ENHANCING WRITING CREATIVITY THROUGH BLENDED LANGUAGE LEARNING: INSIGHTS FROM POETRY 5.0

Budiawan[*]
Email: *English Literature Study Program, Institut Prima Bangsa Cirebon, Indonesia*
Email: Budiawan0219@gmail.com

Cecep Agus
English Literature Study Program, Institut Prima Bangsa Cirebon, Indonesia
Email: cecep.prodi.inggris@gmail.com

Abstract: The study looks at using poetry 5.0 learning with blended language learning (BLL) to boost students' creativity and writing skills. A qualitative approach was taken, using virtual ethnography and classroom research, with data gathered through observations, interviews, and looking at student work. The findings show that BLL-based poetry 5.0 creates a lively and engaging learning space that encourages creativity, critical thinking, and emotional expression. Visual prompts and digital tools, especially Instagram, allowed students to connect personal experiences and get quick feedback from classmates and teachers. This method improved students' ability to share ideas, think about social issues, and create unique poetry. However, the study encountered some issues like limited face-to-face interaction, which point out areas for teaching improvement. Overall, combining poetry 5.0 with BLL shows promise as a creative teaching method that meets the needs of society 5.0. More research is suggested to look into its use in different educational settings.
Keywords: *poetry 5.0; society 5.0; blended language learning; creativity; writing skills;*

INTRODUCTION

The traditional approaches to teaching English in the classroom have long been a subject of concern, with many educators recognizing the need to adopt new creative methods that can assist in language acquisition (Alsyouf, 2020). In the last two decades, the concept of creative education has attracted much attention from educators in the Asian region. The demand for creativity in schools became urgent and was implemented through various educational reforms that emerged across the Asian region over the past two decades. However, the focus on creativity has been limited to certain subjects, such as art and design, with little emphasis on its incorporation into language learning (Asteria et al., 2021). Meanwhile, most English language teaching, including in Indonesia, is limited to teaching lexical and grammatical knowledge, where learners are exposed to exercise-based language teaching methods that do not fully develop their communicative skills.(Salim & Hanif, 2021; Utami & Mahardika, 2023). This model develops linguistic knowledge but fails to support contextual application (Al-Mahrooqi and Denman, 2022) because English

learning is dynamic in social context (Vacalares et al., 2023)

This highlights several key issues. One of them is the impact and problem of inhibiting learners' creativity in the learning process because there is no dialogical space to express their creative spirit in using English as a social semiotic tool to express their thoughts, feelings, opinions, and also tell stories of their life experiences as a social life practice (Sastre et al., 2022). Another highlight is that in practice, English language teachers simply implement the curriculum materials without readjusting the guidelines and without considering the diverse needs of students and the social context of educational institutions (Ismaeil, 2020; Pellegrino & Brown, 2020; Fithriani, 2021). In other words, they follow the guidelines without pedagogical innovation (Paragae, 2023). This shows that they still perform their role as transmitters or implementers of the curriculum. The reason for implementing this conventional form of teaching is to help students achieve a high score in the national exam. As a result, most of these teaching practices leave them with little or no experience in applying English to

communicate or construct their personal life experiences.

With these problems, it is important to create creative and innovative English language teaching (Coombe and Hiasat, 2022) that can create a spirit of creativity and enrich the experience of the writing process. One of them is the implementation of poetry writing 5.0 based on blended language learning where the technology development component continues to change the language learning method.

