



ONLINE POETRY AS A MEDIUM FOR CHARACTER EDUCATION: A CONTENT ANALYSIS OF SEVENTEEN INDONESIAN POEMS

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ABSTRAK

Penelitian ini mengkaji puisi *online* sebagai media pendidikan karakter melalui analisis isi kualitatif terhadap tujuh belas puisi *online* berbahasa Indonesia. Penelitian ini berlandaskan pada kerangka pendidikan karakter Indonesia dan Profil Pelajar Pancasila yang menekankan nilai-nilai seperti religiusitas, integritas, kemandirian, tanggung jawab, kerja keras, optimisme, dan resiliensi. Data dikumpulkan melalui teknik dokumentasi dari berbagai platform digital dan dianalisis menggunakan prosedur analisis isi kualitatif yang meliputi reduksi data, pengkodean, kategorisasi, dan interpretasi. Hasil penelitian menunjukkan bahwa puisi-puisi tersebut mengandung beragam nilai karakter, dengan resiliensi/ketangguhan, optimisme, dan kerja keras sebagai tema yang paling dominan. Nilai-nilai tersebut secara konsisten direpresentasikan melalui bahasa motivasional, ungkapan metaforis, dan narasi reflektif yang mendorong pembaca untuk menghadapi tantangan, menjaga harapan, dan mengembangkan kepercayaan diri. Penelitian ini menyimpulkan bahwa puisi *online* tidak hanya berfungsi sebagai bentuk ekspresi sastra, tetapi juga sebagai sumber pembelajaran yang efektif untuk pendidikan karakter di era digital. Puisi *online* memberikan peluang bermakna bagi peserta didik untuk menginternalisasi nilai-nilai moral melalui teks yang bersifat emosional dan kontekstual.

Kata Kunci: *Puisi online, pendidikan karakter, analisis isi, sastra digital, Profil Pelajar Pancasila.*

ABSTRACT

This study investigates online poetry as a medium for character education through a qualitative content analysis of seventeen Indonesian online poems. The research is grounded in the Indonesian character education framework and the Pancasila Student Profile, which emphasize values such as religiosity, integrity, independence, responsibility, hard work, optimism, and resilience. Data were collected through documentation techniques from various digital platforms and analyzed using qualitative content analysis procedures involving data condensation, coding, categorization, and interpretation. The findings reveal that the poems contain a wide range of character values, with resilience/perseverance, optimism, and hard work emerging as the most dominant themes. These values are consistently represented through motivational language, metaphorical expressions, and reflective narratives that encourage readers to face challenges, maintain hope, and develop self-confidence. The study concludes that online poetry functions not only as a form of literary expression but also as an effective instructional resource for character education in the digital era. It provides meaningful



opportunities for learners to internalize moral values through emotionally engaging and contextually relevant texts.

Keywords: *Online poetry, character education, content analysis, digital literature, Pancasila Student Profile.*

INTRODUCTION

In the digital era, educational practices are increasingly integrating online literary resources to support holistic student development. Online poetry has emerged as an accessible form of digital literature that not only enhances literacy skills but also conveys moral and emotional meanings relevant to students' lives. Recent studies indicate that digital poetry can contribute to values education by fostering emotional awareness, empathy, and psychological resilience in learners (Ardhiyanti, 2025). As students are frequently exposed to digital texts, the use of online poetry provides a relevant and meaningful bridge between literacy development and character formation in contemporary education.

The use of poetry in education is strongly grounded in neo-Aristotelian character education theory, which emphasizes the cultivation of virtues through emotional engagement, reflection, and practical reasoning. Poetry is considered a powerful medium for connecting emotion and moral understanding, allowing learners to explore ethical dimensions of human experience. As Guttesen and Kristjánsson (2022) state, poetry enables learners to discern and deliberate about virtues and moral contextual nuances in human experience, serving as a bridge between emotion and character education. This perspective aligns with philosophical views that moral development is not only cognitive but also affective and experiential.

