Sosioedukasi
JURNAL ILMIAH ILMU PENDIDIKAN DAN SOSIAL
ISSN: 2086-6135 E-ISSN: 2541-612x
Volume 15 No. 2. June 2026 https://ejournal.unibabwi.ac.id/index.php/sosioedukasi/index

THE EFFECT OF POETRY LEARNING WITH A DEEP LEARNING APPROACH ON THE CRITICAL AND CREATIVE THINKING SKILLS OF GRADE IX STUDENTS AT SMP NEGERI 4 TANAH PUTIH
PUTIH

Della Rahmadika[a,1*], Desi Sukenti[b,2]

[12]Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Riau

aE-mail: rahmadik@studen.uir.ac.id
bE-mail: desisukenti@edu.uir.ac.id

(*) Corresponding Author
rahmadik@studen.uir.ac.id

ARTICLE HISTORY
Received : 20-03-2026
Revised : 07-04-2026
Accepted : 15-06-2026

KEYWORDS
Poetry Learning, Deep Learning, Critical Thinking, Creative Thinking

ABSTRACT
This study aims to analyze the influence of poetry learning with a deep learning approach on the critical and creative thinking skills of grade IX students at SMP Negeri 4 Tanah Putih. The study used a quantitative approach with a pseudo-experimental method and a non-equivalent control group design. The research sample amounted to 86 students divided into 43 experimental class students and 43 control class students. The research instruments include learning response questionnaires, implementation observation sheets, poetry analysis description tests, and poetry work assessment rubrics. Data were analyzed through descriptive statistics, reliability tests, normality tests, homogeneity tests, t tests, and MANOVA. The results showed that the average posttest of critical thinking in the experimental class of 81.55 was higher than that of the control class of 69.46 with a t count of 7.376 and significance of 0.000. The average posttest of creative thinking in the experimental class of 78.23 was also higher than that of the control class of 67.72 with a t count of 6.778 and a significance of 0.000. Simultaneous tests showed Wilks' Lambda of 0.477, F of 45.574, and significance of 0.000. Thus, learning poetry with a deep learning approach has a positive and significant effect on students' critical and creative thinking skills.

INTRODUCTION

21st century education requires students not only to master textual knowledge, but also to be able to use knowledge to analyze, assess, and generate new ideas. The ability to think critically and creatively is an important part of high-level thinking skills because students need to understand information in depth, formulate logical reasons, and produce original solutions or works. In learning Bahasa Indonesia, this need is very relevant because language and literature not only require memorization of concepts, but also the ability to interpret meanings and express ideas meaningfully.

One of the Indonesian language materials that has great potential to develop high-level thinking skills is poetry learning. Poetry uses dense, imaginative, symbolic, and meaningful language. Therefore, it is not enough for students to know the meaning of poetry or its elements, but it is necessary to understand diction, imagery, majas, rhyme, theme, atmosphere, mandate, and the relationship between the text of poetry and life experiences. The process of reading,

Sosioedukasi
JURNAL ILMIAH ILMU PENDIDIKAN DAN SOSIAL
ISSN: 2086-6135 E-ISSN: 2541-612x
Volume 15 No. 2. June 2026 https://ejournal.unibabwi.ac.id/index.php/sosioedukasi/index

interpreting, and writing poetry requires students to think critically as well as creatively (Waluyo, 2005; Pradopo, 2012).

In reality, poetry learning in the classroom is still often done theoretically and teacher-centered. Students tend to be directed to memorize elements of poetry, while the activities of analyzing, interpreting, discussing, reflecting, and creating poetry have not been fully carried out optimally. This condition causes some students to have difficulties when asked to explain the meaning of poetry, give reasons for the results of interpretation, compare elements of poetry, or write poems with the right and original choice of words.

This phenomenon shows the need for a learning approach that is able to encourage students to learn actively and deeply. The *deep learning approach* in the context of education is not understood as an artificial intelligence technology, but as a learning approach that emphasizes deep understanding, conceptual connectedness, reflection, collaboration, and application of knowledge in a real context. This approach distinguishes meaningful learning from superficial learning that emphasizes only memorization and completion of mechanical tasks (Biggs & Tang, 2007; Bransford, Brown, & Cocking, 2000).

