

Research Article

Optimizing the Role of HIMA PBSI as a Platform for Literary (Poetry) Development through Creative Writing Training and the Utilization of Digital Media

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Abstract: This study aims to examine and develop the role of the Indonesian Language and Literature Education Student Association (HIMA PBSI) as a platform for literary development, particularly poetry, through creative writing training and the utilization of digital media. The background of this research is grounded in the low level of participation and productivity among PBSI students in producing literary works, despite their academic exposure to literary theory and language skills. This study employs a Research and Development (R&D) method with a descriptive qualitative and quantitative approach. The research subjects consist of students of the Indonesian Language and Literature Education Program who are actively involved in HIMA PBSI. Data were collected through observation, interviews, questionnaires, and documentation. The research procedure included stages of stimulation, problem identification, data collection, data processing, product trials, and conclusion drawing. The findings indicate that poetry creative writing training conducted through workshop-based methods significantly enhances students' interest, participation, and writing competence. Furthermore, the utilization of digital media has proven effective as a platform for publication and appreciation of students' literary works. Therefore, HIMA PBSI plays a strategic role in fostering digital literary literacy within the higher education environment.

Keywords: HIMA PBSI, creative writing, poetry, literary workshop, digital media

1. Introduction

Literature constitutes an essential component of Indonesian language education, as it contributes to the development of students' emotional sensitivity, creativity, imagination, and critical thinking skills. Through literary works, individuals not only convey ideas and emotions but also reflect social realities, cultural contexts, and values embedded in their surrounding environment. According to René Wellek (1993), literature is a creative activity that embodies aesthetic value and serves as a medium for expressing human experience. Literature functions not merely as entertainment but also as a vehicle for education and the transformation of humanistic values. Within the context of higher education, mastery of literary skills forms an integral part of character formation and professional competence, particularly for students in language and literature programs.

In higher education, especially within the Indonesian Language and Literature Education Program (PBSI), students are expected not only to understand literary theory conceptually but also to apply it through the creation of literary works. One literary form that closely aligns with students' personal and emotional expression is poetry. Poetry is characterized by condensed, symbolic, and aesthetic language,

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making it an effective medium for expressing ideas, emotions, and inner experiences. It also enhances linguistic sensitivity and enriches students' vocabulary repertoire. Moreover, writing poetry trains students to carefully select diction, construct metaphors, and build rhythmic patterns with high artistic value. Therefore, developing poetry writing skills provides not only academic benefits but also personal and social growth.

However, empirical observations indicate that students' interest and productivity in writing poetry remain relatively low. Many students perceive poetry writing as difficult, requiring exceptional talent, and less relevant to academic demands. This condition is further exacerbated by the limited availability of structured platforms that consistently encourage students to practice and publish their literary works. The lack of appreciation and publication spaces also inhibits the development of a vibrant poetry-writing culture among students. In fact, PBSI students possess significant literary potential that could flourish if supported by appropriate guidance and systematic stimulation. Therefore, strategic efforts are needed to foster students' interest and enhance their productivity in poetry writing.

The Indonesian Language and Literature Education Student Association (HIMA PBSI), as an intra-campus student organization, holds a strategic position in bridging academic needs and students' talent development. Student organizations function not only as administrative bodies but also as spaces for character development, creativity enhancement, and professional competence building. HIMA PBSI has access to student resources, faculty support, and external networks that can be leveraged to organize literary development programs. Being closely connected to students, HIMA PBSI directly understands their needs, interests, and challenges in literary production. Thus, optimizing the role of HIMA PBSI in literary activities is crucial for creating an ecosystem that supports the growth of literary literacy within the university environment.

One practical strategy to achieve this objective is the implementation of poetry creative writing training through a workshop-based approach. The workshop method emphasizes hands-on practice, collaborative discussion, and intensive mentoring, enabling participants not only to comprehend theoretical concepts but also to produce tangible literary works. Workshops provide opportunities for interaction, idea exchange, and constructive feedback from facilitators and peers. Furthermore, the rapid advancement of digital technology offers new opportunities for students to publish their literary works through online media such as blogs, digital literacy platforms, and social media. The utilization of digital media can enhance students' motivation, as their works become accessible to and appreciated by a wider audience. Digital platforms also facilitate interaction between writers and readers, thereby fostering a more dynamic and sustainable culture of literary appreciation.