The era of Society 5.0, known as super smart society 5.0, is an era of utilizing various innovations in technological advances in answering social challenges and problems (Wibawanto & Roemintoyo, 2020). Recently, language classes are categorized with a "blended or hybrid" learning system in which face-to-face activities and technological development continue to be carried out in language learning (Lankapalli & Rao, 2020). Thus, web 5.0 technology cannot be separated from the influence of teaching and learning process through two aspects, namely face-to-face and virtual.(Li et al., 2023)

One of the influential digital platforms for language learning is Instagram (IG), a social media that expands the range of human communication and interaction that can be maximally utilized in language learning (Alakrash & Razak, 2021; Santos & Ilustre, 2022; Rizal & Farikhah, 2021; Fadda, 2020; Dewi & Rizal, 2023), especially in creative writing like poetry. Learners can share their experiences of writing poetry about their experiences without any restrictions on time and space. This social network medium exerts a strong influence on learner autonomy, increases motivation, and provides flexibility. IG is an ideal social environment for writing poetry because it gives learners the opportunity to create poetry and they can receive encouragement and feedback on their work immediately from their teachers or more capable peers without having to wait for face-to-face interaction, which can enrich the experience of the writing process. IG is used as an online platform in this study to find out how students write, respond, negotiate, and write their poems.

Research conducted by Iida (2021) investigated the ability of writers at a Japanese university to express the experience of earthquake life trauma through poetry writing. Through mixed-method research, the results of text analysis showed that the short poems written by the participants had a great influence on their poetry creation. Through poetry writing, the students

were able to respond directly along with their emotional concerns to their earthquake disaster experiences. The findings show that poetry writing is not only intended as a literacy activity in the classroom, but also as a way to explore their life experiences.

Syafii and Adiansha (2023) conducted a class project-based research using poetry as an instrument in discussion. Empirical data showed that poetry writing can improve several skills such as imaginative thinking, critical thinking, and language skills such as writing, reading, listening, and speaking. Analyzing the role of poetry writing aims to strengthen students' response to reading and reading analysis. Through the teacher's modeling approach in the writing and reading process, students are able to engage in writing and reading activities and play the role both as writers and readers

Furthermore, Darmanah (2020) conducted a study on students' perceptions of their ability to act out emotions through writing poetry This study aims to explore how poetry can provide a driving force for the role of students' emotions. The results of the qualitative study showed that the participants paid close attention to language, understanding text types, and understanding emotions when expressing their emotions in using the language. The researcher concluded that the role of emotions can help language writers to improve cognitions and emotions through poetry writing.

The results of the above researches inform that this research is conducted as an effort to create creative and innovative English language teaching through a blended language learning process where the technology development component is continuously updated to support language learning methods especially in the era of society 5.0. In addition, basically every learner is already programmed with creativity, so-called creativity acquisition device (CAD) that needs to be developed pedagogically and made a priority in the learning process (Asteria et al., 2021; Khasanah et al., 2023). Creativity in writing poetry is an essential aspect to highlight, as it is the poet's creativity that will be reflected in their written works. The ability to write creatively not only allows the poet to create unique and aesthetically pleasing poetry, but also enables them to convey meaningful messages to the reader effectively.

This study aims to examine the extent to which the implementation of blended language learning-based poetry writing 5.0 can help students in

improving their creativity and writing skills that represent their life experiences.   Through the creativity of writing poetry 5.0, the exploration of ideas, personal experiences, active participation in social life, and social contextualization are important elements in language learning that are inseparable.

MeTHOD

The methods used in this research include virtual ethnography and classroom research to observe the behavior of participants on the digital platform. Virtual ethnography emphasizes how a researcher actively engages in social interaction with participants in an online setting to discover what they say and do within a particular situation and culture.(Becker & Schad, 2022). Therefore, this method is crucial for investigating educational issues where participants interact in a digitally-mediated environment. The study also utilizes classroom research, which involves observing and documenting activities within the classroom to gain insights into the teaching and learning processes.

The subjects of this study were 20 third-semester English literature students from a university in Cirebon. The research spanned six months, from July to December 2024. Instagram (IG) was chosen as the social media platform for this study because of its popularity among students, with all participants having IG accounts. Additionally, this social networking site is free and accessible to all students anytime and anywhere.

Data collection was conducted in three stages: pre-writing, during writing, and post-writing. In the pre-writing stage, students gathered in class for a detailed explanation of the activity and its purpose. They received an overview of the concept and examples of poems relevant to the study. Students were also shown images and guided on how to interpret them based on their experiences and knowledge, then transform these interpretations into poetry. This stage is crucial to ensure that students understand the poetry writing activity on IG.

