Design Posttest

$O_1 X O_2$

(Sugiyono, 2019)

Information:

O_1 : First (initial) measurement before students are given treatment (*pretest*)

X : *Treatment* (Constructivist Learning Approach)

O_2 : Second measurement after treatment (*posttest*)

The population in this study was all grade X students of SMA Negeri 11 Garut in the 2025/2026 academic year, consisting of 12 classes with a total of 481 students. Sampling was carried out using a *random* sampling technique, namely random sampling without considering the special characteristics of the population members. Through a lottery process, class X-7 was selected as the experimental class. This technique was chosen to provide a fair opportunity for all members of the population to be sampled, as well as to ensure the objectivity of the research results and the representation of the characteristics of the population as a whole (Sulasmiyatningsih, 2024).

Data collection was conducted through two main techniques: observation and testing. Observation was used to observe student activity and engagement during the learning process using a constructivist approach. Meanwhile, testing was used to measure students' poetry writing skills both before and after treatment. The test instrument was designed based on poetry writing skill indicators, which include aspects of structure, style, imagination, and moral message. The results of *the pretest* and *posttest* were then analyzed using descriptive and inferential statistics. Descriptive statistics were used to determine the average score, standard deviation, and percentage of student learning completion. Meanwhile, inferential statistics, specifically *paired-rank tests*, were used. *Sample t- test*, used to determine the significance of the difference between the pretest and posttest results, so that the effectiveness of the constructivist learning approach in improving poetry writing skills can be determined (Sardianah et al., 2023).

RESULTS

The application of the constructivist approach in learning to write poetry, *a pretest was conducted* against 40 students in class X-7 at SMA Negeri 11 Garut. *This pretest* aims to map students' initial poetry writing abilities based on five main aspects: theme selection, diction, style, imagery, and typography. Each aspect is given proportional weight and analyzed separately to obtain a comprehensive picture of students' poetry writing skills. The pretest results *showed that* the average score for students was only 49.35, indicating that most students are still at the initial stage of mastering poetry writing skills.

Five students demonstrated relatively high performance in *the pretest*. For example, Student 16 achieved a score of 67, the highest in the group, with key strengths being her rich choice of diction and engaging use of typography. Students 5 and 12 also demonstrated early potential, although they still lacked in imagery and depth of meaning. Conversely, several students, such as Student 32 (a score of 35) and Student 10 (a score of 37), recorded very low scores, indicating limitations in almost all aspects of poetry, particularly in developing ideas and using figurative language appropriately. This provides a strong basis for teachers to design learning strategies that are not uniform, but *differentiated*, and adaptive according to individual student needs.

pretest data also reinforces a key principle of constructivist theory: the importance of considering students' prior knowledge as a foundation for Piaget's and Vygotsky's learning. By understanding students' starting points, teachers can design activities that not only teach the structure of poetry but also provide a space for personal exploration that allows students to connect their life experiences to the material being studied. In this context, the constructivist approach is highly relevant, as it encourages personal, reflective, and experiential learning.

After the learning process using the approach *constructivism* was implemented over several meetings, *a posttest was conducted* to evaluate the improvement of poetry writing skills. The results showed significant improvement, with the average score rising to 73.95, indicating real and measurable growth in skills. Several students showed remarkable progress. Student 7 and Student 21, for example, scored 96, reflecting comprehensive mastery of all aspects, such as the use of visual and *auditory imagery*, strong, deep processing of themes, and typography that supports the message of the poem aesthetically.

Student 14, Student 28, and Student 11 also showed significant improvement, each with scores above 90. They were able to create poems that not only met the technical criteria, but also reflected emotional depth and strong personal reflection, in line with the characteristics of *constructivist learning* that provides space for students to become creators of meaning, not just recipients of information.

Students who were previously in the low-scoring category, such as Student 8 and Student 1, continued to show significant improvement. Although their scores remained below the class average, there was significant growth in certain aspects, such as their courage to experiment with writing style and their increased relevance of themes to personal experiences. This demonstrates that the constructivist approach is not only effective for high-ability students but can also foster development in students who initially lacked confidence in writing.