2. Literature Review

2.1 The Nature of Literature and Poetry

Literature is a product of human creativity that employs language as its primary medium. According to René Wellek (1993), literature is an imaginative expression conveyed through language with careful attention to aesthetic values. Literature not only reflects reality but also shapes readers' perspectives on life. It functions as both a representation of human experience and a constructive force that influences interpretation and meaning-making.

Poetry, as one of the major literary genres, is characterized by its aesthetic, symbolic, and imaginative use of language. It condenses meaning into a concise form, ensuring that each word and line carries significant weight. Pradopo (1987) defines poetry as a literary work that emphasizes the beauty of language, density of meaning, and intensity of expression. Through its structural and stylistic features—such as imagery, metaphor, rhythm, and diction—poetry transforms ordinary language into a refined artistic expression.

Beyond its aesthetic dimension, poetry also serves a social function as a medium of critique, reflection, and articulation of societal aspirations. It enables writers to respond to social phenomena and cultural realities in a nuanced and evocative manner. Within educational contexts, poetry can be utilized as a pedagogical tool to foster critical thinking, emotional sensitivity, and linguistic creativity. Through poetry writing and analysis, students develop interpretative skills, expressive competence, and deeper engagement with language as both a communicative and artistic medium.

2.2 Creative Writing

Creative writing refers to a form of writing that emphasizes freedom of expression and the imaginative capacity of the writer. According to M. Atar Semi (1993), creative writing prioritizes artistic exploration and personal expression over rigid structural conventions. Unlike academic or journalistic writing, which focuses on factual accuracy and systematic argumentation, creative writing foregrounds aesthetic elements, originality, and individual voice. It allows writers to articulate emotions, experiences, and reflections in a manner that transcends conventional communicative purposes.

In the context of poetry, creative writing involves careful diction selection, metaphor development, rhythmic arrangement, and the construction of sound patterns capable of evoking emotional resonance in readers. The creative process requires sensitivity to language nuances and the ability to transform personal or social experiences into symbolic and imaginative expressions. As suggested by Ilham and colleagues (n.d.), poetry writing can be cultivated through an exploratory approach, in which writers are encouraged to draw upon personal experiences, observe their surroundings, and respond to social phenomena using poetic language.

Structured creative writing training plays a crucial role in supporting novice writers, particularly in overcoming psychological barriers such as fear of making mistakes, lack of confidence, or difficulty initiating a text. Through guided practice, constructive feedback, and iterative revision, students gradually develop both technical competence and expressive confidence. Therefore, systematic creative writing programs serve not only as skill-development mechanisms but also as empowering pedagogical strategies that nurture students' creative identity and literary agency.

2.3 Student Organizations

Student organizations play a significant role in fostering students' soft skills, leadership capacities, and creativity. The Student Association (Himpunan Mahasiswa/HIMA), as an intra-campus organization, functions as a platform for the development of students' interests and talents, a medium for articulating aspirations, and a space for leadership character formation (Nurdyansyah & Fahyuni, 2016). Through structured organizational activities, students gain opportunities to develop communication skills, teamwork, responsibility, and strategic thinking—competencies that are essential for their professional growth.

In the context of literary development, HIMA can serve as a facilitator, motivator, and mediator between students and both academic and non-academic resources. As a facilitator, it provides structured programs such as workshops, seminars, and mentoring sessions. As a motivator, it encourages student participation and sustains creative engagement. As a mediator, it connects students with lecturers, literary practitioners, and external networks that can support their artistic development.

