

## Literature Review of E-Module Development of 'Pulang' Isbedy Stiawan Z.S Poetry Literature Integration Social Analysis

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**Abstract:** This study aims to systematically review the development of poetry literature e-modules that integrate social analysis in literary learning, with a specific focus on the poem *Pulang* by Isbedy Stiawan Z.S. The research is motivated by the dominance of poetry e-modules that emphasize structural and aesthetic elements while neglecting the social realities and ideological contexts represented in literary texts. Using a descriptive qualitative approach with a Systematic Literature Review (SLR) method, this study analyzed scholarly articles, theses, dissertations, and academic books related to e-module development, poetry learning, and social analysis in literature. Data were collected from national and international academic databases using predefined keywords and selection criteria. The findings reveal that most existing poetry e-modules focus on form-based appreciation, technological innovation, and local wisdom, but rarely integrate explicit social analysis addressing issues such as marginalization, poverty, and social inequality. This gap indicates the need for e-modules that position poetry as a medium for critical reflection and social awareness. Based on the review, this study proposes a conceptual direction for developing a poetry e-module on *Pulang* that integrates sociological and critical literacy approaches to enhance students' social literacy, critical thinking, and cultural awareness. The study concludes that poetry e-modules grounded in social analysis are essential to support meaningful, contextual, and transformative literature learning aligned with 21st-century educational demands.

### Article History

Received: 7-10-2025

Published: 22-01-2026

### Key Words:

Literary e-modules; *Pulang* poetry; social analysis; social literacy; learning media development;

**How to Cite:** Nur, K. Z., Sumarti, Samhati, S., Widodo, M., & Ariyani, F. (2026). Literature Review of E-Module Development of 'Pulang' Isbedy Stiawan Z.S Poetry Literature Integration Social Analysis. *Jurnal Teknologi Pendidikan : Jurnal Penelitian Dan Pengembangan Pembelajaran*, 11(1), 22–33. <https://doi.org/10.33394/jtp.v11i1.17901>

 <https://doi.org/10.33394/jtp.v11i1.17901>

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## Introduction

The low quality of education in Indonesia, coupled with increasing globalization that requires a generation that can adapt quickly, as well as the importance of future generations having skills according to the 21st century, are serious challenges in the education sector in Indonesia. These problems need to be addressed immediately by making improvements in various aspects of education. The education process must be able to address these issues. Classroom learning is the foundation of the educational process, therefore, teaching and learning activities in the classroom must be able to meet the expectations and goals of

education in Indonesia, one of which is by applying creative, innovative, interactive, and future-oriented learning methods (Ariyani, 2024).

The development of information technology has penetrated the realm of education, including in language and literature learning. In the context of literature learning, the utilization of digital media, especially e-modules, is one of the strategic efforts to make learning materials more interactive, accessible, and relevant to the needs of today's students (Riyanto & Yuliani, 2020). Along with the development of the times and technological knowledge, modules also have variations, one of which is an electronic-based module (Ariyani, 2023). E-modules as electronic-based teaching materials allow systematic structuring of content, insertion of media (images, audio, video), and anytime-anywhere (online) access that supports independent learning (Sari & Nugroho, 2021).

The use of e-modules in learning literature, especially poetry, has been investigated in various studies. Setyorini, Kadaryati, Bagiya, & Jannah (2023) found that the e-module Understanding Poetry based on HOTS (Higher Order Thinking Skills) and integrated with national defense values was effective in improving students' poetry appreciation skills at Muhammadiyah Purworejo University. The research shows that the integration of character values and the use of innovative learning instruments can enrich students' appreciative horizons towards poetry.

Meanwhile, Azkiya & Yuza (2023) developed a module based on local wisdom in literature theory and appreciation courses in higher education and obtained high validity and practicality. Their study demonstrates that modules based on local cultural contexts are able to give "life" to literary material, making it more contextual, relevant, and meaningful for students. Previous research on the development of poetry e-modules was also conducted by Prameswari, Roekhan, & Widyartono (2021) in their dissertation, namely the development of a poetry e-module based on the "Desia" application for grade X high school students. Although the focus is different (general high school level), the technical and conceptual approaches to digital module development in the context of poetry can be used as a methodological reference for future research.

Poetry is a form of literary work that expresses the poet's thoughts and feelings imaginatively and is composed by concentrating all the power of language by concentrating on its physical structure and inner structure. Poetry is a beautiful phrase that describes the feelings and mind of a poet in a writing that contains a certain language style. Poetry is a medium used to express the poet's feelings in written form (Sumarti, 2025).

