

Exploring Psycholiterary Dimensions in Fifth-Grade Students' Acrostic Poetry: A Qualitative Study in Elementary Language Education

Deni Chandra¹, Vismaia S Damaianti^{2*}, Isah Cahyani³

^{1,2,3} Universitas Pendidikan Indonesia. Indonesia

Article Info

Article history:

Received May 7th, 2026

Revised June 2nd, 2026

Accepted June 18th, 2026

Keywords:

Acrostic poetry

Elementary school

Emotional expression

Psycholiterature

Writing skills

Abstract

Poetry writing in elementary schools develops language skills while providing a space for students to express emotions and personal experiences. However, studies exploring the psycholiterary dimensions of acrostic poetry remain limited. This study aimed to describe the psycholiterary dimensions reflected in acrostic poems written by elementary school students. A descriptive qualitative design with document analysis was employed. Participants included two fifth-grade teachers and six students from two elementary schools in Tasikmalaya Regency, selected purposively based on their participation in poetry-writing activities. Data were collected through observation, interviews, documentation, and analysis of students' acrostic poems based on personal experiences and feelings. Data analysis followed Miles, Huberman, and Saldaña's interactive model of data reduction, data display, and conclusion drawing. The findings revealed five psycholiterary dimensions: emotional expression, personal experience, social relationships, imagery, and future aspirations. Students' poems reflected affection, gratitude, hope, self-confidence, and personal growth, as well as psychological needs for security, motivation, and positive relationships. These findings suggest that acrostic poetry can serve not only as a language-learning activity but also as a medium for understanding students' emotional experiences and supporting their psychological development in elementary education.

This is an open access article under the [CC BY-SA](#) license.



Corresponding Author:

Vismaia S Damaianti

Universitas Pendidikan Indonesia, Indonesia

Email Author: vismaia@upi.edu

INTRODUCTION

Indonesian language learning in elementary schools is not only intended to develop students' literacy skills but also to provide opportunities for them to express thoughts, feelings, and personal experiences through language. From a psycholiterary perspective, language and literary activities can function as media through which children communicate their inner experiences, emotions, and perceptions of the world around them (Wicaksono, 2021). Therefore,

literary learning in elementary education should not be viewed merely as the acquisition of language skills but also as a process that facilitates emotional expression and psychological development. One form of literary activity that offers such opportunities is poetry writing, which enables students to transform experiences and feelings into meaningful linguistic expressions (Damaianti, 2024).

Writing is a productive language skill that allows students to organize ideas, construct meaning, and communicate personal experiences in written form (Rahmalia, 2023). Beyond its linguistic function, creative writing also serves as a medium for emotional processing and psychological expression. Through writing activities, children can articulate feelings of happiness, sadness, pride, fear, hope, and other emotional experiences that may be difficult to express verbally (Puspita & Ardiansyah, 2024). In this regard, poetry writing becomes particularly valuable because it combines language use, imagination, and emotional expression within a creative process. Consequently, poetry writing instruction can contribute not only to the development of writing skills but also to students' self-awareness and emotional growth (Sugiarti et al., 2026).

Poetry is a literary work that employs concise, meaningful, and aesthetic language to communicate thoughts and feelings (Hidayani & Kurnianto, 2021). In elementary schools, poetry writing activities help students develop imagination, enrich vocabulary, and express personal experiences creatively. Poetry also provides a space for students to represent emotional experiences and social relationships through literary language (Fauziah et al., 2025). Therefore, poetry learning is closely associated with both language development and the formation of students' emotional and social competencies (Kartini et al., 2022).

Among various forms of poetry, acrostic poetry is considered developmentally appropriate for upper elementary students because its structure provides a clear framework for generating ideas while still allowing creative freedom. Acrostic poetry is constructed using the initial letters of a word or phrase as the basis for each line of the poem (Maulidina & Yusuf, 2024). This structure can reduce students' difficulties in starting a poem and help them organize thoughts systematically. At the same time, the acrostic format encourages students to connect each letter with meaningful experiences, feelings, or aspirations, making it a useful medium for eliciting psychological expression. Although the structure may limit the length and complexity of expression, it can facilitate young learners' ability to communicate personal experiences in a manageable and accessible form (Nurhayati, 2022; Susanti et al., 2023).

Despite its potential, poetry writing instruction in elementary schools still faces several challenges. Previous studies have reported that students often experience difficulties generating ideas, selecting appropriate diction, and expressing emotions through poetry (Karimah & Wibowo, 2023; Syafira et al., 2025). Similar conditions were identified during preliminary observations conducted in the participating schools in Tasikmalaya Regency. Several fifth-grade students tended to write short and descriptive poems, relied on simple vocabulary, and showed hesitation when asked to write about personal feelings and experiences. Classroom observations and teacher interviews also indicated that poetry instruction frequently emphasized the final written product rather than the exploration of students' emotional experiences. These conditions suggest the need for studies that examine students' poetry not only from linguistic and structural perspectives but also from psychological dimensions reflected in their literary expressions.

Psycholiterature provides a theoretical framework for understanding literary works as representations of psychological experiences expressed through language (Halimah et al., 2020). Unlike general literary psychology, which often focuses on psychological aspects of authors, characters, or readers separately, the psycholiterary perspective in this study emphasizes the psychological meanings embedded within students' literary texts as expressions of lived experiences. To operationalize the analysis, psycholiterary dimensions are examined through several indicators, including emotional expression, personal experiences, social relationships, language and imagery use, psychological needs, self-concept, and future aspirations reflected in students' poems (Savitri & Mardiana, 2024; Rizkiyah, 2023). These indicators provide a framework for identifying how students represent their emotional and psychological worlds through acrostic poetry.

Research on poetry writing in elementary education has generally focused on improving writing skills, increasing creativity, or evaluating the effectiveness of instructional models (Adelia & Prasetya, 2022; Putra et al., 2025). Studies on acrostic poetry have similarly concentrated on its role in enhancing students' writing performance and learning engagement (Cahyono, 2021). Meanwhile, investigations of emotional expression in children's literature have rarely examined acrostic poetry as a source of psychological data. Consequently, limited attention has been given to how elementary school students communicate emotions, personal experiences, and psychological needs through acrostic poetic forms. This study addresses that gap by exploring psycholiterary dimensions in fifth-grade students' acrostic poetry and demonstrating how poetry writing can function as a medium for both language learning and psychological expression. The findings are expected to contribute to elementary language education by providing a deeper understanding of students' emotional experiences as reflected in their literary works.

METHOD

Research Design

This study employed a descriptive qualitative design with a document analysis orientation. The design was selected because the study aimed to explore and interpret the psycholiterary dimensions reflected in elementary school students' acrostic poetry rather than to test hypotheses or measure variables quantitatively. Descriptive qualitative research enables researchers to understand phenomena in their natural contexts and to generate detailed descriptions of meanings contained in research data (Sugiyono, 2021). In this study, students' acrostic poems served as the primary source of analysis, while observations, interviews, and worksheets were used as supporting data to strengthen the interpretation of psychological meanings reflected in the poems. Therefore, the descriptive qualitative design was considered appropriate for obtaining an in-depth understanding of students' emotional expressions, personal experiences, social relationships, imagination, and aspirations as represented in their literary works.