The role of HIMA extends beyond merely organizing events; it also encompasses mentoring processes, program evaluation, and the design of sustainable development initiatives. An active and visionary student organization is capable of creating a supportive ecosystem that nurtures students' creativity and enhances the productivity of their literary works. Through systematic program management and collaborative engagement, student organizations can become strategic agents in cultivating a dynamic literary culture within higher education institutions.

2.4 Online Media and Digital Literacy

Online media provide extensive publication spaces and foster a culture of digital literacy among university students. Digital platforms such as blogs, social media, digital literary platforms (e.g., Storial, Wattpad, Medium), and YouTube channels can be utilized to disseminate literary works to broader and more interactive audiences. These platforms enable student writers to move beyond conventional print-based publication models and engage in dynamic digital literary practices.

According to Ilham et al. (n.d.), digital literacy in the context of literature extends beyond the ability to publish creative works; it also encompasses the capacity to curate content, engage in critical appreciation, and collaborate in online environments. Thus, digital literary participation involves both technical competencies and reflective engagement within networked communities.

The utilization of online media for poetry publication enhances the visibility of literary works, facilitates networking among writers, and enriches the experience of literary appreciation through comments, discussions, and reference sharing. Interactive features embedded in digital platforms allow for immediate feedback and dialogic engagement between writers and readers, thereby creating a more participatory literary culture. Furthermore, online media enable systematic documentation and archiving of literary works, ensuring accessibility anytime and anywhere. This accessibility not only broadens readership but also supports the

sustainability of students' literary production within the digital ecosystem of higher education.

3. Research Methodology

3.1 Research Design and Approach

This study employs a Research and Development (R&D) methodology. The R&D method was selected because the research does not merely aim to describe existing phenomena but also seeks to develop an educational product in the form of a creative poetry writing training model that can be sustainably implemented by HIMA PBSI. Research and Development is defined as a systematic method used to produce specific products and test their effectiveness within real contexts.

In this study, the developed products consist of a poetry creative writing workshop module and a strategic framework for utilizing online media for literary publication. The research adopts a mixed-methods approach, integrating descriptive qualitative and quantitative techniques.

The qualitative approach is used to explore in depth the implementation process of the training program, the role of HIMA PBSI in facilitating the activities, and students' responses to the creative writing workshop. This approach enables a comprehensive understanding of participants' experiences, perceptions, and engagement throughout the program.

Meanwhile, the quantitative approach is employed to obtain numerical data regarding students' levels of interest, participation, and perceived training effectiveness through questionnaire analysis. The integration of qualitative and quantitative data provides a more holistic evaluation of the developed training model and its impact on students' literary development and digital engagement.

3.2 Research Participants and Object

The participants of this study were students enrolled in the Indonesian Language and Literature Education Program who were actively involved either as board members or general members of HIMA PBSI. The selection of participants was based on the consideration that PBSI students possess an academic background relevant to literary writing activities, particularly poetry composition.

A total of 30 participants were involved in this study, consisting of 10 HIMA PBSI board members and 20 active student members. The inclusion of both organizational leaders and general members allowed for a more comprehensive understanding of program implementation dynamics as well as participant engagement from multiple organizational perspectives.

The object of this research was a poetry creative writing training model integrated with online media utilization, developed and implemented by HIMA PBSI. The training model encompassed program planning, workshop implementation, writing mentorship, and the publication of students' literary works through online platforms. This model was designed not only to enhance students' creative writing skills but also to establish a sustainable digital literary ecosystem within the student organization framework.

3.3 Research Procedure

Data The research procedure followed the stages of the Research and Development (R&D) model, adapted to the needs of developing the training program. The study consisted of six main stages: (1) stimulation, (2) problem identification, (3) data collection, (4) model design and development, (5) product trial, and (6) conclusion drawing.

The stimulation stage aimed to foster students' awareness and motivation regarding the importance of literary development, particularly poetry writing, through socialization activities, introductory sessions on literary literacy, and inspirational presentations by lecturers and emerging writers. The problem identification stage was conducted through group discussions, interviews, and questionnaires to identify students' challenges in poetry writing and in utilizing online media for publication.