In terms of literary studies, poetry is not only an aesthetic expression, but also a mirror of social life, culture, and community values (cf. Lafamane, 2020; Yunus, 2015). Poetry can capture conflicts, inequalities, hopes, and collective trauma that occur in social reality. Therefore, learning poetry should ideally not only emphasize stylistic aspects (structure, language style, majas, rhythm) but also the contextual and social aspects behind the poetry (Muriyana, 2022; Farida, 2017). Poetry is a form of literary work that has been an important part of human culture since ancient times (Samhati, 2025). A literary sociology study of Wiji Thukul's untitled poem shows that poetry is able to reflect social pressure, criticism of power structures, and expressions of solidarity (Putra, 2018).

However, there is still a big gap in how the integration of "social analysis" can be explicitly woven into the development of literature e-modules, especially certain poems, so that the module does not only focus on literary techniques, but also makes readers aware of the social realities that surround the poetry text. In the context of the poem "Pulang" by Isbedy Stiawan Z.S., which reveals the social reality of the railroad community of isolation,

poverty, limited mobility, the stigma of social analysis integration becomes very important so that learners not only "read" the poem aesthetically, but also dive into the underlying social and cultural meaning.

Why is this study important, the development of e-modules is currently in accordance with the implementation of learning and learning in the classroom so that the role of e-modules to bridge the gap between aesthetics and social reality in learning literature in the classroom. Many literature e-modules are more likely to emphasize the analysis of form (structure, majas, rhythm) and less emphasize the social, political, cultural background behind the text. As a result, poetry is studied "detached" from the context of the realities of life that nourish it. The integration of social analysis is important so that students are able to relate the text to real life, making literature a tool for critical reflection on society.

Enriching the quality of poetry e-modules to make them more contextual and relevant to the learners' world. Modules that are "socially void" tend to feel abstract to the learners. By adding social analysis components such as social setting, class conflict, power relations, urbanization dynamics, migration, and social stigma, poetry e-modules become richer and can foster learners' critical analysis skills of social phenomena.

In the national curriculum and the demands of 21st century education, there is an emphasis on social literacy, critical thinking, and socio-cultural awareness of students and college students. With poetry modules that include social analysis, literature education can help educate citizens who are socially sensitive and tolerant of societal realities. The results of the study can be used as practical guidelines for Indonesian language teachers, literature lecturers, media developers, and curriculum teams to develop poetry modules that are not only aesthetically pleasing but also critical, relevant, and raise learners' social awareness.

This research aims to systematically review relevant literature related to the development of literature e-modules, especially poetry e-modules, which integrate contextual approaches, character values, and cultural locality in the learning process. Identify gaps or shortcomings in the development of literary e-modules that have so far not accommodated the integration of social analysis, especially in the aspects of social, cultural, and political backgrounds in poetry texts. Examining the importance of social analysis integration in the development of literary e-modules, as an effort to make poetry learning not only a practice of aesthetic appreciation, but also as a means of social awareness education. Offering the concept and direction of developing e-modules for the poem 'Pulang' by Isbody Stiawan Z.S. based on social analysis through a literature review approach, taking into account the social context of the railroad community that is the setting of the poem. Develop recommendations for the development of poetry literature e-modules that are more contextual, critical, and relevant to 21st century learning needs, especially in terms of improving critical thinking skills, social literacy, and cultural awareness.

## **Research Method**

This study employed a descriptive qualitative research design using a Systematic Literature Review (SLR) approach to analyze the development of poetry literature e-modules that integrate social analysis in literary learning. The SLR approach was selected to ensure a systematic, transparent, and replicable procedure in reviewing previous studies, allowing the researcher to identify research trends, conceptual frameworks, and gaps related to the integration of social perspectives in poetry learning media. This method is particularly

suitable for examining the extent to which existing e-modules have incorporated social, cultural, and ideological dimensions of literary texts.

The data sources consisted of secondary data obtained from various academic publications, including accredited national journals (SINTA-indexed), international journals indexed in DOAJ, undergraduate theses, master's theses, dissertations, and relevant scholarly books. Literature searches were conducted through Google Scholar, Garuda Ristekbrin, DOAJ, and institutional journal repositories using keywords such as *literary e-modules*, *poetry learning*, *social analysis in literature*, *literary sociology*, and *learning media development*. The selection of literature was guided by inclusion criteria, namely publications issued between 2015 and 2025, availability of full-text access, and relevance to poetry learning and digital instructional media, while sources that lacked pedagogical relevance were excluded from the analysis.