Overall, the *posttest* results demonstrate that the *constructivist learning approach* fosters poetry writing skills that are not merely technical but also personally and contextually meaningful. Students no longer view poetry as merely an academic assignment, but rather as a medium for self-expression and understanding of the world around them. In other words, they write not simply for grades, but because they have an awareness and sense of ownership of their work. This aligns perfectly with the goals of modern literature learning, which positions students as active subjects in the process of literary creation.

Student engagement in discussions, group collaboration, and individual reflection throughout the learning process strengthened the evaluation results. The *constructivist approach* empowers students to become inventors, thinkers, and interpreters of meaning in every aspect of poetry creation. They are encouraged to respond to real-life issues through authentic and original poetry. These findings provide an important contribution to education, particularly language and literature learning, as they demonstrate that integrating theoretical approaches with reflective practice and quantitative data-driven evaluation can result in more comprehensive and transformative learning.

Table 2. Research Results Data for Class X-7

Information	Pretest Score and Posttest Class X-7	
	Pretest	Posttest
Number of Students	40	40
Ideal Score	100	100
Highest Value	67	100
Smallest Value	32	80
Average	49.35	73.95
Standard Deviation	9.07	0.64

Table 2 presents comparative data between *pretest* and *posttest* scores. The sample consisted of 40 students of class X-7. The maximum score for both tests was 100. Based on the *pretest results*, the highest score obtained by students was 67 and the lowest score was 32, with an average of 49.35. This value indicates that before the learning, students' poetry writing ability was still relatively low. This is also supported by the standard deviation of 9.07, which indicates a fairly large variation in scores between students.

After the application of the constructivist learning approach, the *posttest scores* showed significant improvement. The highest score rose to 100 and the lowest score to 80, with an overall average of 73.95. This average increase illustrates the improvement in students' understanding and poetry writing skills after participating in the learning. Furthermore, the standard deviation of *the posttest* decreased drastically to 0.64, which indicates that student scores tend to be more even and learning outcomes are more stable among students.

After testing *the pretest* and *posttest data* and it is known that one of the data, namely the *posttest results*, is not normally distributed based on the normality test. *Shapiro-Wilk*, then to test the differences in students' poetry writing abilities before and after the implementation of the constructivist learning approach, a *non-parametric test* was used. One non-parametric test that is suitable for two paired data is the *Wilcoxon test. Signed Rank Test*. This test was used to determine whether there was a significant difference between the *pretest*

and *posttest scores* of grade X-7 students after participating in poetry writing learning using a constructivist learning approach. The following presents the results of the *Wilcoxon test analysis*.

Table 3. Wilcoxon test Negative and Positive Rank

Ranks		N	Mean Rank	Sum of Ranks
<i>Posttest - Pretest</i>	<i>Negative Ranks</i>	0 ^a	.00	.00
	<i>Positive Ranks</i>	40 ^b	20.50	820.00
	<i>Ties</i>	0 ^c		
	Total	40		
<i>a. Posttest < Pretest</i>				
<i>b. Posttest > Pretest</i>				
<i>c. Posttest = Pretest</i>				

The *Ranks* table shows the results of the comparison of *pretest* and *posttest scores* of 40 students in grade X-7 after implementing poetry writing learning based on a constructivist approach. No students experienced a decrease in scores (*Negative*) *Ranks* = 0), which means that none of the *posttest scores* lower than the *pretest* . In contrast, all students (100%) showed an increase in scores (*Positive Ranks* = 40) with *Mean Rank* of 20.50 and total *Sum of Ranks* were 820.00. In addition, no similar scores were found between the *pretest* and *posttest* (*Ties* = 0), indicating that all students experienced positive changes in their scores.

These results indicate an overall improvement in poetry writing skills in grades X-7 after participating in learning using a constructivist approach. The absence of a decline or stagnation in student grades is strong initial evidence that this learning approach is effective in improving poetry writing skills, thus having a significant positive impact on student learning outcomes.

To determine the effectiveness of the constructivist learning approach on students' poetry writing abilities, data analysis was used in the form of statistical tests *N-Gain Score* and *N-Gain Percent*. The *N-Gain Score test* was conducted to measure the magnitude of the increase in student learning outcomes with high, medium, and low effectiveness categories. Meanwhile, *N-Gain Percent* was used to interpret the level of learning effectiveness into the categories of ineffective, less effective, quite effective, and effective. The use of these two approaches aims to obtain a comprehensive picture of the effect of the application of the constructivist learning approach on the poetry writing abilities of class X students of SMA Negeri 11 Garut.