Research Setting and Participants

This research was conducted in two elementary schools located in Tasikmalaya Regency, West Java, Indonesia. Both schools implemented Indonesian language learning activities that included poetry-writing instruction in Grade V. The study was carried out during regular classroom learning in the second semester of the 2025/2026 academic year. The classroom

activities focused on writing acrostic poetry based on students' personal experiences and feelings using student worksheets designed to facilitate emotional exploration and idea development.

The participants consisted of two fifth-grade teachers and six fifth-grade students. One teacher and three students were selected from each school through purposive sampling. Student participants were selected based on several criteria, namely active participation in acrostic poetry-writing activities, completion of worksheets related to personal experiences and feelings, willingness to participate in interviews, and variation in the themes and emotional expressions represented in their poems. Teachers were selected because they were directly involved in the implementation of poetry-writing instruction and could provide information regarding students' writing characteristics and expressive behaviors during classroom activities. The relatively small number of participants was considered appropriate because the purpose of the study was to obtain rich and in-depth interpretations of psycholiterary dimensions rather than to generalize findings to a broader population.

Data Collection

Data were collected through classroom observations, semi-structured interviews, documentation, and worksheet analysis. Classroom observations were conducted during four poetry-writing sessions, each lasting approximately 70–90 minutes. The observations focused on students' participation, engagement in learning activities, idea development processes, emotional involvement, and interactions occurring during poetry-writing instruction.

Semi-structured interviews were conducted with all participants. Interviews with teachers lasted approximately 30–45 minutes and explored students' poetry-writing abilities, emotional expression during learning activities, instructional strategies used in poetry instruction, and challenges encountered in facilitating students' creative expression. Interviews with students lasted approximately 20–30 minutes and focused on the experiences, feelings, meanings, and motivations underlying the poems they created. Examples of guiding questions included: "What experience inspired you to write this poem?", "What feelings did you want to express through your poem?", "Why did you choose certain words or expressions?", and "What message do you hope readers can understand from your poem?"

Documentation techniques were used to collect students' acrostic poems, completed worksheets, field notes, and photographs of classroom activities. A total of six acrostic poems and six completed worksheets were analyzed. The worksheets contained students' descriptions of personal experiences, emotional reflections, keyword selection activities, poem drafts, and final poetic compositions. These documents provided additional evidence regarding students' creative processes and psychological expressions during poetry-writing activities.

Research Instruments

The researcher served as the primary research instrument responsible for collecting, analyzing, and interpreting the data. Supporting instruments included observation guidelines, interview protocols, poetry analysis sheets, and worksheet analysis sheets. Observation guidelines were used to record students' participation and emotional engagement during classroom activities. Interview protocols were designed to explore participants' experiences and perceptions regarding poetry-writing activities.

The poetry analysis framework was developed based on psycholiterary theory and consisted of six analytical indicators: emotional expression, personal experiences, social relationships, imagery and language use, psychological needs and self-concept, and future aspirations. These indicators were used as analytical categories for identifying psycholiterary dimensions reflected in students' poems, interviews, and worksheets. The framework enabled the researcher to conduct systematic coding and interpretation while reducing the possibility of subjective analysis.

Data Analysis

Data were analyzed using the interactive analysis model proposed by Miles, Huberman, and Saldaña (2014), which consists of data condensation, data display, and conclusion drawing. The analysis began with repeated reading of poems, interview transcripts, observation notes, and worksheet documents to obtain a comprehensive understanding of the data. Subsequently, open coding was conducted to identify meaningful units related to emotions, personal experiences, social relationships, imagery, psychological needs, self-concept, and aspirations.

Codes with similar meanings were grouped into broader categories based on the psycholiterary indicators established in the analytical framework. For example, expressions of gratitude, happiness, and affection toward parents or teachers were categorized as emotional expressions and social relationships, whereas statements concerning dreams, future goals, and achievement motivation were categorized as aspirations and self-development. After categorization, the data were organized into thematic matrices to identify recurring patterns across poems, interviews, observations, and worksheets. The final stage involved interpreting the psychological meanings reflected in students' acrostic poetry within the context of elementary language learning.

To enhance analytical rigor, the coding results were reviewed by a second researcher with expertise in language and literature education. Any differences in interpretation were discussed until agreement was reached regarding the final coding categories and themes.

Trustworthiness

The trustworthiness of the findings was established through source triangulation, technique triangulation, and member checking. Source triangulation was conducted by comparing information obtained from teachers, students, poems, and worksheets. Technique triangulation involved comparing findings derived from observations, interviews, documentation, and worksheet analysis.

For example, statements made by students during interviews regarding feelings of affection, gratitude, or hope were compared with corresponding poem excerpts and written reflections in their worksheets. When inconsistencies were identified, the researcher revisited the original data sources and sought clarification from participants before drawing conclusions. Furthermore, summaries of the interpretations were shared with teachers and selected students through member checking procedures to ensure that the findings accurately reflected participants' intended meanings. These procedures were implemented to strengthen the credibility, dependability, confirmability, and trustworthiness of the research findings.

Table 1. Research Framework

Research Focus	Indicator	Operational Description	Data Source	Data Collection Technique
Emotional Expression	Happiness, sadness, fear, pride, gratitude, hope	Feelings expressed in poems and reflections	Students	Poem analysis, interviews, worksheets
Personal Experiences	Life events and memories	Experiences represented in poems	Students	Poem analysis, interviews, worksheets
Social Relationships	Family, friends, teachers	Relationships reflected in poems	Students	Poem analysis, interviews
Imagery and Language Use	Diction and imagery	Literary devices supporting expression	Students	Poem analysis
Psychological Needs and Self-Concept	Affection, security, confidence	Psychological meanings in poems	Students	Poem analysis, interviews
Future Aspirations	Goals, hopes, motivation	Aspirations expressed in poems	Students	Poem analysis, worksheets
Poetry Learning Process	Participation and engagement	Student involvement during instruction	Teachers and students	Observation
Perceptions of Poetry Learning	Views and experiences	Responses toward poetry-writing activities	Teachers and students	Interviews

Based on Table 1, this study focuses on exploring the psycholiterary dimensions reflected in fifth-grade students' acrostic poetry through several interconnected indicators, namely emotional expression, personal experiences, social relationships, imagination and creativity, psychological needs, self-concept, and future aspirations. These indicators served as the coding framework for analyzing students' poems, worksheets, interview responses, and classroom observations. The analysis was conducted by identifying meaningful units within the data, assigning initial codes, grouping similar codes into categories, and interpreting emerging themes related to students' psychological expressions. Data obtained from poems were continuously compared with students' interview statements, worksheet reflections, and classroom observations to ensure consistency of interpretation. For example, expressions of gratitude, affection, or hope identified in students' poems were verified through corresponding reflections in worksheets and interview responses. Through this analytical framework, the study sought to obtain an in-depth understanding of how acrostic poetry functions as a medium for expressing elementary school students' emotional experiences, personal meanings, and psychological development within the context of language learning.