Data analysis was carried out through four main stages: identification of relevant studies, screening based on titles and abstracts, eligibility assessment through full-text review, and thematic synthesis of findings. The synthesis process focused on categorizing the literature according to learning orientation, technological approach, contextual depth, and the presence of explicit social analysis. To ensure the credibility and trustworthiness of the findings, data triangulation was applied by comparing results across different types of sources and publication levels, while maintaining analytical consistency throughout the review process.

## Result and Discussion

The results of this study are derived from a systematic review of relevant literature focusing on the development of poetry literature e-modules and their integration with social and contextual approaches in literary learning. The reviewed studies were analyzed to identify research orientations, technological designs, learning objectives, and the extent to which social analysis was explicitly incorporated into poetry instruction. Table 1 presents a synthesis of selected studies that are considered representative of current research trends in poetry e-module development, highlighting their main findings and distinguishing features. More importantly, the table serves as an analytical framework to reveal conceptual gaps and limitations, particularly the dominance of aesthetic and technical learning orientations over critical social perspectives. Through this comparative analysis, the literature review provides a clear foundation for discussing the need to develop poetry e-modules that integrate social analysis, positioning poetry not only as an aesthetic object but also as a medium for fostering critical awareness and social literacy in contemporary literary education.

Table 1. List of Literature Review

No	Research Title	Author and Year	Findings	Difference with development plan
1	Development of e Module of Parikan Folk Poetry for Achievement of Reading and Viewing	Sakti, S.; Sujinah, S.; Pheni Cahya, K.; Tining, H.; Eko, S. (2022)	The developed module is feasible to use. The average product validation score was 86.25%	More focus on the learning aspect of reading and viewing elements of parikan folk poetry. Less emphasis on explicit social analysis, such as the social context of railroad communities or issues of poverty/marginality.

No	Research Title	Author and Year	Findings	Difference with development plan
	Elements		(material validator was excellent 91.25%; media was good 78.75%; user was good 88.75%).	Local material (local wisdom: parikan), but not marginalized social reality as in "Pulang".
2	Development of E Modules Based on Local Wisdom for Literature Theory and Appreciation Courses in Higher Education	Azkiya, H.; Yuza, A. (2023)	The module is considered valid and practical; the module is able to increase relevance and student engagement due to the cultural/local context used.	The study is more specific to the university level, the focus of learning tends to be higher and emphasizes appreciation of theory and local culture. However, these approaches generally do not specifically discuss poetry texts that represent the social realities of marginalized groups, as depicted in Pulang's poetry. Although the element of locality is still present, in-depth social analysis of real conditions such as poverty, life in the periphery, and social stigma is less emphasized when compared to the analytical approach that will be applied to Pulang poetry.
3	Development of a Learning Module for Writing Poetry Based on "Project Based Learning"	Rokhayah, S. (2022)	The results of the PBL-based module research can improve poetry writing creativity; students are more motivated and can apply their ideas in poetry.	The difference is the focus on the expression and production aspects of poetry (writing), rather than on the appreciation of poetry with social analysis. Less attention to the social reality underlying the text, more to technical writing skills and creativity.
4	E Desia App-based Poetry Module for Class X High School Students	Prameswari, A.; Roekhan, R.; Widyartono, D. (2021)	The module was successfully used; improved understanding of poetry; students were	The main focus is on improving the learning experience via digital applications & aesthetic-interactive aspects; there is not much discussion on social analysis of poetry texts that

No	Research Title	Author and Year	Findings	Difference with development plan
			more interested because the application media supported visual and interactive.	explore the context of society, marginality, or specific social realities such as in Pulang's poem.
5	Development of a Flipbook-Based Electronic Module on Indonesian Language Poetry Writing Materials	Saevi, N. H.; Rafiek, M.; Luthfiyanti, L. (2023)	The flipbook module increased students' learning motivation and improved poetry writing outcomes after the intervention.	The focus is on motivation and writing skills; there is less emphasis on social analysis in the text, or the social context of the society in which the poem is set.
6	Development of e-modules based on contextual approach assisted by Next Flipbook Maker in learning old poems to improve literacy of fifth grade students.	Kusumawati, E.; Utaminingsih, S.; Kanzunudin, M. (2022)	Students' literacy improved; students were able to appreciate old poems better; the contextual module helped comprehension because it linked to the students' close context.	Although there is contextuality, social contexts such as poverty, marginality of the rail fringe have not been the focus. Old poetry texts can also have historical/social contexts, but have not been examined in the realm of critical social analysis such as social structure issues or marginalization issues.