Table 4. N Gain Score and N Gain Percentage Values

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Standard Deviation
N_Gain_Score	40	.49	1.00	.8146	.10221
N_Gain_Percent	40	48.65	100.00	81.4607	10.22095

Valid N (listwise)	40				
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Referring to the normalized gain category (g) according to (Sundayana, 2016) the modified Normalized Gain interpretation is presented in the following table.

Table 5. Gain Score Distribution Categories

N Gain Score Value	Category
$g > 0.7$	Tall
$0.3 \leq g \leq 0.7$	Currently
$g < 0.3$	Low

Table 6. Gain Percentage Distribution Category

N Gain Score Value	Category
<40	Ineffective
40 - 55	Less Effective
56 - 75	Quite Effective
> 76	Effective

Based on Table 4, it is known that the constructivist learning approach applied in class X-7 resulted in a gain score. The maximum value is 1.00 and the minimum value is 0.49, with an average of 0.81. This value indicates a significant increase between the *pretest results and the* and *posttest* of students' poetry writing skills after being given treatment. Referring to the *gain score interpretation criteria*, the average is included in the high category, which means that most students experienced optimal improvement in ability. This reflects the success of the constructivist learning approach in actively building writing knowledge and skills through student experience, interaction, and reflection during the learning process.

Meanwhile, when viewed from the results of the N- *Gain calculation* in percentage form, it is known that the maximum value reaches 100.00 and the minimum value is 48.45, with an average value of 81.46. Based on the N-Gain Percent interpretation criteria, this value is included in the effective category. This means that in general the constructivist learning approach applied in class X-7 is considered capable of achieving overall learning objectives, with most students showing an increase in their ability to write poetry in a better direction. This finding confirms that the constructivist learning approach provides space for students to construct understanding independently and collaboratively, which ultimately has a positive impact on learning outcomes, especially in the aspect of poetry writing skills.

To determine the extent to which learning motivation influences the improvement of poetry writing skills in the context of the constructivist learning approach, a simple linear regression analysis was conducted. This regression test aims to see the relationship between students' learning motivation as a predictor (independent) variable and poetry writing skills as a dependent variable after the implementation of the constructivist learning approach. Through this approach, it is hoped that it can be determined whether learning motivation provides a significant contribution in explaining variations in student learning outcomes, especially in

the aspect of poetry writing skills. The results of this analysis provide an empirical basis for assessing the effectiveness of the constructivist learning approach which not only actively builds knowledge, but also encourages emotional involvement and intrinsic motivation of students in the Indonesian language learning process in class X-7 of SMA Negeri 11 Garut.

Table 7. Results of the Regression Test of Student Learning Motivation

Model Summary		
		Model
		1
R		.472a
R Square		.223
Adjusted R Square		.193
Std . Error of the Estimate		14,310
Change Statistics	R Square Change	.223
	F Change	7,448
	df1	1
	df2	26
	Sig . F Change	.342
a. Predictors : (Constant), Learning Motivation		

Based on the results of the simple linear regression test used in this study, a correlation coefficient (R) value of 0.472 was obtained. This value indicates a moderate positive relationship between students' learning motivation and their ability to write poetry after they participated in the learning process using a constructivist approach. This relationship is important to note because it statistically shows that an increase in students' learning motivation, formed through *participatory* , reflective, and experience-based learning strategies, is correlated with an increase in the quality of the poetry they produce.

R Square value of 0.223 means that 22.3% of the variation in students' poetry writing ability can be explained by the learning motivation variable, which in this context is influenced by the implementation of the constructivist approach. In other words, although the constructivist approach does not directly affect the ability to write poetry, this approach has a significant effect in increasing students' learning motivation, which then becomes an intermediary in improving their learning outcomes, especially in the realm of literary expression. This percentage shows a significant contribution , although it also indicates that 77.7% of the other variables come from external or internal factors of students that are not explained by this model, such as literacy background , learning environment support, individual learning styles, or other psychological factors.

