

# Papuan Students' Difficulties in Learning Indonesian Poetry Material in Elementary Schools

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**Abstract:** This research examines the difficulties faced by students at SD Inpres Manimeri II, Teluk Bintuni, in learning Indonesian poetry, by emphasizing the importance of the value of mutual cooperation in the learning process. Using literature study and fieldwork methods, this research identifies specific challenges that influence students' understanding and appreciation of poetry. Literature studies show that existing literature often ignores local cultural and linguistic contexts, while fieldwork reveals that students have difficulty understanding and connecting poetry with their everyday cultural experiences. The results of classroom observations and interviews with teachers and students emphasize the role of mutual cooperation in overcoming this challenge. A collective approach between teachers, students and the community has proven important in creating a supportive learning environment. Relevant teaching materials and more adaptive teaching strategies, which are produced through cooperation and collaboration, are key factors in improving student understanding. This research suggests the development of more contextual teaching materials and professional training for teachers, which is based on the spirit of mutual cooperation, as well as increasing educational support and resources that involve all relevant parties. These findings emphasize the importance of pedagogical strategies that are more holistic and sensitive to local needs, by integrating shared values to increase the effectiveness of poetry learning. These conclusions make an important contribution to the educational literature by highlighting the need for a mutually grounded approach to teaching practice and advancing research in culturally and linguistically unique regions.


## 1 INTRODUCTION

Poetry learning is an integral part of the Indonesian language curriculum in elementary schools, because it plays an important role in developing literacy skills, aesthetic appreciation and cultural understanding among students (Aravani, 2018). Through poetry, students are invited to develop complex language skills, including understanding figurative meaning, sensitivity to sound, rhythm, and the ability to think critically and reflectively (Duke & Cartwright, 2021). However, even though poetry learning has essential pedagogical goals, its implementation often faces challenges, especially in areas with diverse geographical, socio-economic and cultural conditions such as Papua (Dere & Ateş, 2023). In Papua, this challenge is increasingly complex due to cultural and linguistic differences between students and teaching materials, as well as limited adequate educational

resources. Therefore, understanding the special difficulties faced by Papuan students in learning Indonesian poetry is crucial to increasing the effectiveness and inclusiveness of education.

Poetry has extraordinary power to enrich language skills and open students' inner insights (Delane, 2022). However, many children in Papua face difficult challenges in understanding and learning poetry in the Indonesian curriculum (Poedjiastutie et al., 2021). These difficulties do not just arise, the mother tongue they use every day is often different from the language used in poetry, existing teaching materials feel less relevant, and teaching methods sometimes fail to bridge the uniqueness of their local culture.

Moreover, the world depicted in poetry—with its symbols, references, and experiences—often feels far removed from students' everyday lives. As a result, not only is their understanding of poetry

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disrupted, but their interest in learning Indonesian may also decrease (Myren-Svelstad, 2023).

In the midst of all these challenges, the value of mutual cooperation, the spirit of togetherness which has long been the breath of life of the Papuan people, should be a bridge to find solutions (Wahyuni et al., 2019). By enabling mutual cooperation in the classroom, teachers, students, parents and the community can collaborate together to create learning materials that are closer to students' lives. When all parties work together to share stories, experiences and ideas poetry can become more than just text on paper; it becomes a reflection of life, culture and the soul of students.

In this way, we not only help them understand poetry, but also build a sense of pride in their own language and culture (Tang et al., 2021). Therefore, this research aims to dig deeper into the challenges faced by Papuan students in studying poetry, and find solutions based on togetherness, where mutual cooperation is the key to opening new doors in learning Indonesian.

This research aims to identify and understand in depth the difficulties faced by Papuan students in learning Indonesian poetry at elementary school level. Specifically, this research seeks to uncover the factors that cause these difficulties, including the role of differences in mother tongue, cultural background, and limited educational resources. In addition, this research aims to analyze the impact of these factors on the learning process and student academic achievement. Thus, it is hoped that the results of this research will provide a more comprehensive insight into existing obstacles and offer recommendations for developing more inclusive and contextual pedagogical strategies, in order to improve the quality of Indonesian language learning in Papua.

Although there are a number of studies that examine Indonesian language learning in elementary schools, especially related to aspects of literacy and literary appreciation, studies that specifically explore poetry learning in the Papuan context are still very limited (Sukma et al., 2023). Most of the existing literature focuses on the general challenges of learning Indonesian without considering unique contextual factors, such as cultural diversity, local languages, and geographical conditions that influence the teaching and learning process in Papua. In addition, previous research tends to ignore pedagogical approaches that are responsive to local cultural and linguistic contexts which are essential in understanding the difficulties of learning poetry in Papua (Meilana & Aslam, 2022). Therefore, this research fills a gap in the literature by offering an in-

depth analysis of the specific barriers Papuan students face and how a more contextual approach can be used to effectively address these challenges.