Data collection employed a triangulation approach, integrating participatory observation, semi-structured interviews, questionnaires, and documentation. Observations focused on workshop dynamics, levels of participation, interaction patterns, and students' writing development. Interviews were conducted with HIMA PBSI board members, faculty advisors, and selected workshop participants to explore their experiences and perceptions. The questionnaire utilized a 5-point Likert scale (strongly disagree to strongly agree) to measure students' interest, participation, and perceived training effectiveness.

The questionnaire employed a five-point Likert scale ranging from strongly disagree to strongly agree. The response categories were structured as follows:

SS = Strongly Agree

S = Agree

RR = Neutral

TS = Disagree

STS = Strongly Disagree

Examples of questionnaire items include

No.	Statement	SS	S	RR	TS	STS
1	I have a high level of interest in poetry writing activities.					
2	HIMA PBSI serves as a platform for developing students' literary creativity.					
3	The creative poetry writing training activities help improve my writing skills.					
4	Online media facilitate students in publishing their poetry works.					
5	The poetry writing training activities organized by HIMA PBSI should be conducted continuously.					

The response options consisted of STS (Strongly Disagree), TS (Disagree), RR (Neutral), S (Agree), and SS (Strongly Agree). The questionnaire contained 15 items divided into four main aspects: (a) Interest and Motivation in Writing Poetry (3 items), measuring participants' initial interest and intrinsic motivation; (b) Participation and Engagement in Literary Activities (4 items), assessing the extent to which participants were actively involved in the previous literary ecosystem; (c) Effectiveness of the Training and Workshop (5 items), evaluating the quality of materials, facilitation methods, and the impact of the training on writing competence; and (d) Utilization of Online Media for Publication (3 items), measuring awareness, ease of use, and perceived benefits of digital publication.

3.4 Data Processing

The data processing stage was conducted after all data had been collected. The researcher performed qualitative analysis by selecting, categorizing, and interpreting the data based on similarities in themes and meanings. This process included data reduction (simplifying raw data), data display, and drawing provisional conclusions. The quantitative data obtained from the questionnaire were analyzed using descriptive statistical techniques to calculate percentages, mean scores, and the distribution of respondents' answers.

3.5 Verification (Product Trial / Implementation)

The verification stage was conducted through the implementation trial of the designed creative poetry writing workshop. The trial was carried out by the board members of HIMA PBSI, who served as facilitators under the supervision of the faculty advisor. The workshop was conducted in four sessions covering the following materials: (1) Introduction to poetry and basic writing techniques, (2) Idea exploration and diction development, (3) Poetry writing and revision, and (4) Publication of works through online media.

3.6 Conclusion Drawing

The final stage involved drawing conclusions based on the results of the implementation trial and data analysis. The conclusions focused on the effectiveness of the workshop model in enhancing students' poetry writing skills and on the strategic role of HIMA PBSI in promoting digital literary development. In addition, reflective evaluation of the program implementation was conducted to provide recommendations for future improvement and sustainability.

4. Results and Discussion

This section presents the findings of the study based on the analysis of qualitative and quantitative data collected during the implementation of the creative poetry writing workshop. The quantitative findings are derived from questionnaire responses administered to participants after the completion of the training program.

The analysis aims to measure students' levels of interest, participation, perceived effectiveness of the workshop, and the utilization of online media for poetry publication.

The questionnaire results completed by 30 PBSI student respondents are presented in Table 1.

Table 1. Questionnaire Results (n = 30)