Many previous studies have examined the development of e-modules in learning literature, especially poetry, both at the elementary school and university levels. In general, the main focus in the development revolves around improving the ability to read, write, and appreciate the form and aesthetics of poetry, by utilizing innovative digital technology. However, from the review of the following six studies, it was found that the social analysis dimension, especially related to the representation of social reality of marginalized groups in poetry texts, is still very limited.

The contextual approach in literature learning refers to linking learning materials with real situations close to students' lives. Several studies have shown that contextually designed e-modules can improve students' understanding of literary texts because the material becomes more relevant and easy to interpret (Kusumawati et al., 2022). Contextual modules facilitate students to not only understand the content of poetry in terms of form and language style, but also to relate it to social reality, the surrounding environment, and their personal experiences.

However, previous studies are still limited to general or surface contexts, such as the school context or the surrounding natural environment, not yet touching the realm of complex social contexts such as poverty, marginality, or social inequality that are often the setting for realist poetry. In fact, such contexts are very relevant in building students' social awareness through literature.

Literature, inherently, contains values that shape the character of its readers. Research by Saevi et al. (2023) and Rokhayah (2022) show that poetry learning designed with participatory strategies (e.g. through PBL or creative approaches) not only improves literacy skills, but also instills values such as empathy, responsibility and honesty. However, these character values are often captured implicitly, and there are not many modules that explicitly design learning activities that invite students to reflect on character values that emerge from social reality in poetry texts. The ideal e-module development should not only present the poetry text as an object of linguistic or aesthetic analysis, but also as a medium of character education. This can be done through assignments that facilitate discussion of values, moral reflection, and real action in students' social environment.

The development of poetry e-modules based on cultural locality has been carried out in several studies, such as by Sakti et al. (2022) and Azkiya & Yuza (2023). Modules that highlight local wisdom such as *parikan* or regional cultural contexts are proven to increase students' connection with the material, as well as build pride in their cultural identity. This locality is also an important means to maintain cultural sustainability in modern, digitalized education. However, locality in these modules is generally still limited to traditional forms and has not explored locality in a social-critical perspective, how local culture interacts with issues of poverty, marginalization, or the social dynamics of urban and peripheral communities. Isbody Stiawan Z.S.'s poem *Pulang*, for example, depicts the harsh face of urban culture, the reality of marginalized communities on the edge of the tracks, and neglected human values. This kind of poetry can be a bridge between locality, character values, and social context. Thus, the development of *Pulang*'s poetry-based e-modules can be a significant contribution to the literature of literary education because it is able to combine the three approaches in an integrated manner: contextual, character, and socio-cultural locality oriented towards students' critical awareness of the realities of life.

Although the development of educational technology has encouraged innovation in the form of interactive and contextual literary e-modules, most of the research and development of poetry e-modules so far still has a fundamental weakness: the lack of integration of critical and in-depth social analysis approaches. This is a gap that needs to be considered in the development of literature teaching materials, especially when poetry is read as a representation of social reality. Many literature e-modules developed only emphasize structural and aesthetic aspects of poetry such as rhyme, diction, language style, and imagery. Although important, this approach often ignores the social function of poetry as a critique or reflection of real life, including power relations, social inequality, or cultural and political conflicts. Learning becomes shallow and does not raise students' awareness of the surrounding reality. In the various modules that have been reviewed, most of them do not

provide space for exploration of the social setting of the community where the poem was born, such as conditions of poverty, life in the suburbs, marginality, or social injustice. As a result, students only understand poetry as a beautiful text to enjoy, not as a tool to read the world and understand the socio-cultural dynamics behind it.

The development of literature e-modules rarely uses an interdisciplinary approach that involves sociology, anthropology, or political perspectives in analyzing literary works. In fact, this approach is important so that students are able to connect the content of poetry with historical context, local culture, and actual community issues. Isbody Stiawan Z.S.'s poem *Pulang*, for example, not only contains aesthetic value, but also voices real social problems, such as eviction, alienation, and loss of living space for marginalized communities. Another gap that is often encountered is the absence of learning activities that encourage students to reflect and discuss the social realities raised in poetry. In fact, the educational value of literature lies in its ability to invite readers to think critically, empathize, and have sensitivity to social inequality. Without this reflection, literature learning loses its transformative dimension. The identification of these gaps shows the importance of developing poetry e-modules that are able to integrate social analysis explicitly, especially in the aspects of the social, cultural and political background of literary texts. This kind of module will not only enrich students' literacy competence, but also form critical social awareness and a reflective attitude towards the condition of society. Thus, literature plays an active role in building a generation of learners who are not only academically intelligent, but also care about the social reality that surrounds them.