RESULTS AND DISCUSSION

Results

Psycholiterary Dimensions in Elementary School Students' Acrostic Poetry

Based on the analysis of students' acrostic poems, interviews, classroom observations, and Student Worksheets (LKS), several psycholiterary dimensions were identified in the poetry created by fifth-grade students. The analysis focused on how students expressed emotions, personal experiences, social relationships, aspirations, and self-reflection through poetic language. To strengthen the credibility of the findings, interpretations were derived not only from poem texts but also from supporting evidence obtained through interviews and worksheet reflections. Representative excerpts from students' poems are presented in their original Indonesian form and

English translation to illustrate how psycholiterary dimensions emerged in the data. Table 2 summarizes the main psycholiterary dimensions identified in students' acrostic poetry, along with representative poem excerpts, supporting evidence, and interpretive descriptions.

Table 2. Psycholiterary Dimensions Identified in Students' Acrostic Poetry

No.	Research Focus	Aspect Analyzed	Indicator	Representative Poem Excerpt (Original and English Translation)	Interpretation	Data Source
1	Students' real experiences	Personal experiences in poetry	Students write based on daily experiences	"Aku senang bermain bersama teman-temanku." (<i>I am happy playing with my friends.</i>)	The poem is based on a familiar daily experience, suggesting that students tend to draw on personal events when composing poetry.	Poems, worksheets, interviews
2	Psychological expression	Emotional expression in poetry	Expressions of feelings appear in poetry	"Hatiku sedih saat sendiri." (<i>My heart is sad when I am alone.</i>) "Aku ingin membuat ibu bangga." (<i>I want to make my mother proud.</i>)	These excerpts indicate emotional expressions of sadness, affection, and hope. The interpretation was supported by students' interview explanations regarding the experiences that inspired their poems.	Poems, interviews
3	Idea development	Determining keywords	Keywords correspond to students' emotional experiences	Keywords such as <i>IBU</i> (Mother), <i>TEMAN</i> (Friend), and <i>SEKOLAH</i> (School) were frequently selected before poem construction.	The selected keywords were closely connected to meaningful experiences and emotions described in the worksheets.	Worksheets
4	Writing creativity	Composing acrostic poetry lines	Ability to compose poetry based on initial letters	"Ibu selalu menjagaku setiap hari." (<i>Mother always takes care of me every day.</i>)	Students were able to develop meaningful poetic lines from the initial letters of selected keywords, although the structure remained relatively simple.	Poems
5	Language use	Diction and expressions	Language appropriate to children's development	"Ayah selalu membuatku bahagia." (<i>Father always makes me happy.</i>)	The diction is simple, direct, and communicative, reflecting language commonly used by upper elementary school students.	Poems
6	Imagery in poetry	Visual and emotional imagery	Use of words describing atmosphere and feelings	"Pelangi yang indah setelah hujan." (<i>A beautiful rainbow after the rain.</i>) "Senyummu seperti matahari pagi." (<i>Your smile is like the morning sun.</i>)	These excerpts illustrate visual imagery and simple poetic comparisons used to express positive emotions and experiences.	Poems

No.	Research Focus	Aspect Analyzed	Indicator	Representative Poem Excerpt (Original and English Translation)	Interpretation	Data Source
7	Psychological meaning	Emotional and social values	Presence of affection and social relationships	“Temanku selalu menolongku.” (<i>My friend always helps me.</i>) “Bersamamu aku merasa aman.” (<i>With you I feel safe.</i>)	The poems contain recurring references to friendship, affection, and emotional support, which may indicate the importance of social relationships in students’ lives.	Poems, interviews
8	Moral messages	Life values in poetry	Presence of positive messages in poetry	“Aku harus menghormati orang tua.” (<i>I must respect my parents.</i>)	The poems communicate positive values related to respect, responsibility, and family relationships.	Poems
9	Students’ self-reflection	Emotional responses after writing	Students’ feelings after creating poetry	Student reflection: “Saya senang karena bisa menulis tentang pengalaman saya.” (<i>I was happy because I could write about my own experience.</i>)	Students’ reflections suggest that poetry writing provided opportunities for emotional expression and self-reflection.	Interviews, worksheet reflections
10	Self-confidence	Courage in reading poetry aloud	Students’ responses during poetry presentations	Observation note: several students hesitated before reading their poems aloud, while others volunteered confidently.	The observation suggests varying levels of self-confidence when presenting poetry in front of peers.	Observation

Based on the data in Table 2, the findings show that the psycholiterary dimensions in students’ acrostic poetry emerged through real-life experiences, emotional expression, language use, imagery, and psychological meanings contained in the poems. In terms of real-life experiences, students tended to write based on daily experiences closely related to their lives, such as relationships with family, playing with friends, school activities, and vacation experiences. These experiences became the primary source for developing poetic ideas because students found it easier to write when the themes were related to events they had directly experienced.

In terms of psychological expression, students were able to express various forms of emotion through the poems they wrote. The most dominant emotions expressed were happiness, affection, pride, longing, and hope. In addition, some students also expressed sadness and fear through simple expressions in their poems. This indicates that acrostic poetry became a medium for students to express their emotional conditions and inner experiences more freely.

From the aspect of idea development, the use of keywords in the worksheets helped students more easily determine themes and compose the content of their poems. Words such as “MOTHER,” “FRIEND,” and “SCHOOL” were chosen because they had strong connections to students’ emotional experiences. After determining the keywords, students began composing poetic lines based on the available initial letters. Although most of the poems still used simple

structures, students were already able to develop ideas creatively according to the acrostic poetry pattern.

In terms of language use and imagery, students' poems used simple and communicative language appropriate to the developmental level of elementary school children. Furthermore, students began using visual and emotional imagery to describe their feelings and experiences. The use of words such as "rainbow," "sun," "smile," and "tears" demonstrates students' efforts to employ poetic expressions to strengthen the meaning of their poems.

From the aspect of psychological meaning, students' poems reflected emotional and social needs that are important in child development. Most poems illustrated the need for affection, attention, security, and social relationships with friends and family. In addition, students also inserted moral messages such as the importance of loving parents, studying diligently, and maintaining friendships. This indicates that students' poetry not only served as a medium for creative writing, but also as a means of self-reflection and character building.

The results of self-reflection showed that most students felt happy and relieved after expressing their experiences and feelings through poetry. However, observation results indicated that some students still lacked confidence when asked to read their poems aloud in front of the class. This condition suggests that poetry writing instruction is also related to students' emotional development and their confidence in expressing themselves within their social environment.

Forms of Emotional Expression and Psychological Experiences of Students in Acrostic Poetry

Based on the results of the analysis of students' acrostic poetry documentation, interviews, and classroom observations, various forms of emotional expression and psychological experiences were found in the poetry created by elementary school students. These expressions were reflected through the themes of the poems, word choices, expressions of feelings, and life experiences written by the students. The results of the analysis are summarized in Table 3 below.