Meanwhile, the *Adjusted R Square* value of 0.193 provides an adjustment to the model's accuracy by considering the complexity and number of variables in the analysis. This value is slightly lower than *R Square* , which is reasonable in the context of a simple regression model, but still shows that learning motivation is a stable predictor of increased poetry writing ability in the context of constructivist learning .

However, there are findings that require special attention, namely the *Significance value. of F The change* was 0.342, which is above the significance threshold of 0.05. This value statistically indicates that the regression model used is not significant overall, or in other words, the relationship between learning motivation fostered through a constructivist approach to students' poetry writing ability is not strong enough to be generalized broadly in the population based on the available sample data. However, this does not necessarily negate the influence of learning motivation on writing skills, but rather points to the need to consider additional factors in building a more robust and representative prediction model.

Pedagogically, these findings offer several important implications. First, the constructivist approach has been shown to create a conducive learning environment that enhances students' intrinsic motivation. Learning activities designed based on real-life experiences, personal reflection, and group collaboration have been shown to encourage students to be more enthusiastic and engaged in the poetry writing process. This aligns with Vygotsky's view that meaningful learning occurs when students actively construct their knowledge through social interactions and a supportive environment.

Second, these results indicate that learning motivation is not the sole determining factor for students' success in writing poetry. Therefore, an effective learning approach must include multifaceted components such as literacy support at home, ongoing writing practice, constructive feedback, and the use of media or technology that supports students' creative exploration. When learning only focuses on increasing motivation without strengthening other elements such as technical guidance and good writing modeling, learning outcomes may not be optimal.

Third, these results encourage the development of more comprehensive and adaptive learning models that integrate various affective, cognitive, and psychomotor dimensions of students. While learning motivation is an important aspect, this study emphasizes the need for deeper involvement in learning strategies that accommodate students' diversity in thinking and expressing ideas. Therefore, teachers must design learning approaches that not only motivate but also guide students technically and aesthetically in the creative process of writing poetry. Thus, the interpretation of these regression results adds a new dimension to our understanding of the effectiveness of the constructivist approach. This approach is not simply a teaching strategy, but rather a framework that facilitates the integrated development of student motivation and creativity. Although the statistical significance of the model does not yet demonstrate full predictive power, these results still provide a meaningful contribution to enriching insights into educational practice, particularly in developing a more *humanistic*, experience-based, and holistic approach to teaching literature.

DISCUSSION

The application of the constructivist learning approach in this study demonstrated real effectiveness in improving the poetry writing skills of 10th-grade students at SMA Negeri 11 Garut. Quantitative data showed a significant increase in the average *pretest score*. by 49.35 to 73.95 in *the posttest*. *Wilcoxon test Signed Rank The test* yielded a significance value of <0.05 , indicating that the improvement was not a mere coincidence, but rather a real impact of the applied learning approach. This improvement also demonstrates that the constructivist

approach can create a learning environment that encourages active student involvement in the process of learning to write poetry.

The constructivist approach allows students to actively construct their own understanding through social interaction and independent exploration. In this process, students do not simply receive information, but rather act as subjects who actively construct meaning based on personal experiences and collaboration with classmates. This application aligns with Jean Piaget's theory, which emphasizes the importance of direct experience in building cognitive schemas, and Vygotsky's theory, which emphasizes the importance of social interaction in the zone of proximal development. The learning process, which encourages group discussion, reflection, and independent exploration of themes, allows students more freedom in choosing diction, figures of speech, and poetic forms that suit their backgrounds and personal experiences.

This study differs significantly from previous research. (Setyorini, 2022) examined the application of constructivism in poetry learning, focusing on the publication of students' work. The study showed that students' emotional engagement increased because they felt they had valuable work. However, Setyorini's primary focus was on the post-writing stage, namely poetry publication. This study differs because it focuses on the teaching and learning process that takes place in the classroom and measures skill improvement quantitatively through *pretests* and *posttests*. The influence of the constructivist approach is not only seen in terms of student interest and participation, but also in terms of objective improvements in writing skills.