Recent empirical literature underscores the role of poetry in character education, emotional literacy, and behavioral attitudes. Research shows that poetry-based interventions improve students' moral reasoning and behavioral outcomes when integrated into instruction (Sandiyarsa & Imron, 2024). Furthermore, digital poetry enhances emotional literacy, responsibility, and tolerance through interactive and reflective processes (Ardhiyanti, 2025). By blending character education theory with digital literary pedagogy, online poetry functions as a multimodal text that supports meaningful engagement and virtue literacy in digital environments.

Despite growing interest in poetry-based character education, most existing studies focus on classroom interventions or teacher-led poetry instruction rather than analyzing naturally occurring online poetry texts. Furthermore, limited attention has been given to how character values are embedded in publicly available digital poems. While prior research emphasizes the pedagogical use of poetry, there is still a lack of content-based analysis of online poetry as authentic learning material for character education.

This study offers a novel contribution by analyzing seventeen online Indonesian poems as authentic digital texts for character education. Unlike previous research that focuses on experimental teaching interventions, this study systematically identifies character values embedded in naturally published online poetry. It integrates a qualitative content analysis approach with a structured character education framework, providing empirical evidence of how digital literary texts inherently carry moral and educational values.

The purpose of this study is to identify and analyze character values embedded in seventeen online poems and to explore their potential as media for character education. Specifically, the study aims to (1) classify character values based on the Indonesian character education framework, (2) determine the most dominant values present in online poetry, and (3)



examine the educational implications of using online poetry as a tool for fostering students' character development in the digital era.

RESEARCH METHOD

This study employed a qualitative descriptive design using content analysis to examine character values embedded in online poetry. Content analysis was selected because it enables researchers to systematically identify, categorize, and interpret meanings and values contained in textual data. The study focused on exploring how online poems represent character education values and how these values may contribute to students' character development. The data consisted of seventeen Indonesian online poems published on various digital platforms, including *PKBM Al Fattah*, *Indonesiana*, *Sonora.id*, *Kompasiana*, and *Kumparan*. The poems were retrieved during the period of January to February 2026. They were selected purposively because they contain motivational, reflective, and moral themes relevant to character education. The analyzed corpus includes *Jangan Menyerah*, *Pantang Menyerah*, *Aku adalah Aku*, *Jadilah Diri Sendiri*, *Aku Bukan Mereka*, *Tetap Melangkah*, *Yakinkan Diri*, *Semangat Juang*, *Biar, Tangkis Terjangan*, *Tuhan, Izinkan Aku Berontak*, *Dunia Penuh Cinta*, *Jika Kamu Menyerah*, *Tetaplah*, and *Di Mana Ada Kemauan di Situ Ada Jalan*.

The analysis was guided by the Indonesian Ministry of Education's character education framework and the dimensions of the Pancasila Student Profile (*Profil Pelajar Pancasila*) (Adelia et al., 2024; Ardiyanto et al., 2024; Budiman et al., 2023, 2024; Prayitno et al., 2025). Nine character values were used as main coding categories: religiosity, hard work, independence, responsibility, integrity, mutual cooperation / care for others, discipline, optimism, and resilience. Data were collected through a documentation technique. First, the seventeen poems were accessed and downloaded from their respective online platforms during the retrieval window (January–February 2026). Second, the poems were read repeatedly to gain a comprehensive understanding of their content. Third, relevant words, phrases, lines, and stanzas reflecting character values were identified and recorded. The collected textual data were then organized according to the predetermined coding categories.

The data were analyzed using qualitative content analysis procedures adapted from Miles et al. (2014), consisting of three stages: data condensation, data display, and conclusion drawing. During data condensation, textual units related to character values were selected and coded according to the analytical framework. In the data display stage, the coded data were organized into tables to identify dominant character values and patterns across poems. Finally, conclusions were drawn by interpreting the relationships between the identified values and their educational significance for character education. To strengthen the analysis, frequency counts were also employed to determine the prevalence of each character value across the seventeen poems. The frequency data were used to identify dominant themes and support the qualitative interpretation of the findings. Through this combined qualitative and descriptive quantitative approach, the study provides a comprehensive understanding of the character values represented in online poetry and their potential application in educational contexts.

RESULT AND DISCUSSION

Result

Based on the analytical framework presented in Table 1, this study examined nine character values derived from the Indonesian Ministry of Education's character education framework and Pancasila Student Profile.