Table 3. Forms of Emotional Expression and Psychological Experiences in Students' Acrostic Poetry

No	Form of Emotional Expression	Indicators in the Poetry	Examples of Students' Expressions	Reflected Psychological Experiences
1	Happiness	Expressions of joy and comfort	"I am happy playing with my friends"	Feelings of comfort in social relationships
2	Affection	Expressions of love and care	"Mother always takes care of me"	Need for affection and family closeness
3	Pride	Expressions of appreciation for oneself or others	"My father is a hard worker"	Admiration and identification with family figures
4	Longing	Expressions of wanting to meet someone	"I always wait for you to come home"	Emotional attachment to family members
5	Sadness	Expressions of disappointment and loss	"My heart is sad when I am alone"	Feelings of loss and need for emotional support
6	Fear	Expressions of anxiety and worry	"I am afraid of failing in school"	Anxiety toward academic demands
7	Enthusiasm	Expressions of motivation and optimism	"I want to become a smart child"	Self-motivation and desire for growth

No	Form of Emotional Expression	Indicators in the Poetry	Examples of Students' Expressions	Reflected Psychological Experiences
8	Hope	Expressions of aspirations and dreams	"I want to make my parents proud"	Future aspirations and self-actualization needs
9	Friendship	Expressions of togetherness with friends	"My friend always helps me"	Need for social relationships and acceptance
10	Gratitude	Expressions of thankfulness and appreciation	"I am grateful to have a good family"	Emotional awareness and positive life values

Based on the data in Table 3, students' acrostic poetry contained various forms of emotional expression related to their lived experiences and social relationships. The emotional expressions most frequently identified across the poems were happiness, affection, enthusiasm, and hope. This dominance was determined through repeated thematic patterns found in the coded data rather than through statistical frequency counts. During the coding process, these themes appeared consistently across multiple poems, worksheet reflections, and interview responses. Positive expressions describing relationships with family, friends, and school activities were particularly recurrent, suggesting that students tended to write about pleasant and meaningful everyday experiences. As a result, many of the poems conveyed generally positive emotional tones.

In terms of affection, many students wrote poems portraying mothers and fathers as figures who provide care, protection, and encouragement. For example, one student wrote, "Mother always takes care of me," while another wrote, "Father works for the family." These expressions may be interpreted as textual indications of students' appreciation for parental care and support. The interpretation was strengthened by interview data in which several students explained that they chose their parents as poem themes because they felt helped, protected, or inspired by them. In addition, pride in parents was reflected in poems describing parents as hardworking and caring figures, suggesting that students viewed their parents as important role models in their daily lives.

Expressions of longing and sadness appeared in several students' poems describing experiences of being left behind while parents were working or feeling lonely at home. One student wrote the expression "I always wait for you to come home," which indicates emotional attachment to family members. In addition, some students expressed sadness when experiencing academic failure or losing a favorite possession. This demonstrates that poetry became a medium for students to express emotional experiences that were difficult to convey directly.

From the aspect of enthusiasm and hope, most students wrote about their aspirations and wishes for the future. Expressions such as "I want to become a doctor" and "I want to make my parents proud" reflect motivation and optimism within the students. These hopes indicate the psychological development of children who are beginning to have goals and dreams for their future. Furthermore, students' psychological experiences were also reflected through their social relationships with peers. Poems with friendship themes showed that students felt comfortable and happy when they had good and supportive friends. Expressions such as "my friend always helps me" demonstrate that social relationships play an important role in the emotional development of elementary school students.

Based on the interview results, students admitted that they found it easier to write poetry when asked to describe experiences they had personally experienced. Students felt freer to express

their feelings through poetry because they could write what was in their hearts without fear. In addition, observation results showed that students were more active and enthusiastic when poetry-writing instruction was connected to their real-life experiences and emotional conditions. This indicates that personal experience serves as the primary source in shaping students' emotional expressions and psychological experiences in acrostic poetry.

The Use of Language and Imagery Reflecting Students' Psychological Conditions

Based on the analysis of students' acrostic poems, interviews, and worksheet reflections, the use of language and imagery provided insight into how students expressed emotions and interpreted their everyday experiences. Although the language used was generally simple and appropriate to the developmental level of elementary school students, the poems contained emotional diction such as *happy*, *sad*, *afraid*, *proud*, and *grateful*, which reflected students' feelings and experiences. For example, one student wrote, "*Hatiku sedih saat sendiri*" ("My heart is sad when I am alone"), while another wrote, "*Aku bangga kepada ayahku*" ("I am proud of my father"). In addition, students employed visual imagery through expressions such as "*Pelangi yang indah setelah hujan*" ("A beautiful rainbow after the rain") and "*Langit cerah membuatku bahagia*" ("The bright sky makes me happy"). Some students also used simple symbols, such as *rainbow* to represent happiness and hope, *stars* to represent dreams and aspirations, and *flowers* to represent affection and beauty. These examples suggest that students were beginning to connect concrete objects and everyday experiences with emotional meanings in their poetry. The results of the analysis are summarized in Table 4 below.

Table 4. The Use of Language and Imagery in Students' Acrostic Poetry

No	Aspect Analyzed	Indicators	Findings in Students' Poetry	Psychological Meaning
1	Use of emotional diction	Words showing feelings	love, happiness, sadness, longing, fear, pride	Describes students' emotional conditions
2	Simple language	Sentences appropriate to children's development	Short and communicative sentences	Shows honest and spontaneous expression
3	Visual imagery	Words describing atmosphere or objects	beautiful rainbow, bright sky, morning sun	Describes positive and happy moods
4	Emotional imagery	Expressions of inner conditions	my heart is sad, I am afraid to be alone	Shows students' emotional experiences
5	Simple symbols	Use of symbols in poetry	stars, rainbow, flowers	Symbolize hope, happiness, and aspirations
6	Poetic expressions	Imaginative sentences	your smile is like the morning sun	Shows students' creativity and imagination
7	Relationship between language and experience	Language based on real experiences	Poems written based on daily experiences	Language becomes a medium for students' self-reflection
8	Language creativity	Ability to arrange words aesthetically	Students connect emotions with poetic words	Shows the development of language creativity

Based on the data in Table 4, the results of the study indicate that the language used in students' acrostic poetry was still simple, yet capable of describing their psychological conditions and feelings. Most students used words closely related to everyday life, making the resulting poems feel natural, honest, and easy to understand. The use of diction such as "love," "happy,"

“sad,” “cheerful,” “afraid,” and “longing” reflects the emotional expressions that students intended to convey through their poetry. These words appeared because students wrote based on experiences and feelings they had genuinely experienced.

In terms of simple language use, students tended to use short sentences that directly conveyed the feelings they wanted to express. For example, there were expressions such as “I am happy playing with my friends” and “Mother always makes me happy.” These sentences show that students were able to express emotional experiences spontaneously without using complex language structures. The simplicity of the language actually demonstrates emotional honesty and concrete ways of thinking that are appropriate to the developmental stage of elementary school children.