In poetry learning, *the deep learning* approach can be applied through careful poetry reading, identifying interpretation problems, conducting investigations into the elements that build poetry, discussing in groups, writing poems based on real experiences or events, and reflecting on the process of creating works. The flow provides space for students to develop critical thinking through interpretation, analysis, evaluation, inference, and explanation, as well as develop creative thinking through the fluency of ideas, flexibility, originality, elaboration, and evaluation of works.

SMP Negeri 4 Tanah Putih was chosen as the research location because this school has relevant characteristics to study the application of poetry learning with *a deep learning approach*. Grade IX students are seen as having relatively mature cognitive abilities to conduct analysis, reasoning, discussion, and reflection. In addition, poetry material at the junior high school level is suitable for testing the influence of learning that emphasizes deep understanding and the creation of literary works.

Based on this description, this research is focused on the influence of poetry learning with *a deep learning approach* on the critical and creative thinking skills of grade IX students at SMP Negeri 4 Tanah Putih. This research is expected to provide empirical evidence on the effectiveness of active, reflective, collaborative, and creative learning approaches in literary learning at the junior high school level.

METHOD

This study uses a quantitative approach with a quasi-experimental research method. This method is used because the research is carried out in classes that have been formed in schools, so that the researcher does not randomize the subjects in full. The research design used was a non-equivalent control group design involving an experimental class and a control class. The experimental class obtained poetry learning with a deep learning approach, while the control class obtained conventional poetry learning.

The research was carried out at SMP Negeri 4 Tanah Putih on grade IX students for the 2025/2026 school year. The research population was 86 students and the entire population was used as a research sample. The sample was divided into 43 students in the experimental class and 43 students in the control class. The selection of samples was carried out according to the conditions of parallel classes available at the school.

The free variable in this study is poetry learning with a deep learning approach which includes indicators of mindful learning, meaningful learning, joyful learning, inquiry, collaboration, work creation, and reflection. The first bound variable is the ability to think critically which includes interpretation, analysis, evaluation, inferences, explanations, and self-reflection on the text of the poem. The second bound variable is the ability to think creatively which includes smoothness, flexibility, originality, elaboration, and evaluation of poetry works.

Data collection techniques are carried out through student response questionnaires, observation sheets on learning implementation, poetry analysis description tests, poetry assessment rubrics, and documentation. The learning questionnaire consists of 21 Likert scale statements. The critical thinking test is structured in the form of descriptions

Sosioedukasi
JURNAL ILMIAH ILMU PENDIDIKAN DAN SOSIAL
ISSN: 2086-6135 E-ISSN: 2541-612x
Volume 15 No. 2. June 2026 https://ejournal.unibabwi.ac.id/index.php/sosioedukasi/index

to measure students' ability to interpret meaning, analyze elements, evaluate language use, and explain reason. Creative thinking skills are measured through poetry writing tasks which are assessed using the rubrics of fluency, flexibility, originality, elaboration, and evaluation.

Data analysis techniques include descriptive statistics, instrument reliability test with Cronbach Alpha, Shapiro-Wilk normality test, Levene homogeneity test, paired sample t-test, independent sample t-test, and simultaneous test using MANOVA. The decision-making criteria used a significance level of 0.05. Data is processed with the help of SPSS so that the results of the analysis can be presented systematically and objectively.

RESULTS AND DISCUSSION

Results

This section presents the results of data processing obtained from the experimental class and the control class. The data analyzed included descriptive statistics, instrument reliability, prerequisite tests, differential tests, and simultaneous tests. The presentation of the results is carried out in the form of tables and narrative descriptions so that the research findings are easier to understand.

Table 1. Descriptive Statistics of Critical and Creative Thinking Skills

Variabel	Groups	N	Mean	Std. Dev.	Minimum	Maximum
Critical Thinking Pretest	Eksperimen	43	61,70	5,78	46,90	73,80
Critical Thinking Pretest	Control	43	61,12	6,11	46,40	75,20
Posttest Critical Thinking	Eksperimen	43	81,55	7,31	64,20	95,00
Posttest Critical Thinking	Control	43	69,46	7,87	49,80	88,20
Creative Thinking Pretest	Eksperimen	43	60,26	5,73	48,70	75,20
Creative Thinking Pretest	Control	43	59,94	5,28	47,50	72,70
Creative Thinking Posttest	Eksperimen	43	78,23	7,53	63,00	91,60
Creative Thinking Posttest	Control	43	67,72	6,83	53,70	87,40

Source: SPSS Processed Data, 2026

Based on Table 1, the students' initial abilities in the experimental class and the control class were relatively balanced. This can be seen from the average score of the critical thinking pretest of the experimental class of 61.70 and the control class of 61.12. In creative thinking, the average pretest for the experimental class was 60.26 and the control class was 59.94. After treatment, the average posttest of the experimental class increased to 81.55 in critical thinking and 78.23 in creative thinking, while the control class obtained an average of 69.46 and 67.72. These findings show a higher increase in classes that obtain poetry learning with a deep learning approach.