Table 1. Character Values Based on the Indonesian Ministry of Education (Kemendikbud) or Pancasila Student Profile

Character Value	Indicators
Religious	Faith, prayer, gratitude
Hard work	Effort, struggle, not easily giving up
Independent	Self-confidence, self-awareness
Responsibility	Fulfilment of duties and obligations
Integrity	Honesty, consistency, simplicity
Mutual cooperation / Care for others	Care for others, empathy, social concern
Discipline	Perseverance, diligence
Optimism	Hope and enthusiasm
Resilience	Ability to rise after failure, moral courage

The findings in Table 2 indicate that the poems contain a wide range of character values. Several poems predominantly promote perseverance and resilience. For example, *Jangan Menyerah* (Poem 1) was categorized under hard work and resilience, as reflected in the lines “*Aku akan terus melangkah*” and “*Tak pernah mau untuk menyerah*.” Similarly, *Pantang Menyerah* (Poem 2) emphasizes determination and courage through expressions such as “*Terus maju dan berjuang*” and “*Hadapi dan pantang pulang*.”

Table 2. Identification of Character Values

No	Poem Title	Dominant Character Values
1	<i>Jangan Menyerah</i> (Junaedi, 2024)	Hard work, resilience
2	<i>Pantang Menyerah</i> (Perdiansyah, 2022)	Resilience, hard work
3	<i>Aku adalah Aku</i> (Tamara, 2026b)	Independent, self-confidence
4	<i>Jadilah Diri Sendiri</i> (Tamara, 2026f)	Integrity, self-confidence
5	<i>Aku Bukan Mereka</i> (Tamara, 2026c)	Integrity
6	<i>Tetap Melangkah</i> (Tamara, 2026j)	Optimism, resilience
7	<i>Yakinkan Diri</i> (Tamara, 2026h)	Religious, responsibility
8	<i>Semangat Juang</i> (Tamara, 2026i)	Hard work, religious
9	<i>Biar</i> (Tamara, 2026d)	Optimism, religious
10	<i>Tangkis Terjangan</i> (Tamara, 2026g)	Resilience
11	<i>Tuhan, Izinkan Aku Berontak</i> (Tamara, 2026a)	Religious, resilience
12	<i>Dunia Penuh Cinta</i> (Tamara, 2026e)	Mutual cooperation / Care for others, independent
13	<i>Jangan Menyerah</i> (Susilawati, 2024)	Hard work, optimism
14	<i>Jika Kamu Menyerah</i> (NN, 2022c)	Resilience, hard work
15	<i>Tetaplah</i> (NN, 2022d)	Optimism, religious
16	<i>Jangan Menyerah</i> (NN, 2022b)	Discipline, optimism
17	<i>Di Mana Ada Kemauan di Situ Ada Jalan</i> (NN, 2022a)	Hard work, optimism

The value of independence and self-confidence is evident in poems such as *Aku adalah Aku* (Poem 3) and *Jadilah Diri Sendiri* (Poem 4). As shown in Table 2, these poems promote self-acceptance and personal identity. The statement “*Aku adalah aku, bukan dia, bukan pula mereka*” illustrates self-awareness and confidence, while “*Menjadi diri sendiri, tak perlu menjadi orang lain*” reinforces authenticity and independence.



Religious values are represented in several poems, including *Yakinkan Diri* (Poem 7), *Semangat Juang* (Poem 8), *Biar* (Poem 9), *Tuhan*, *Izinkan Aku Berontak* (Poem 11), and *Tetaplah* (Poem 15). These poems emphasize faith in God, gratitude, and spiritual perseverance. For example, *Yakinkan Diri* contains the line “*Bekali jiwa dengan iman, hanya Allah SWT yang Maha Segalanya*,” highlighting religious belief as a source of moral guidance and inner strength.

Other character values identified include integrity, responsibility, discipline, and care for others. For instance, *Aku Bukan Mereka* (Poem 5) encourages consistency in personal values and resistance to negative social influences, while *Dunia Penuh Cinta* (Poem 12) promotes empathy and care for others. The distribution of character values across the corpus is presented in Table 3.