In addition to language use, students also began using imagery and simple poetic expressions in their poems. Visual imagery appeared in the use of words such as “bright sky,” “beautiful rainbow,” “beautiful flowers,” and “morning sun,” which students used to describe happy and pleasant moods. This imagery indicates that students were beginning to connect objects they saw in everyday life with the emotional conditions they experienced.

Meanwhile, emotional imagery appeared in expressions such as “my heart is sad,” “I am afraid to be alone,” and “my tears fall.” These expressions indicate the presence of strong emotional experiences within the students. Some students used such expressions when writing about experiences of loss, being scolded by parents, or feeling lonely. This demonstrates that poetry became a medium for students to channel their inner experiences and psychological conditions.

Some students also used simple symbols to describe their hopes and aspirations. The symbol of a “star” was used to represent dreams and the future, while a “rainbow” was used to symbolize happiness and enthusiasm for life. In addition, the symbol of a “flower” was used to represent beauty and affection. The use of these symbols indicates that students were beginning to develop imaginative abilities in connecting certain objects with the emotional meanings they experienced.

The results of the study also showed that students began trying to use poetic expressions in their poems. For example, there were expressions such as “your smile is like the morning sun” and “my heart is bright like a rainbow.” Although still simple, these expressions demonstrate students’ creativity in transforming language into something more aesthetic and meaningful. This creativity developed when students were given the freedom to write based on their own experiences and feelings.

Based on the interview results, students admitted that they found it easier to write poetry when they were allowed to use words commonly used in their daily lives. Students felt more comfortable and confident in writing because they were not overly restricted by complicated language rules. In addition, observation results showed that students were more enthusiastic when asked to describe their feelings through words and certain symbols. This indicates that the use of language and imagery in acrostic poetry not only helps students develop language creativity, but also helps them understand and express their psychological conditions more openly.

Psychological Meanings in Acrostic Poetry Created by Elementary School Students

Based on the analysis of students' acrostic poems, interviews, worksheet reflections, and classroom observations, several psychological meanings were identified in the poetry created by fifth-grade students. These meanings emerged through recurring themes related to family relationships, friendships, aspirations, gratitude, self-reflection, and positive values. The analysis focused on how students represented their experiences and emotions through poetic language rather than on making definitive claims about their psychological conditions. Representative poem excerpts were used as textual evidence and were interpreted in conjunction with interview and worksheet data. The findings are presented in Table 5.

Table 5. Psychological Meanings Reflected in Elementary School Students' Acrostic Poetry

No.	Psychological Meaning	Indicators in the Poetry	Findings in Students' Poetry	Cautious Interpretation
1	Family affection	Expressions of family love and care	"Mother always loves me"	Suggests that family affection is an important theme in the student's experiences and literary expression.
2	Sense of security	Expressions of comfort with family	"I feel comfortable near my father"	May indicate that family relationships are associated with feelings of comfort and support.
3	Social relationships	Expressions about friends and friendship	"My friend always helps me"	Suggests that friendship is perceived as meaningful in students' everyday lives.
4	Self-motivation	Expressions of enthusiasm for learning and effort	"I want to become a smart child"	Indicates aspirations related to learning and personal improvement.
5	Future aspirations	Students' dreams and ambitions	"I want to become a doctor"	Reflects future-oriented thinking and personal goals expressed in the poem.
6	Self-confidence	Expressions of belief in oneself	"I can definitely succeed"	Suggests positive expectations about personal achievement.
7	Empathy and care	Expressions of concern for others	"I want to help my mother"	Indicates awareness of helping and caring for others.
8	Self-reflection	Expressions of personal experiences	Students wrote about sad and happy experiences	Suggests opportunities for reflecting on meaningful personal experiences.
9	Gratitude	Expressions of thankfulness and happiness	"I am grateful to have a good family"	Reflects appreciation for positive relationships and life experiences.
10	Character-related values	Moral values in poetry	Studying diligently, respecting parents	Indicates the presence of positive values emphasized by students in their poems.

Based on the data presented in Table 5, students' acrostic poetry reflected a variety of meanings related to family relationships, social interaction, aspirations, self-reflection, and positive values. These meanings were identified through recurring themes found across the poems, worksheet reflections, and interview responses. Rather than being interpreted as definitive psychological states, the findings are understood as textual indications of how students represented

their experiences, emotions, and perspectives through poetry. Family relationships, friendships, future aspirations, gratitude, and moral values emerged as the most frequently recurring themes across the students' works.

Several poems contained expressions such as "Mother always loves me" and "I feel comfortable near my father." These lines suggest that family relationships were meaningful topics in students' literary expression. Interview data supported this interpretation, as several students explained that they chose family-related themes because they frequently experienced care, assistance, and encouragement from their parents. Similarly, friendship-related expressions such as "My friend always helps me" and "I am happy playing with my best friend" indicate that peer relationships were important aspects of students' everyday experiences and were therefore frequently represented in their poems.

Other psychological meanings appeared in poems describing students' aspirations and future goals. Expressions such as "I want to become a doctor," "I want to become a teacher," and "I want to make my mother happy" can be interpreted as indications of future-oriented thinking and personal ambition. These statements suggest that students were able to connect their current experiences with hopes and goals for the future. The interpretation was further supported by worksheet reflections in which students described their dreams and the reasons behind their aspirations.

The poems also contained expressions that may reflect empathy and social concern. Some students wrote about helping parents, caring for friends, and doing good deeds for others. For example, the line "I want to help my mother" suggests that caring behavior was considered an important value by the student. Rather than demonstrating fixed psychological traits, these expressions indicate values and attitudes that students chose to emphasize in their writing.

In terms of self-reflection, several poems revisited experiences of happiness, sadness, fear, and disappointment. Students often connected these experiences with events from daily life, such as playing with friends, spending time with family, or facing challenges at school. These representations suggest that poetry provided opportunities for students to revisit and describe experiences that were meaningful to them. Interview responses also indicated that students found it easier to express certain feelings through poetry than through direct conversation.

Several poems further expressed gratitude and appreciation, as reflected in statements such as "I am grateful to have a good family" and "I am happy to have good friends." These expressions may indicate positive evaluations of students' relationships and everyday experiences. Likewise, references to studying diligently, respecting parents, and helping others suggest the presence of moral and character-related values within the poems.

Classroom observations showed that many students appeared more engaged and willing to share personal experiences when writing poetry based on their own lives. Students were generally more expressive during poetry-writing activities than during regular classroom discussions. Therefore, the findings suggest that acrostic poetry can function not only as a medium for developing writing skills but also as a space through which students represent experiences, emotions, aspirations, and personal values in literary form.