Table 2. Instrument Reliability Test Results

Instruments	Number of Items	Cronbach Alpha	Remarks
Angket Deep Learning	21	0,937	Reliabel
Posttest Critical Thinking Rubric	6	0,985	Reliabel
Posttest Creative Thinking Rubric	5	0,982	Reliabel

Source: SPSS Processed Data, 2026

The results of the reliability test showed that all instruments had a Cronbach Alpha value above 0.70. The deep learning questionnaire obtained a score of 0.937, the critical thinking rubric 0.985, and the creative thinking rubric 0.982. Thus, the instrument used in this study can be declared reliable because it has excellent internal consistency.

Table 3. Normality and Homogeneity Test Results

Test	Variabel	Groups	Statistics	Say.	Remarks
Shapiro-Wilk	Posttest Critical Thinking	Eksperimen	0,986	0,875	Normal

Sosioedukasi
JURNAL ILMIAH ILMU PENDIDIKAN DAN SOSIAL
ISSN: 2086-6135 E-ISSN: 2541-612x
Volume 15 No. 2. June 2026 https://ejournal.unibabwi.ac.id/index.php/sosioedukasi/index

Test	Variabel	Groups	Statistics	Say.	Remarks
Shapiro-Wilk	Posttest Critical Thinking	Control	0,982	0,734	Normal
Shapiro-Wilk	Creative Thinking Posttest	Eksperimen	0,965	0,211	Normal
Shapiro-Wilk	Creative Thinking Posttest	Control	0,979	0,614	Normal
Levene	Posttest Critical Thinking	Experiment-control	0,005	0,941	Homogeneous
Levene	Creative Thinking Posttest	Experiment-control	1,504	0,224	Homogeneous

Source: SPSS Processed Data, 2026

Based on Table 3, the overall significance value on the Shapiro-Wilk normality test is greater than 0.05. This shows that the posttest data are critical thinking and creative thinking in both experimental and control classes with normal distribution. The results of the Levene homogeneity test also showed a significance value above 0.05, which was 0.941 for the critical thinking posttest and 0.224 for the creative thinking posttest. Thus, the data meets the prerequisites for analysis using parametric tests.

Table 4. Independent Sample T-Test Results

Variabel	Mean Experiments	Mean Control	t	df	Say.	Remarks
Critical Thinking Pretest	61,70	61,12	0,454	84	0,651	Insignificant
Posttest Critical Thinking	81,55	69,46	7,376	84	0,000	Signifikan
N-Gain Critical Thinking	0,53	0,22	10,470	84	0,000	Signifikan
Creative Thinking Pretest	60,26	59,94	0,264	84	0,792	Insignificant
Creative Thinking Posttest	78,23	67,72	6,778	84	0,000	Signifikan
N-Gain Creative Thinking	0,46	0,20	9,729	84	0,000	Signifikan

Source: SPSS Processed Data, 2026

Table 4 shows that the initial ability of students in the experimental class and the control class did not differ significantly, both in critical thinking and creative thinking. The significance value of the critical thinking pretest was 0.651 and the creative thinking pretest was 0.792, both greater than 0.05. After treatment, there was a significant difference between the experimental class and the control class. In the critical thinking posttest, t count 7.376 with a significance of 0.000 was obtained, while in the posttest creative thinking was obtained t count 6.778 with a significance of 0.000. The N-Gain results also showed significant differences, so it can be stated that the improvement in students' abilities in the experimental class was higher than in the control class.