Literature learning, especially poetry, has tended to be understood as the practice of appreciating the beauty of language, structure, and imagination. In the conventional approach, poetry is taught as an aesthetic object that is enjoyed through rhythm, diction, style, and structure. However, along with the challenges of the times that demand the birth of a generation of learners who are critical and sensitive to social reality, there needs to be a shift in approach in the development of literary teaching materials from mere aesthetics to reflective and transformative reading. Herein lies the importance of integrating social analysis in the development of literature e-modules.

Poetry is not a text born in a vacuum. It is the result of a dialectic between the poet and the social reality around him. Many poems, especially modern and realist poems, voice concerns about injustice, poverty, social exclusion, or structural violence, such as Isbody Stiawan Z.S.'s *Pulang*, which represents the lives of economically and socially marginalized suburbanites. Without social analysis, this important dimension would be missed, and the poem would only be read on the surface as an aesthetic work without deep social meaning.

By integrating social analysis in the e-module, learners are encouraged to see poetry as a medium that voices reality. They not only appreciate the beauty of words, but also capture humanitarian messages, understand the structure of inequality, and interpret the life experiences of marginalized groups. This is in line with the goal of humanistic education that places students as active subjects who are able to critically reflect and respond to the world around them. The Merdeka Curriculum encourages context-based learning, values and

character development. In this context, poetry e-modules that include social analysis are in line with this spirit. The module not only provides academic understanding, but also builds empathy, critical awareness, and a sense of social responsibility, so that literature is truly present as a complete and grounded learning space. The integration of social analysis in the development of literature e-modules, especially poetry, is a strategic step in expanding learning horizons. It positions poetry not only as a work of art, but as a medium of social awareness education that shapes character, fosters empathy, and triggers critical reflection. In the context of 21st century education that demands meaningfulness, relevance, and alignment with reality, literature e-modules that carry this approach are very important to develop.

Poetry as a literary work not only has an aesthetic function, but also a social, cultural and ideological function. It is not only present to be enjoyed in terms of the beauty of language, but also as a reflection and criticism of social reality. One poem that is strong in voicing marginalized realities is *Pulang* by Isbedy Stiawan Z.S., which depicts the lives of people on the edge of the tracks—a group that is often marginalized economically, culturally, and politically.

However, in the practice of learning literature in schools, especially in the use of e-modules, the focus is still dominated by structural and aesthetic aspects. Many poetry e-modules that have been developed emphasize intrinsic elements, such as rhyme, diction, or language style, without exploring the social context and ideological meaning of the text (Sakti et al., 2022; Rokhayah, 2022). This results in literature learning becoming less contextually meaningful and does not touch students' social awareness.

The integration of social analysis in the development of e-modules is essential to bring poetry learning to a more reflective and critical direction. This approach allows students to understand that literary works are not only imaginative creations, but also representations of certain social realities (Damono, 2019). Through social analysis, students can learn to read social structures, understand power relations, and see the inequality that occurs in society.

According to Freire (2005), education should lead to conscientization, which is the formation of students' critical awareness of their social world. In this context, *Pulang* poetry can be a learning tool that not only teaches language aesthetics, but also hones empathy, social sensitivity, and critical thinking skills.

*Pulang's* poem represents the lives of lower-class people living on the edge of the railroad tracks, who live in uncertainty, marginalization, and the threat of eviction. This context provides an opportunity for teachers to link literature learning with concrete realities that are often left untouched in the formal curriculum. By incorporating social analysis into the e-module, learning becomes more meaningful, as students are invited to read the text and the world at once (reading the word and the world).

Recommendations for the development of critical and contextualized poetry e-modules Based on the literature review and needs analysis, the following are some recommendations in the development of 21st century poetry literature e-modules.

Table 2. Recommendations for developing critical and contextualized poetry e-modules

Aspect	Recommendations
Approach	Use sociological approaches and critical literacy explicitly.
Text Selection	Choose poems that contain social realities and are relevant to students' experiences.
Learning Activities	Engage students in social discussions, thematic projects and value reflections.
Digital Media	Make use of contextual visualizations such as documentary videos and interviews.
Assesmen Autentik	Use project-based tasks and social empathy-based reflective assessment.

### Conclusion

Pulang poems are examples of literary texts that are rich in social and cultural meanings. The development of e-modules that integrate social analysis of this poem can expand students' thinking horizons, increase social awareness, and build character that is sensitive to community issues. This is in line with the direction of contemporary literary education that not only teaches how to read words, but also to read the world (Freire, 2005). Thus, the development of literature e-modules based on social analysis is not only a pedagogical innovation, but also an urgent need in facing the challenges of 21st century learning.

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