Table 3. Frequency of Character Values

Character Value	Frequency
Resilience	13
Optimism	11
Hard work	9
Religious	6
Independent / Self-confidence	5
Integrity	3
Mutual cooperation / Care for others	2

As shown in Table 3, resilience emerged as the most dominant value with a frequency of 13 occurrences, followed by optimism (11 occurrences) and hard work (9 occurrences). Religious values appeared 6 times, independence/self-confidence 5 times, integrity 3 times, and mutual cooperation / care for others 2 times.

Discussion

The findings of this study demonstrate that online poetry contains a wide range of character values that align with the Indonesian Ministry of Education’s character education framework and the dimensions of the Pancasila Student Profile (*Profil Pelajar Pancasila*). The seventeen analyzed poems reflect values such as religiosity, hard work, independence, responsibility, integrity, discipline, optimism, resilience, and care for others. The frequency distribution shows that resilience, optimism, and hard work are the most dominant themes. These results suggest that online poetry can serve as a meaningful pedagogical medium for character formation in digital environments (Ardhiyanti, 2025; Kangasharju et al., 2021; Zekary et al., 2025).

The dominance of resilience (13 occurrences) indicates that overcoming adversity constitutes the central narrative focus of the selected online poems. Works such as *Jangan Menyerah* (Poems 1 and 13), *Pantang Menyerah* (Poem 2), *Jika Kamu Menyerah* (Poem 14), and *Di Mana Ada Kemauan di Situ Ada Jalan* (Poem 17) consistently encourage readers to remain steadfast despite obstacles. In character education theory, resilience is essential for fostering emotional endurance and a growth mindset. This finding supports the view that literary texts provide a safe and reflective space for students to process life challenges and construct constructive responses to hardship. Furthermore, the aesthetic strategies employed such as metaphorical language and poignant imagery effectively bridge the gap between abstract moral precepts and the lived realities of contemporary digital learners (Kuo & Cheng, 2026; Pramudianto & Suroso, 2025).

Optimism (11 occurrences) and hard work (9 occurrences) further reinforce this motivational dimension. Poems such as *Tetap Melangkah* (Poem 6) and *Biar* (Poem 9) portray



difficulties as temporary trials preceding success, utilizing metaphorical imagery such as storms, darkness, and rainbows. Meanwhile, poems highlighting hard work emphasize continuous effort and dedication, echoing educational efforts to cultivate grit, self-regulation, and sustained motivation among students. Beyond mere motivational discourse, these narratives function as experiential tools that encourage students to internalize moral virtues through reflective engagement with the text (Ardiansyah & Ulum, 2026; Asopa et al., 2026; Firdaus & Shohib, 2026; Janah & Gumindari, 2026; Leonady et al., 2025).

Religious values (6 occurrences), independence (5 occurrences), integrity (3 occurrences), and care for others (2 occurrences) address both the spiritual and socio-emotional dimensions of character development. Poems such as *Yakinkan Diri* (Poem 7) portray faith as a foundational source of moral strength, while *Aku adalah Aku* (Poem 3) and *Dunia Penuh Cinta* (Poem 12) promote self-acceptance, authenticity, and empathy. Unlike direct moral instruction, online poetry engages students affectively, allowing them to internalize character values through reflection and emotional connection in a digitally accessible format.

CONCLUSION

This study examined the potential of online poetry as a medium for character education through the analysis of seventeen Indonesian online poems. Based on the character education framework, the findings revealed that the poems contain various character values, including religiosity, hard work, independence, integrity, optimism, resilience, and care for others. Resilience, optimism, and hard work emerged as the most dominant values, indicating that online poetry primarily encourages determination, hope, and persistence in facing life's challenges.

The findings suggest that online poetry is an effective medium for fostering character development. Through motivational themes, reflective messages, and emotionally engaging language, online poems provide opportunities for students to internalize positive values and connect them with personal experiences. Integrations of online poetry into language and literature instruction offer a promising, technology-supported avenue for character education in the digital era. Future research may expand this scope by examining larger digital corpora and evaluating classroom implementation outcomes.

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