Table 5. Paired Sample t-Test Test Results

Groups	Variabel	Mean Pretest	Mean Posttest	t	df	Say.	Remarks
Eksperimen	Critical Thinking	61,70	81,55	32,158	42	0,000	Signifikan
Control	Critical Thinking	61,12	69,46	11,390	42	0,000	Signifikan
Eksperimen	Creative Thinking	60,26	78,23	26,880	42	0,000	Signifikan
Control	Creative Thinking	59,94	67,72	12,754	42	0,000	Signifikan

Source: SPSS Processed Data, 2026

The results of the paired sample t-test showed that both the experimental class and the control class increased from pretest to posttest. However, the increase in the experimental class was greater than in the control class. This

Sosioedukasi
JURNAL ILMIAH ILMU PENDIDIKAN DAN SOSIAL
ISSN: 2086-6135 E-ISSN: 2541-612x
Volume 15 No. 2. June 2026 https://ejournal.unibabwi.ac.id/index.php/sosioedukasi/index

shows that poetry learning with a deep learning approach has a stronger impact on improving students' critical and creative thinking skills compared to conventional learning.

Table 6. MANOVA Simultaneous Test Results

Bound Variables	Wilks' Lambda	F	df1	df2	Say.	Remarks
Posttest Critical Thinking and Creative Thinking	0,477	45,574	2	83	0,000	Signifikan

Source: SPSS Processed Data, 2026

Simultaneous tests using MANOVA showed Wilks' Lambda value of 0.477 with an F of 45.574 and a significance of 0.000. A significance value of less than 0.05 indicates that learning poetry with a deep learning approach has a simultaneous effect on students' critical and creative thinking skills. Thus, the research hypothesis that states the existence of simultaneous influences is acceptable.

Table 7. Results of Observation of Learning Implementation

Groups	Average Percentage	Category
Eksperimen	88,39%	Excellent
Controls	56,25%	Enough

Source: SPSS Processed Data, 2026

The results of observations showed that the implementation of learning in the experimental class was in the very good category with an average percentage of 88.39%. Mindful *learning*, *meaningful learning*, *joyful learning*, inquiry, collaboration, work creation, and reflection activities can be applied gradually in poetry learning. Meanwhile, the control class obtained an average of 56.25% which was in the sufficient category. This difference in implementation supports the finding that a more active and in-depth learning process contributes to improving students' posttest results.

Discussion

The results of the study show that learning poetry with *a deep learning approach* has a positive and significant effect on students' critical thinking skills. This finding can be seen from the average posttest of critical thinking in the experimental class of 81.55, which is higher than that of the control class of 69.46. This difference is supported by the results of the t-test with a significance of 0.000. Pedagogically, this improvement occurred because students in the experimental class not only received the teacher's explanation, but were trained to read poetry carefully, find textual evidence, formulate interpretations, discuss, and convey reasons logically.

Critical thinking skills in poetry learning develop when students interpret meaning, analyze elements of poetry, evaluate language choices, draw conclusions, and explain the reasons for the interpretation presented. These activities are in accordance with the concept of critical thinking which emphasizes the ability to understand information, assess arguments, and make decisions based on evidence (Facione, 2015). Thus, in-depth designed poetry learning can be an effective space to train students to think reflectively, rationally, and systematically.

In addition, learning poetry with *a deep learning* approach also has a significant effect on students' creative thinking skills. This can be seen from the average posttest of creative thinking in the experimental class of 78.23, higher than the control class of 67.72. The results of the t-test showed a significance of 0.000, so the difference was declared significant. Writing poetry activities based on experiences, images, events, or themes that are close to students' lives provide students with the opportunity to generate fluent, diverse, original, and detailed ideas.

The improvement of creative thinking is not only seen from the final result of the poem, but also from the process of students finding ideas, choosing diction, building images, using majas, and revising works. In this context, a learning approach that provides space for exploration and reflection supports students' creativity because students feel freer to process experiences into meaningful language expressions. This is in line with the view of literary learning that the appreciation and creation of literary works need to involve aesthetic experience, imagination, and language sensitivity (Kosasih, 2012; Nurgiyantoro, 2018).

Sosioedukasi
JURNAL ILMIAH ILMU PENDIDIKAN DAN SOSIAL
ISSN: 2086-6135 E-ISSN: 2541-612x
Volume 15 No. 2. June 2026 https://ejournal.unibabwi.ac.id/index.php/sosioedukasi/index

MANOVA's results strengthen these findings by showing that learning poetry with *a deep learning approach* has a simultaneous effect on critical and creative thinking skills. These results indicate that the two abilities develop in a mutually supportive manner. When students are able to interpret poetry critically, they also gain materials, perspectives, and language understanding that can be used to write poetry more creatively. On the other hand, the activity of creating poetry helps students understand that the meaning of literary works is built through the choice of words, images, atmospheres, and mandates that need to be analyzed in depth.