This research offers a significant and unique contribution to the field of language education by highlighting the specific challenges faced by Papuan students in learning Indonesian poetry in primary schools. The novel aspect of this research lies in its contextual and holistic approach, which considers cultural, linguistic and geographical factors that have received little attention in the existing literature. By combining in-depth research methods and focusing on local context, this study not only enriches understanding of the barriers faced by students in remote and culturally diverse regions, but also offers more inclusive and adaptive pedagogical strategies. It is hoped that the results of this research can make an important contribution to the development of education policies that are more responsive to regional needs, as well as inspire further research in the field of language and literacy education in regions with similar characteristics.

## 2 THEORETICAL SUPPORT

Mutual cooperation is a noble value that reflects solidarity, cooperation, and togetherness in Indonesian society. In learning, the mutual cooperation approach can be realized through collaborative learning involving students, teachers, and the community. This approach has proven effective in creating an inclusive and empowering learning environment (Sudirman et al., 2022).

Theoretical support or literature Literature learning, especially poetry, is one way to improve students' literacy, aesthetic, and expressive abilities. However, poetry learning often faces various challenges, especially in remote areas such as Papua. These challenges include limited resources, lack of access to teacher training, and differences in cultural contexts that can affect students' understanding of learning materials (Aryani, 2022; Kurniawati & Wijaya, 2021).

## 3 METHOD

This research adopts the literature study method as the main approach in collecting and analyzing data related to the difficulties of Papuan students in learning Indonesian poetry. This method involves reviewing relevant literature to understand the main

concepts, theories and previous research related to poetry learning and challenges in the educational context in Papua (Purtanto et al., 2023)

This literature study includes analysis of various sources, including books, journal articles, research reports, and other academic documents related to poetry pedagogy, language learning, and the social and cultural context of Papua. These sources were selected to provide a solid theoretical basis and to identify gaps in the existing literature.

Apart from literature study, this research was also carried out through fieldwork at SD Inpres Manimeri II in Teluk Bintuni. This field research aims to obtain more in-depth empirical data regarding the concrete challenges faced by students in learning poetry. Data collection methods in the field include direct observation of the poetry learning process, interviews with teachers and students, as well as analysis of learning documents used in schools.

Observations were carried out to observe classroom dynamics and interactions between students and teaching materials, while interviews with teachers provided insight into the pedagogical strategies implemented and the difficulties encountered in their implementation. Interviews with students aim to explore their perceptions regarding poetry material and the challenges they experience.

Data obtained from literature studies and fieldwork were analyzed qualitatively to identify patterns and themes relevant to the research objectives (Purtanto et al., 2023). It is hoped that the results of the analysis will provide a deeper understanding of the factors that influence students' difficulties in learning poetry and offer recommendations based on research findings.

## 4 RESULT AND DISCUSSION

The literature analysis carried out in this research revealed a number of key findings related to poetry learning in elementary schools. Previous studies show that the main difficulties in teaching poetry often involve understanding complex figurative structures and meanings, as well as limitations in relating poetic texts to students' experiences and backgrounds (Syed & Wahas, 2020). Existing pedagogical models, such as contextually based approaches and the use of interactive strategies, have been identified as effective methods for addressing these challenges in general contexts. However, the existing literature also shows a lack of understanding of how cultural and linguistic differences influence the poetry learning process specifically in certain

regions, such as Papua. Information from these studies notes that factors such as differences in mother tongue and cultural diversity can exacerbate difficulties in understanding and appreciating poetry (Munden & Skjærstad, 2018). Therefore, there is an urgent need for further research that considers local contexts and provides more specific solutions to overcome barriers to poetry learning in culturally and linguistically unique regions such as Papua.

The results of fieldwork at SD Inpres Manimeri II in Teluk Bintuni provide in-depth insight into the concrete challenges faced by students in learning Indonesian poetry. Direct observations in the classroom show that the poetry learning process is often hampered by limited relevant teaching materials and pedagogical strategies that are less suited to students' needs. The dynamics of interactions in the classroom show that students face difficulties in understanding the figurative and structural elements of poetry that are not familiar to their cultural context. Interviews with teachers revealed that although they have tried various approaches, including interactive methods and the use of additional media, major challenges remain in relating poetry material to students' everyday experiences. Teachers also identified gaps in the professional support and training provided to teach poetry effectively in local contexts. Meanwhile, interviews with students show that they often feel confused and unmotivated when faced with poetry that is considered abstract and difficult to understand. Their perceptions reflect the gap between the material taught and their cultural background, which exacerbates difficulties in understanding and appreciating poetry. The findings from this fieldwork make it clear that a more contextual and adaptive learning approach is needed to overcome existing obstacles.