No	Statement	SS	S	RR	TS	STS
1	I have a high level of interest in poetry writing activities.	15	10	3	2	0
2	I feel confident in writing poetry.	8	12	6	4	0
3	I had written poetry regularly before participating in the workshop.	5	7	10	6	2
4	HIMA PBSI serves as a platform for developing literary creativity.	18	8	4	0	0
5	The creative poetry writing training activities help improve my writing skills.	20	7	2	1	0
6	The workshop materials were easy to understand and applicable.	22	6	2	0	0
7	The facilitators provided adequate guidance during the training.	24	4	2	0	0
8	I feel motivated to write poetry after participating in the workshop.	19	9	2	0	0
9	Online media facilitate students in publishing their poetry works.	22	6	2	0	0
10	I am familiar with online platforms for poetry publication.	14	10	4	2	0
11	My work had been published online before the workshop.	6	8	10	4	2
12	After the workshop, I published my poetry online.	18	9	3	0	0
13	I received appreciation from readers through online media.	16	10	4	0	0
14	The poetry writing training organized by HIMA PBSI should be conducted continuously.	25	5	0	0	0
15	I would recommend this activity to other students.	23	7	0	0	0

Note: SS = Strongly Agree; S = Agree; RR = Neutral; TS = Disagree; STS = Strongly Disagree.

The observational findings indicate that workshop participants demonstrated strong enthusiasm throughout all training sessions. Interaction between facilitators and participants was dynamic and constructive, as evidenced by the number of questions raised and discussions initiated during the sessions. Participants actively engaged in poetry writing practices and confidently presented their works in front of the forum. During the online publication session, participants showed high interest in learning how to publish their works through blogs and social media platforms. Several participants even created dedicated accounts for their literary works on platforms such as Instagram and Wattpad.

Interviews with HIMA PBSI board members revealed that the organization gained a clearer strategic direction in developing literary literacy programs. They recognized that HIMA's role extends beyond merely organizing events and should instead focus on creating sustainable impact for its members. The faculty advisor expressed appreciation for the initiative and suggested that similar programs be integrated into the academic curriculum. Workshop participants reported increased confidence and motivation to continue writing after receiving structured guidance and access to accessible publication platforms.

Based on the collected data, it can be concluded that HIMA PBSI plays a significant role in fostering students' poetry development. The creative writing workshop proved effective in enhancing students' interest, writing competence, and productivity. Online media functioned as an effective publication medium that broadened appreciation networks and facilitated interaction among writers. The developed training model also demonstrates potential for adaptation by other student organizations within the university environment. The program's success was largely attributed to its participatory approach, in which students were actively involved from the planning stage through evaluation. Furthermore, collaboration between HIMA PBSI, faculty members, and external literary practitioners added value in terms of content quality and program sustainability.

5. Conclusion

Based on the entire research process that has been conducted, it can be concluded that the Indonesian Language and Literature Education Student Association (HIMA PBSI) plays a strategic and significant role as a platform for literary development, particularly poetry, among university students. This role is realized through the implementation of structured workshop-based creative writing training and the effective utilization of online media as a medium for literary publication. The workshop method has proven effective in enhancing students' interest, participation, and writing competence, while simultaneously strengthening their confidence in expressing ideas through poetic language.

On the other hand, the use of online media such as blogs, digital literacy platforms, and social media has successfully expanded the reach of appreciation for

students' works, facilitated interaction between writers and readers, and provided external motivation that encourages productivity and sustainability in literary creation. Therefore, the synergy between student organizational engagement, participatory training models, and digital technology contributes to the establishment of a dynamic and relevant literary literacy ecosystem within the higher education environment.

Based on these findings and conclusions, several strategic recommendations are proposed. For HIMA PBSI, it is recommended that the creative writing training and online publication mentoring programs be integrated into the organization's annual work agenda as sustainable initiatives rather than incidental activities. The development of a dedicated digital platform managed by the organization—such as a literary website or a specialized social media account—could serve as a curated space for focused publication and appreciation. For the Indonesian Language and Literature Education Program, closer collaboration with HIMA PBSI is encouraged to consider integrating similar activities into the curricular domain, for instance through the Merdeka Belajar–Kampus Merdeka (MBKM) program or as recognized extracurricular activities.

For future researchers, considerable opportunities remain open for further exploration. Subsequent studies may involve larger and more diverse samples, compare the effectiveness of various digital publication platforms, investigate psychological and social factors influencing writing productivity, or develop more adaptive training models that align with technological advancements and the evolving literacy practices of younger generations.

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