The *deep learning* approach in this study shows that poetry learning can be more active, reflective, and meaningful if teachers play the role of facilitators. Teachers provide texts, stimuli, spark questions, discussion spaces, and feedback, while students play an active role in building meaning. This pattern is different from conventional learning which tends to make students the recipients of information. Thus, learning poetry not only functions as an activity to understand literary works, but also as a means of developing 21st century skills.

Based on all the results of the analysis, it can be emphasized that learning poetry with a deep learning approach is feasible as an alternative to the Indonesian language learning strategy in junior high school. This approach is able to help students understand poetry more deeply, dare to express opinions, formulate logical reasons, and produce more creative poetry works. Therefore, Indonesian teachers can take advantage of this approach to create more meaningful and student-centered literary learning.

Additional Analysis Based on Indicators

In addition to comparing the total value of the pretest and posttest, the results of the study can also be understood through the achievement of each indicator of critical thinking and creative thinking. Analysis per indicator is important because students' ability to learn poetry is not only seen from the final score, but also from the ability to interpret meaning, decompose elements of poetry, assess the use of language, draw conclusions, and develop ideas into poetry works. By looking at the details of the indicators, the influence of poetry learning with *a deep learning* approach can be explained more specifically and does not stop at statistical conclusions alone.

Table 8. Average Posttest Based on Indicators of Critical and Creative Thinking Ability

Aspects	Indicator	Eksperimen	Controls	Differences
Critical thinking	Interpretasi	81,20	70,00	11,20
Critical thinking	Analysis	81,85	69,99	11,86
Critical thinking	Evaluation	81,90	69,68	12,22
Critical thinking	Inference	83,30	69,64	13,66
Critical thinking	Explanation	82,11	69,47	12,64
Critical thinking	Self-reflection	81,39	69,65	11,74
Creative thinking	Smoothness	79,26	69,23	10,03
Creative thinking	Flexibility	79,86	69,67	10,19
Creative thinking	Originality	79,63	69,57	10,06
Creative thinking	Elaboration	79,12	68,66	10,46
Creative thinking	Evaluation of the work	79,67	68,70	10,97

Source: SPSS Processed Data, 2026

Based on Table 8, all indicators in the experimental class showed a higher average than the control class. In critical thinking skills, the largest difference was found in the inference indicator, which was 13.66 points. These findings show that students who learn poetry with *a deep learning* approach are better able to draw conclusions based on the evidence contained in the poetry text. They not only mention the mandate in general, but also connect the array, diction, atmosphere, and readers' experiences to form a more logical interpretation.

The evaluation and explanatory indicators also show a considerable difference, of 12.22 and 12.64 points, respectively. This means that students in the experimental class are better able to assess the suitability of the elements

Sosioedukasi
JURNAL ILMIAH ILMU PENDIDIKAN DAN SOSIAL
ISSN: 2086-6135 E-ISSN: 2541-612x
Volume 15 No. 2. June 2026 https://ejournal.unibabwi.ac.id/index.php/sosioedukasi/index

of the poem and explain the reasons for their interpretation in a directed manner. In discussion activities, students are given the opportunity to compare opinions, provide textual evidence, and refine answers based on group feedback. This process strengthens critical thinking skills because students are used to accounting for their opinions, not just answering based on rote them.

In the aspect of creative thinking, all indicators also show the advantages of the experimental class. The largest difference was found in the work evaluation indicator, which was 10.97 points. This shows that students not only write poems, but also review the choice of words, images, majas, and messages that they want to convey. Reflection activities that are part of the *deep learning approach* help students realize the strengths and weaknesses of their work, so that the process of writing poetry becomes more conscious, directed, and creative.

Table 9. Average Implementation of Learning Components

Learning Components	Eksperimen	Control	Interpretation of Findings
Mindful learning	3,50	2,25	The experimental class is more aware of reading and marking the elements of poetry.
Meaningful learning	3,75	2,50	Students are better able to relate the content of poetry to life experiences and contexts.
Joyful learning	3,50	2,75	The learning atmosphere is more comfortable and encourages the courage to speak up.
Inquiry	3,50	2,00	Students are more active in asking questions, looking for textual evidence, and drafting interpretations.
Collaboration	3,75	2,00	Group discussions help students compare and reinforce arguments.
Creation of works	3,50	2,25	Students are more active in producing poetry based on experience and imagination.
Reflection	3,25	2,00	Students are more accustomed to evaluating the learning process and the results of their work.