Analysis of findings from literature studies and fieldwork shows that there are significant harmony and inconsistencies in the context of poetry learning at SD Inpres Manimeri II. From existing literature, the main difficulties in learning poetry generally focus on understanding the figurative meaning and complex structure of poetry. This is in line with findings from field observations which show that students experience the same difficulty in relating poetry elements to their everyday experiences. However, the analysis also revealed a discrepancy between the pedagogical theories recommended in the literature and the reality on the ground. Although pedagogical models such as contextually based approaches are considered effective in general contexts, they have not been fully adapted to meet the specific needs of students in Papua. Unique cultural

and linguistic factors, such as differences in mother tongue and local cultural context, add complexity that is not fully reflected in the existing literature. Therefore, the results of this research highlight the need for a more specific and contextual approach in overcoming the challenges faced by students in poetry learning, and suggest that existing pedagogical models need to be adapted to specific local needs.

The discussion of the findings from this research illustrates the complex reality that students at SD Inpres Manimeri II face when dealing with learning Indonesian poetry. These findings underline that the difficulties experienced by students do not only stem from ignorance of the structure and meaning of poetry but also from a mismatch between the material being taught and their cultural and linguistic context. In classroom observations and interviews, it was clear that students often felt alienated by poetry texts that were not relevant to their daily experiences, making it difficult for them to relate to and appreciate the contents of the poetry.

This experience reveals an urgent need to design more relevant and in-depth teaching materials, which can bridge the gap between the world of poetry literacy and students' real lives. For example, integrating local cultural elements into poetry material can help students feel more connected to the texts they are studying. Likewise, additional training for teachers focused on contextualized pedagogical approaches could strengthen their ability to effectively address these challenges.

This research also makes an important contribution to the literature by showing that a more sensitive approach to the local context is not only important but also urgent. These findings support the idea that education must be responsive to students' cultural realities, rather than simply following existing pedagogical models. However, this study has limitations, such as limited coverage to one school and a small sample group, which leads to suggestions for further research that could cover more schools and different regions. By broadening the scope of research, we can gain a more comprehensive picture of how to face similar challenges in diverse contexts and develop more inclusive and effective solutions.

This research reveals that learning Indonesian poetry at SD Inpres Manimeri II faces a number of significant challenges, most of which relate to a mismatch between the teaching material and the student's cultural and linguistic context. The findings show that students have difficulty understanding and appreciating poetry that is considered abstract and irrelevant to their cultural background. Teachers, despite having tried various teaching methods, are

still faced with limitations in designing materials that can bridge this gap. Limitations in professional training and further pedagogical support are also factors influencing the effectiveness of poetry teaching.

## 5 CONCLUSION

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approaches could strengthen their ability to effectively address these challenges.

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This conclusion emphasizes the need for a more contextual and sensitive approach to local cultural needs in poetry learning. The development of teaching materials that integrate local cultural elements and the provision of additional training for teachers are important steps to overcome the difficulties faced by students. This research also highlights that efforts to adapt pedagogical strategies to local contexts can help students feel more connected to the material and increase their interest in and understanding of poetry.

#### Suggestion

1. Development of contextual teaching materials: It is recommended that poetry teaching materials be developed by taking into account students' cultural and linguistic backgrounds. Integration of local cultural elements, such as using examples of poetry from their own culture or creating poetry with themes that are relevant to students' daily experiences, can help bridge the gap between the material and students' reality.

2. Professional Training for Teachers: It is important to provide teachers with more in-depth training on pedagogical approaches that are sensitive

to local contexts. This training should include strategies for adapting teaching materials and teaching techniques that can help students overcome difficulties in poetry learning.

3. Increased Support and Resources: Governments and educational institutions are expected to provide additional support and resources necessary for the teaching of poetry. This includes providing relevant teaching materials, educational tools, and access to quality professional training.

4. Further Research: Further research covering more schools and regions is needed to obtain a more comprehensive picture of the challenges and solutions in poetry learning in various contexts. This research can help identify more effective strategies and expand knowledge regarding poetry learning in areas with diverse cultural and linguistic backgrounds.

5. Collaboration with Local Communities: Establishing partnerships with local communities, including community leaders and cultural figures, can provide additional insight into effective ways to integrate local culture into teaching materials. This collaboration can increase the relevance of teaching materials and support more holistic and sustainable learning.

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