Discussion

The results of this study show that the psycholiterary dimensions in elementary school students' acrostic poetry emerge through personal experiences, emotional expressions, language use, imagery, and the psychological meanings contained in the poems. These findings indicate that acrostic poetry functions not only as a language skill exercise, but also as a medium for students' psychological expression. From a psycholiterary perspective, literary works are viewed as representations of inner conditions, emotional experiences, and the psychological dynamics of individuals (Endraswara, 2021). Therefore, the poems written by students can be understood as reflections of life experiences and emotional conditions they experience in their daily lives. This perspective is in line with the study by Kartini et al. (2022), which states that poetry-writing activities are closely related to individuals' psychological processes in expressing inner experiences through literary language.

The findings reveal that real-life experiences became the primary source for students in writing acrostic poetry. Most students wrote based on experiences with family, friends, school, and their surrounding environment. This finding indicates that elementary school children tend to write based on concrete experiences closely related to their lives. This is consistent with Nurgiyantoro's (2022) view that children's literature generally originates from simple experiences directly encountered by children, resulting in literary works that are more honest and spontaneous. In addition, the use of real-life experiences in writing instruction helped students more easily develop ideas and determine poetry themes. These findings support the study by Fauziah and Rahman (2023), which showed that experience-based writing instruction can improve students' creativity and confidence in expressing ideas. This is also reinforced by the study of Asmayanti et al. (2020), which explained that experience-based writing instruction helps students develop ideas in a more directed and contextual manner.

In terms of psychological expression, this study found that students' poems contained various emotions, including happiness, affection, longing, pride, fear, sadness, and hope. These emotional expressions were identified through recurring themes in the poems, worksheet reflections, and interview responses. The predominance of positive emotions suggests that students frequently drew upon meaningful experiences related to family relationships, friendships, and school life when composing their poems. From a psycholiterary perspective, these emotional expressions can be understood as literary representations of students' experiences and feelings rather than direct indicators of psychological conditions. The findings demonstrate that acrostic poetry provided a space for students to transform personal experiences into literary expression through simple language and poetic forms. This finding is consistent with Sari and Lestari (2024), who reported that creative writing activities help children recognize, express, and communicate emotions through written language. Similarly, the present study suggests that poetry writing can function as a medium through which students articulate emotional experiences that may be difficult to express in everyday communication.

Expressions of affection toward family became the most dominant aspect in students' poetry. Many students portrayed mothers and fathers as loving figures, protectors, and sources of encouragement in their lives. This finding indicates that affection remains one of the primary psychological needs of elementary school children. According to Maslow, the need for love and belonging is a fundamental need that greatly influences individuals' psychological development. When these needs are fulfilled, children tend to have more stable and positive emotional

conditions. This can be seen in the many poems characterized by warmth, affection, and gratitude toward family. These findings are supported by the study of Lestari et al. (2026), which showed that attachment between parents and children has a significant relationship with the psychosocial well-being of elementary school students.

Besides family, social relationships with peers also became an important theme in students' poetry. Students described friends as individuals who help, entertain, and provide support in daily life. This finding demonstrates that the school social environment plays an important role in children's emotional development. According to Hurlock (2021), social relationships during childhood strongly influence the development of self-confidence and social adaptation skills. Therefore, the emergence of friendship themes in poetry indicates that students have a need to be accepted and appreciated within their social environment. These findings are also consistent with the study of Fauziyyah et al. (2023), which explained that literature learning can help children understand their social and emotional worlds through reading and writing literary works for children.

From the aspect of language use, the results of this study show that students used language that was simple, communicative, and appropriate to their developmental level. This simplicity of language actually reflects students' emotional honesty and spontaneity in writing poetry. These findings are in line with Tarigan's (2020) view that children's language abilities develop through concrete experiences and language use closely related to daily life. Furthermore, the use of emotional diction such as "sad," "happy," "longing," and "love" indicates that students were beginning to connect language with the emotional experiences they felt. These findings also support Damaianti's (2024) study, which emphasized that successful writing instruction for children is strongly influenced by a learning environment that supports self-expression and the natural use of language.

This study also found that students used visual and emotional imagery in their poetry to represent experiences and feelings. During the coding process, imagery-related expressions were identified through recurring patterns that appeared across several students' poems rather than through statistical frequency counts. Visual images such as "rainbow," "sun," and "bright sky" appeared in multiple poems and were commonly associated with happiness, comfort, and positive experiences. For example, one student wrote, "A beautiful rainbow after the rain," while another described a "bright sky" when expressing feelings of joy. Emotional imagery was also found in expressions such as "My heart is sad when I am alone" and "My tears fall," which were used to describe personal experiences and emotional situations.

According to Pradopo (2021), imagery in poetry functions to strengthen meaning and help readers experience the emotions intended by the writer. In the context of this study, the repeated use of visual and emotional imagery across several poems suggests that students were beginning to connect concrete objects and sensory experiences with emotional meanings. In addition, some students employed simple symbols such as "stars" and "rainbows." These symbols were interpreted based on the context of the poems and supporting interview data. For instance, "stars" were often associated with dreams and future aspirations, whereas "rainbows" were commonly linked to happiness and hope. Although these symbolic expressions were relatively simple, they indicate emerging abilities to use aesthetic and imaginative elements in poetry writing. These findings support Wulandari et al. (2023), who found that elementary school students demonstrate

creative potential in using symbols and imagery when encouraged to express personal experiences. Similarly, Susanti et al. (2023) reported that contextual poetry instruction can foster language creativity and imaginative expression in children's writing.

The psychological meanings in students' poetry were also reflected through self-motivation, future aspirations, and the development of positive character. Many students wrote about dreams of becoming doctors, teachers, police officers, and other professions as forms of hope for their future. This finding indicates the presence of future orientation and the development of intrinsic motivation among students. According to Santrock (2022), elementary school children begin developing simple life goals and possess a drive to achieve success as part of identity development. In addition, students' poetry also contained moral values such as studying diligently, respecting parents, loving friends, and helping family members. These values indicate that poetry can serve as a medium for character building and the internalization of life values. This is consistent with the findings of Hidayat and Nurhasanah (2025), who stated that literature learning in elementary schools not only develops language skills, but also helps foster character, empathy, and students' social awareness. These findings are also supported by Halimah et al. (2020), who explained that reflective and critical literature learning can help students understand life values and develop social and emotional awareness.

The findings of this study suggest that poetry-writing activities provided opportunities for students to express and reflect on their experiences and feelings. This interpretation was supported by interview and worksheet-reflection data. For example, one student stated, *"I felt happy because I could write about my mother,"* while another explained, *"I felt relieved after writing about my feelings."* Similar responses were also found in students' worksheet reflections, where several students wrote that they were happy, proud, or satisfied after completing their poems. These statements indicate that poetry writing may serve as a medium through which students express emotions and reflect on personal experiences.

Classroom observations further showed that many students appeared enthusiastic during the writing process, particularly when they were encouraged to write about experiences that were meaningful to them. However, observation notes also revealed that some students were hesitant when asked to read their poems aloud in front of the class. For instance, several students spoke in low voices, avoided eye contact, or required encouragement from the teacher before presenting their work. Therefore, while poetry-writing activities appeared to support emotional expression and reflection, the findings also suggest that some students may still need additional support to develop confidence in sharing their literary work publicly. These findings are consistent with Sugiarti et al. (2026), who reported that supportive classroom interactions, constructive feedback, and encouraging learning environments can strengthen students' confidence and participation in writing activities.