Source: Processed Learning Observation Data, 2026

Table 9 shows that the implementation of *the deep learning component* in the experimental class was higher than that of the control class. The *meaningful learning* and collaboration components obtained the highest average, which was 3.75. This confirms that learning poetry becomes more effective when students are given space to connect poetry with life experiences and discuss meaning with classmates. In this way, poetry is not treated as a text that is far removed from the student's life, but rather as a medium for understanding feelings, experiences, environment, and social values.

The *inquiry* and reflection components are also important factors in improving learning outcomes. In *the inquiry* activity, students are directed to ask questions such as why poets choose certain diction, how majas builds atmosphere, and what evidence supports the poet's mandate. Meanwhile, reflection activities help students reassess their thought processes after reading and writing poems. Both activities make learning more in-depth because students carry out the process of observing, questioning, reasoning, concluding, and improving their work on an ongoing basis.

Strengthening the Discussion

The findings of this study show that poetry learning with *a deep learning* approach has a different character from conventional learning. In conventional learning, students tend to accept the teacher's explanations, note the elements of the poem, and do the exercises individually. This pattern can indeed help students get to know poetry theory, but it is not strong enough to form critical and creative thinking skills as a whole. In contrast, *the deep learning approach* places students as learning subjects who actively build meaning through experience, dialogue, investigation, and the creation of works.

Sosioedukasi
JURNAL ILMIAH ILMU PENDIDIKAN DAN SOSIAL
ISSN: 2086-6135 E-ISSN: 2541-612x
Volume 15 No. 2. June 2026 https://ejournal.unibabwi.ac.id/index.php/sosioedukasi/index

In the context of critical thinking, poetry learning requires students to read the text carefully. Poetry has dense, symbolic language, and often does not convey meaning directly. Therefore, students need to interpret diction, understand images, recognize majas, read the relationship between lyrics, and connect the theme of the poem with the message to be conveyed. Activities like this are very much in accordance with the indicators of interpretation, analysis, evaluation, inference, explanation, and self-reflection. When teachers use lighter questions and ask students to show evidence from the text, students are encouraged to think more logically and not easily accept answers without reason. The increase in critical thinking in the experimental class can also be explained through collaborative discussion activities. During discussions, students not only convey personal opinions, but also listen to the interpretations of other friends. These differences in interpretation become an important learning space because students learn to compare arguments, choose stronger evidence, and improve conclusions. Thus, discussion is not just an exchange of answers, but a means to form the courage to think and the ability to defend reason rationally.

Meanwhile, the ability to think creatively develops through the process of creating poetry. Students in the experimental class were not directly asked to write a poem without direction, but were first directed to observe experiences, images, events, atmospheres, or problems that were close to their lives. The stimulus helps students find initial ideas. After that, students develop ideas into rows of poems by paying attention to diction, imagery, majas, rhyme, and mandate. This process makes students' creativity develop gradually, starting from the smoothness of ideas, flexibility of point of view, originality, elaboration, to evaluation of works.

The connection between critical and creative thinking is evident in the learning of poetry. Students who are able to interpret poetry critically will find it easier to understand how the language of poetry works. This understanding then becomes a provision when students write their own poems. Conversely, when students try to write poetry, they will better understand the poet's difficulties in choosing words and constructing meaning. Thus, critical reading and creative writing activities reinforce each other. This is the reason why *deep learning* approaches are relevant in poetry learning, as they bring together the processes of understanding, connecting, creating, and reflecting.

The results of this study also show that the success of learning is not only determined by the use of approaches, but also by the quality of implementation in the classroom. Observations show that the experimental class has excellent learning implementation. Teachers act as facilitators who direct the process, provide stimulus, ask spark questions, manage discussions, and provide feedback on students' work. The role of teachers is important because *deep learning* does not mean that students learn on their own without direction, but rather that students are guided to find meaning more independently and responsibly.