Comparisons can also be seen in research (Avicenna, 2021), which examined the effectiveness of constructivism in poetry writing using a qualitative approach. This study emphasized students' cognitive and emotional engagement in responding to the poem's theme. Although the results were positive, there were no quantitative measurements showing improvements in student scores or grades. Therefore, this study has the advantage of combining a constructivist approach with quantitative evaluation instruments, allowing for more concrete impact measurements.

According to Kuswandi et al. (2020), a contextual approach was applied to improve free-verse writing skills in elementary school students. Although the contextual approach is part of constructivism, the context of age and educational level creates different challenges and strategies. This research provides additional contributions in the context of high school, which has higher cognitive and aesthetic demands than elementary school. Furthermore, this research specifically focuses on poetry as a literary text that demands more complex and original language processing.

According to (Setiawan & Oktaviani, 2023), a constructivist approach increases students' expressive power and courage in expressing ideas. This study corroborates their findings but differs technically because it uses a poetry assessment instrument that encompasses diction, style, theme, and meaningful integrity, resulting in a more comprehensive assessment. The results show that the poems produced by students are more varied, original, and demonstrate a deep personal involvement.

Another impact observed in this study was on the affective aspect. Students showed increased confidence in expressing ideas and were more open to receiving input from peers and

teachers. The collaborative learning process created an atmosphere of mutual respect and support, which strengthened a conducive learning climate. Teachers acted as facilitators and *scaffolders*, tailoring their interventions to students' developmental needs. This demonstrates that the constructivist approach is capable of addressing gaps in students' initial abilities, as it provides space for each student to develop at their own pace.

Obstacles remain, such as time constraints and differences in student abilities. Some students with passive tendencies require more stimulation and guidance. The proposed solution is to provide engaging learning media that facilitate students' creative processes. (Bachtar, 2014) suggests using visual media such as picture flashcards to spark students' imaginations. This study integrates similar techniques in the early stages of learning to help students organize ideas.

Another striking difference of this study lies in the comprehensive integration of constructivist learning theory, innovative learning practices, and clear and measurable quantitative data-based evaluation. Many previous studies have focused solely on the learning process or student writing products separately. This study, in contrast, combines both aspects in a balanced manner, producing a holistic picture of the effectiveness of poetry writing instruction. The evaluation approach, which utilizes quantitative data, such as a significant comparison of *pretest* and *posttest scores*, provides strong empirical evidence regarding the impact of implementing a constructivist approach on improving student skills.

Innovation has a significant impact on the world of education, particularly in the context of teaching Indonesian at the high school level. By comprehensively combining theory, practice, and evaluation, this research provides a learning model that not only encourages creativity and active student engagement but also allows teachers to objectively measure learning progress. This model can be used as a reference in developing a curriculum and learning strategies that are more effective and adaptive to student needs. Furthermore, this research encourages the transformation of conventional learning methods toward a more participatory and reflective approach, thus supporting the development of 21st-century competencies, such as critical thinking, creativity, collaboration, and communication.

The results of this study can form the basis for educational policies in schools to integrate constructivist approaches into various subjects, not just Indonesian. Thus, this research not only enriches academic literature but also makes a real contribution to improving the quality of learning in schools, preparing students to become independent learners capable of effectively facing the challenges of the modern world.

CONCLUSION

The implementation of a constructivist learning approach significantly improved the poetry writing skills and motivation of tenth-grade students at SMA Negeri 11 Garut. This approach successfully improved technical aspects of writing, such as structure and diction, while simultaneously encouraging creativity and a more free and reflective expression of ideas. The learning process, which actively and collaboratively involved students, made them more motivated and confident in their work. Increased learning motivation positively influenced the quality of students' writing, and writing success further strengthened that motivation. This reciprocal relationship between ability and motivation demonstrates that constructivism is not

only a learning method but also a strategy for developing creativity and artistic expression. Despite facing obstacles such as differences in individual abilities and time constraints, this approach still had a strong positive impact. To optimize the implementation of the constructivist approach, it is necessary to improve teacher competency through training and the provision of adequate learning resources. This approach places students at the center of learning, enabling them to develop a deep understanding and aesthetic appreciation in poetry writing. Thus, constructivism is an effective choice for improving the quality of literature learning in schools.

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