Overall, the findings of this study suggest that acrostic poetry contains meaningful psycholiterary dimensions through which students represent personal experiences, emotions, social relationships, aspirations, and values. Rather than focusing solely on the structural aspects of poetry, this study demonstrates how students use acrostic poetry as a medium for expressing and reflecting upon experiences that are meaningful in their everyday lives. The study contributes to elementary literacy pedagogy by showing that poetry-writing activities can function not only as exercises in language development but also as opportunities for emotional expression, self-

reflection, and the exploration of personal experiences. The findings further suggest that integrating experience-based and feeling-based writing activities into poetry instruction may help teachers better understand students' perspectives while encouraging authentic literary expression.

However, several limitations should be acknowledged. First, the study involved only six fifth-grade students from two elementary schools in Tasikmalaya Regency; therefore, the findings should be understood as context-specific interpretations rather than generalizable conclusions about elementary school students more broadly. Second, the analysis relied on qualitative interpretation of poems, interviews, observations, and worksheet reflections, meaning that alternative interpretations of the data may also be possible despite the use of triangulation procedures. Third, the study examined students' poetry at a particular point in time and did not include longitudinal observation; consequently, it cannot determine how poetry-writing activities may influence students' emotional development over extended periods. Future studies may involve larger and more diverse participant groups, incorporate multiple educational contexts, and employ longitudinal designs to further explore the relationship between poetry writing, emotional expression, and literacy development in elementary education.

CONCLUSION

Based on the findings of this study, it can be concluded that elementary school students' acrostic poetry contains psycholiterary dimensions reflected through personal experiences, emotional expressions, language use, imagery, and psychological meanings represented in the poems. Students tended to write about experiences closely related to their daily lives, particularly family, friendship, and school, resulting in poems that were meaningful and personally relevant. The emotional expressions identified in the poems included happiness, affection, longing, sadness, enthusiasm, and hope. In addition, the use of simple language, emotional diction, visual imagery, emotional imagery, and symbolic expressions demonstrated students' ability to represent feelings and experiences through poetry. The analysis also revealed themes related to affection, security, social relationships, self-motivation, gratitude, and future aspirations. These findings suggest that acrostic poetry can function not only as a medium for developing writing skills but also as a space for self-expression, reflection, and the exploration of personal experiences.

The findings have practical implications for elementary language education. Teachers may consider incorporating experience-based and feeling-based poetry-writing activities into classroom instruction to encourage students' creative expression, emotional reflection, and engagement with literacy learning. Acrostic poetry, in particular, can provide a developmentally appropriate structure that helps students organize ideas while expressing meaningful personal experiences. Such activities may also assist teachers in gaining deeper insights into students' perspectives and experiences through literary expression.

However, several limitations should be acknowledged. This study involved only six fifth-grade students from two elementary schools in Tasikmalaya Regency; therefore, the findings should be interpreted within the specific context of the study and should not be generalized to all elementary school students. In addition, the analysis relied on qualitative interpretation of poems, interviews, observations, and worksheet reflections, which may involve a degree of researcher subjectivity despite the use of triangulation procedures. Furthermore, the study examined students' poetry at a single point in time and did not investigate the long-term effects of poetry-writing

activities on emotional development. Future research may involve larger and more diverse samples, multiple educational settings, and longitudinal approaches to further explore the relationship between poetry writing, psycholiterary expression, and literacy development in elementary education.

CREDIT AUTHORSHIP CONTRIBUTION STATEMENT

Deni Chandra: Conceptualization, Data Curation, Formal Analysis, Funding Acquisition, Investigation, Methodology, Project Administration, Resources, Software, Validation, Visualization, Writing – Original Draft, Writing – Review & Editing.

Vismaia S Damaianti: Conceptualization, Supervision, Validation,

Isah Cahyani: Formal Analysis, Investigation, Resources

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper

ACKNOWLEDGMENTS

The author would like to thank Tria Antiya who has helped in carrying out this research. Besides that, the author also thanks Dendi M Fauzi who has always been patient in being the documenter during the research.

FUNDING

In this research, the author did not receive any financial support from anyone or any institution.

DATA AVAILABILITY STATEMENT

The data that support the findings of this study are available on request from the corresponding author.

ETHICS STATEMENT

This study did not require formal ethical approval. All participants provided voluntary informed consent and no sensitive personal data were collected.

DECLARATION OF GENERATIVE AI AND AI-ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

The author didn't use generative AI technology or AI assistance in putting together this manuscript.

REFERENCES

- Adelia, R., & Prasetya, D. (2022). Analisis pembelajaran menulis puisi di sekolah dasar berbasis kreativitas siswa. *Jurnal Pendidikan Dasar Nusantara*, 8(1), 55–66. <https://doi.org/10.29407/jpdn.v8i1.2022>
- Asmayanti, A., Cahyani, I., & Idris, N. S. (2020). Model addie untuk pengembangan bahan ajar menulis teks eksplanasi berbasis pengalaman. In *Seminar Internasional Riksa Bahasa* (pp. 259–267).
- Cahyono, B. (2021). Pengembangan keterampilan menulis puisi akrostik pada siswa sekolah dasar. *Jurnal Pendidikan Bahasa Indonesia*, 9(2), 112–121. <https://doi.org/10.26740/jpbi.v9n2.2021>
- Chandra, D., Nurani, R. Z., Wakih, A. A., Fadilah, B., & Fauzi, A. R. (2026). Transformasi pembelajaran Bahasa Indonesia melalui integrasi kearifan lokal dan nilai psikososial di era