From the student's side, this approach provides an opportunity to learn through experiences that are closer to their lives. Poetry can be associated with family experiences, friendships, school environment, nature, and social events that they encounter. When learning materials feel close, students are more likely to engage emotionally and cognitively. It is this involvement that makes learning meaningful. Students not only work on assignments to obtain grades, but also learn to express thoughts and feelings through literary language.

The practical implication of this finding is that Indonesian teachers need to design poetry learning that not only contains an explanation of concepts, but also provides room for exploration. Teachers can start learning by building context, displaying age-appropriate poetry texts, using image or music media as stimulus, and asking open-ended questions. Afterwards, students can work in groups to interpret the meaning and structure arguments. In the final stage, students write poems, present works, receive responses, and revise. A flow like this makes learning poetry more active, reflective, and productive.

Although the results of the study showed significant influence, this study still has limitations. The research data used a sample of grade IX students at one school, so the generalization of results needs to be done carefully. In addition, learning poetry with *a deep learning approach* requires teachers' readiness in compiling stimulus, triggering questions, assessment rubrics, and discussion management. If these components are not prepared properly, the implementation of learning can become less directed. Therefore, the application of this approach needs to be adjusted to the classroom conditions, students' abilities, learning time, and the availability of supporting devices.

Sosioedukasi
JURNAL ILMIAH ILMU PENDIDIKAN DAN SOSIAL
ISSN: 2086-6135 E-ISSN: 2541-612x
Volume 15 No. 2. June 2026 https://ejournal.unibabwi.ac.id/index.php/sosioedukasi/index

Based on these findings and limitations, further research can be carried out with a wider scope, for example in different schools, different grade levels, or other literary materials such as short stories, dramas, and narrative texts. Subsequent research can also combine quantitative and qualitative approaches so that the process of changing students' abilities can be explained in more depth through interviews, work analysis, and student reflection notes. Thus, the study of poetry learning and *deep learning* can continue to be developed to strengthen Indonesian language learning practices that are oriented towards 21st century skills.

CONCLUSION

Based on the results of the research, it can be concluded that learning poetry with *a deep learning approach* has a positive and significant effect on the critical thinking skills of grade IX students at SMP Negeri 4 Tanah Putih. This is evidenced by the higher average value of the experimental class posttest than the control class as well as the results of the t-test which showed a significance value of 0.000. This approach helps students interpret the meaning of the poem, analyze the elements, evaluate the use of language, draw conclusions, and explain reasons logically.

Learning poetry with *a deep learning* approach also has a positive and significant effect on students' creative thinking skills. Poetry creation, discussion, presentation, and reflection activities encourage students to generate more fluent, flexible, original, and detailed ideas. In addition, MANOVA's results show that this approach has a simultaneous effect on critical and creative thinking skills. Thus, learning poetry with *a deep learning* approach can be used as an effective learning strategy to develop students' high-level thinking skills.

Acknowledgments

The author thanks Allah SWT for His grace and grace so that this research can be properly compiled. Gratitude was also conveyed to Assoc. Prof. Dr. Desi Sukenti, S.Pd., M.Ed. as the supervisor who had provided direction and input during the preparation of the research. Thank you to SMP Negeri 4 Tanah Putih, Indonesian language teachers, and grade IX students who have helped the data collection process. The author also expressed his gratitude to family and friends who have provided moral support during the process of compiling this article.

REFERENCE

Arikunto, S. (2019). Research procedure: A practical approach. Jakarta: Rineka Cipta.
Biggs, J., & Tang, C. (2007). Teaching for quality learning at university. New York: McGraw-Hill Education.
Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.
Creswell, J. W. (2018). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. Boston: Pearson.
Facione, P. A. (2015). Critical thinking: What it is and why it counts. California: Insight Assessment.
Fullan, M., Quinn, J., & McEachen, J. (2018). Deep learning: Engage the world change the world. California: Corwin.
Ghozali, I. (2016). Application of multivariate analysis with IBM SPSS program. Semarang: Publishing Agency of Diponegoro University.
Kosasih, E. (2012). Basics of literary skills. Bandung: Yrama Widya.
Nurgiyantoro, B. (2018). Competency-based language learning assessment. Yogyakarta: BPFE.
Pradopo, R. D. (2012). Poetry study. Yogyakarta: Gadjah Mada University Press.
Sugiyono. (2022). Quantitative, qualitative, and R&D research methods.
Waluyo, H. J. (2005). Appreciation of poetry. Jakarta: Gramedia Pustaka Utama.