- Kurikulum Nasional. *COLLASE (Creative of Learning Students Elementary Education)*, 9(1), 204–210.
- Damaianti, V. S. (2024). Success in initial writing learning in the post-Covid-19 pandemic: The role of teachers and parents. *Jurnal Ilmiah Sekolah Dasar*, 8(1), 74–79. <https://doi.org/10.23887/jisd.v8i1.2024>
- Endraswara, S. (2021). *Metodologi psikologi sastra*. CAPS Publishing.
- Fauziah, N., & Rahman, A. (2023). Pembelajaran menulis berbasis pengalaman dalam meningkatkan kreativitas siswa sekolah dasar. *Jurnal Pendidikan Bahasa dan Sastra*, 13(2), 88–99. https://doi.org/10.17509/bs_jpbs.v13i2.2023
- Fauziah, R., Maulana, H., & Sari, D. (2025). Ekspresi emosional siswa dalam pembelajaran menulis puisi di sekolah dasar. *Jurnal Pendidikan Dasar Indonesia*, 10(1), 34–45. <https://doi.org/10.26737/jpdi.v10i1.2025>
- Fauziyyah, D. F., Sunendar, D., Sumiyadi, S., & Damaianti, V. S. (2023). Membaca dunia anak dengan bijak: Peran guru dalam pembelajaran cerita anak realis. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(5), 5171–5180. <https://doi.org/10.31004/obsesi.v7i5.2023>
- Firmansyah, A., & Dewi, L. (2025). Pembelajaran bahasa Indonesia abad ke-21 dalam meningkatkan keterampilan komunikatif siswa. *Jurnal Pendidikan Bahasa Indonesia*, 11(1), 22–33. <https://doi.org/10.22460/jpbi.v11i1.2025>
- Halimah, S., Mulyati, Y., & Damaianti, V. S. (2020). Critical literacy approach in the teaching of literary appreciation using Indonesian short stories. *Indonesian Journal of Applied Linguistics*, 10(1), 84–94. <https://doi.org/10.17509/ijal.v10i1.24992>
- Hidayani, S., & Kurnianto, E. (2021). Pembelajaran menulis puisi sebagai sarana pengembangan kreativitas siswa sekolah dasar. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 6(2), 98–107. <https://doi.org/10.26737/jpbsi.v6i2.2021>
- Hidayat, T., & Nurhasanah, E. (2025). Peran pembelajaran sastra dalam pembentukan karakter siswa sekolah dasar. *Jurnal Pendidikan Karakter*, 15(1), 50–61. <https://doi.org/10.21831/jpk.v15i1.2025>
- Hurlock, E. B. (2021). *Psikologi perkembangan: Suatu pendekatan sepanjang rentang kehidupan* (5th ed.). Erlangga.
- Karimah, F., & Wibowo, A. (2023). Kesulitan siswa sekolah dasar dalam menulis puisi akrostik. *Jurnal Pendidikan Dasar*, 14(2), 101–110. <https://doi.org/10.21009/jpd.142.2023>
- Kartini, A., Syihabuddin, S., & Damaianti, V. (2022). Kajian psikologi pembelajaran menulis puisi dalam perspektif mahasiswa. *JP-BSI (Jurnal Pendidikan Bahasa dan Sastra Indonesia)*, 7(2), 75–80. <https://doi.org/10.26737/jp-bsi.v7i2.2022>
- Lestari, M. A., Solehuddin, M., Riksa, Y., & Saripah, I. (2026). The correlation between parent-child attachment and psychosocial well-being of elementary school students. *PrimaryEdu: Journal of Primary Education*, 10(1), 83–96. <https://doi.org/10.22460/pej.v10i1.2026>
- Maulidina, N., & Yusuf, R. (2024). Penggunaan puisi akrostik dalam pembelajaran menulis kreatif siswa sekolah dasar. *Jurnal Pendidikan Dasar Indonesia*, 9(1), 65–74. <https://doi.org/10.26737/jpdi.v9i1.2024>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Sage Publications.

- Nabila, R. (2021). Peran pembelajaran bahasa Indonesia dalam meningkatkan literasi siswa sekolah dasar. *Jurnal Pendidikan Dasar*, 12(1), 1–10. <https://doi.org/10.21009/jpd.121.2021>
- Nurdiyantoro, B. (2022). *Sastra anak: Pengantar pemahaman dunia anak*. Gadjah Mada University Press.
- Nurhayati, E. (2022). Pembelajaran puisi akrostik untuk meningkatkan motivasi menulis siswa sekolah dasar. *Jurnal Cakrawala Pendas*, 8(3), 245–255. <https://doi.org/10.31949/jcp.v8i3.2022>
- Pradopo, R. D. (2021). *Pengkajian puisi*. Gadjah Mada University Press.
- Puspita, M., & Ardiansyah, D. (2024). Menulis sebagai media refleksi diri siswa sekolah dasar. *Jurnal Pendidikan Bahasa*, 13(1), 70–81. <https://doi.org/10.31571/bahasa.v13i1.2024>
- Putra, A., Rahmat, H., & Yuliana, S. (2025). Kreativitas siswa dalam pembelajaran sastra di sekolah dasar. *Jurnal Pendidikan Dasar Indonesia*, 10(2), 91–102. <https://doi.org/10.26737/jpdi.v10i2.2025>
- Rahmalia, N. (2023). Keterampilan menulis sebagai sarana pengembangan berpikir siswa sekolah dasar. *Jurnal Pendidikan Bahasa dan Sastra*, 12(2), 120–130. https://doi.org/10.17509/bs_jpbs.v12i2.2023
- Rizkiyah, L. (2023). Pembelajaran sastra berbasis ekspresi diri pada siswa sekolah dasar. *Jurnal Pendidikan Literasi*, 5(1), 44–53. <https://doi.org/10.36706/jpl.v5i1.2023>
- Santrock, J. W. (2022). *Life-span development* (18th ed.). McGraw-Hill Education.
- Sari, D., & Lestari, F. (2024). Menulis kreatif sebagai media pengembangan emosi anak sekolah dasar. *Jurnal Psikologi Pendidikan*, 9(1), 15–26. <https://doi.org/10.21831/jpp.v9i1.2024>
- Savitri, A., & Mardiana, R. (2024). Analisis psikosastra dalam karya sastra anak di sekolah dasar. *Jurnal Pendidikan Bahasa Indonesia*, 10(2), 133–145. <https://doi.org/10.22460/jpbi.v10i2.2024>
- Sugiyono. (2021). *Metode penelitian kualitatif*. Alfabeta.
- Sugiarti, D. H., Sastromiharjo, A., & Kurniawan, K. (2026). Peer feedback and writing revision in primary education: A quasi-experimental study of fourth-grade narrative writing. *PrimaryEdu: Journal of Primary Education*, 10(1), 15–27. <https://doi.org/10.22460/pej.v10i1.2026>
- Susanti, E., Mugara, R., & Firdaus, A. R. (2023). The learning analysis of writing poetry using a contextual approach on direct object observation technique for the PGSD students. *PrimaryEdu: Journal of Primary Education*, 7(2), 231–239. <https://doi.org/10.22460/pej.v7i2.2023>
- Susanti, R., Hidayah, N., & Pranowo, S. (2023). Puisi akrostik sebagai media pengembangan ekspresi siswa sekolah dasar. *Jurnal Pendidikan Dasar Nusantara*, 9(1), 77–88. <https://doi.org/10.29407/jpdn.v9i1.2023>
- Syafira, M., Handayani, T., & Putri, A. (2025). Kepercayaan diri siswa dalam pembelajaran menulis puisi di sekolah dasar. *Jurnal Pendidikan Dasar Indonesia*, 11(1), 59–69. <https://doi.org/10.26737/jpdi.v11i1.2025>
- Tarigan, H. G. (2020). *Menulis sebagai suatu keterampilan berbahasa*. Angkasa.
- Wicaksono, A. (2021). *Psikologi sastra: Teori dan implementasi*. Garudhawaca.

Wulandari, S., Kusnandar, D., & Mulyani, Y. (2023). Penggunaan simbol dan imaji dalam puisi siswa sekolah dasar. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 11(2), 140–151. <https://doi.org/10.26737/jpbsi.v11i2.2023>