During the writing stage, researchers posted pictures related to social issues and asked students to comment on them. These social issues were chosen because they are closely related to the students' lives and experiences, easily stimulating their thoughts and imaginations, which they then expressed in writing. The final stage involved evaluating the students' writing and collecting information about their experiences and

impressions through interviews. The interviews aimed to gather insights on: (1) the students' experience participating in blended language learning-based poetry writing 5.0; (2) the challenges and positives of this method; (3) The impact of digital technology like Instagram on their learning process; (4) their motivation to write with virtual interaction and the effect of social interaction on the digital platform on their learning process; and (5) their involvement in discussion and collaboration with peers and suggestions for improving the learning experience.

The Instagram post data and informants' responses were sorted and labelled using onstructivist-grounded theory to gain an in-depth understanding and interpretation of the participants' experiences and situations. The data were then compared and analyzed until the patterns and categories reached saturation (Kocak et al., 2020).

RESULTS AND DISCUSSION

Poetry 5.0 learning through blended language learning (BLL) has improved students' creativity and writing skills. Platforms like Instagram gave students a flexible space to express themselves, share personal stories, and generate creative ideas. This approach encouraged critical thinking through image analysis and discussions, helping students view topics from various perspectives. It also boosted creativity by combining technology with personal experiences. However, a challenge, such as limited face-to-face interaction, highlights the need for a balance between digital and traditional classroom methods.

Image media improve student's writing skills
The figures posted on Instagram were accompanied with the prompt "what comes up to your mind when you see this picture?". All four groups commented on the figure with their views. The following is the analysis on their perspectives.

Data 1

Figure 1. *Brawl. Source: https://encr.pw/9RZpz*

Figure 2. *Group 1's response.*

Group 1 mapped their perspectives onto a practical, solution-oriented worldview. Despite the efforts of parents, schools and the government, they say, the violence continues. In their view, the solution to student fights rests with stricter enforcement of laws, supervision not just in schools but also at homes, and active involvement of parents. This group holds a focus on accountability, especially when it comes to those who either incite or support violence, suggesting a view that direct actions targeting those involved are justified. It's less about social or educational reform than about consequential outcomes, and punitive disciplinary and control mechanisms. Group 1 focuses on concrete-unlike groups 2 and 4, which fall more on one side of wanting to reform society.

Group 2 offers a philosophical reflection with some critiques of how violence is a point of human error and a hope for change in the future through connection, coming together and understanding as portrayed in figure 3.

Figure 3. *Group 2's response*

They view issues like classism, intolerance, and the bullying of certain groups in society as the true catalysts for conflict, arguing on their behalf that humanity is capable of compassion and love, as well as requiring a shift towards a culture of acceptance and empathy. This group believes the problem is rooted in the social fabric and personal attitudes, and aims at changing the culture rather than just passing policies or regulations. Unlike Group 1's call for enforcement or group 4's emphasis on systemic solutions, group 2's approach is more abstract. Their language is hopeful, targeting a change in mindset as much as a change in policy.

Group 3 takes an emotional and psychological angle, focusing on the psychological roots of violence, such as hatred and resentment, and calling for peaceful conflict resolution as a way to address student brawls. They express confusion over the intensity of hostility that leads to brawls and emphasize that violence cannot be a genuine solution, as every life holds inherent value. They advocate for reasoning and rational conflict resolution as opposed to physical altercations. Their emphasis on human rationality and conscience, as well as their call for "coolheadedness" in addressing conflicts, positions them closer to an internal or personal approach to the issue as seen in figure 4.

Figure 4. *Group 3's response*

They highlight human intelligence as a means to manage emotions constructively. Group 3's focus on internal emotions and the psychological roots of conflict is distinct from the practical measures suggested by group 1 and the societal perspectives of Groups 2 and 4. They promote communication and understanding rather than systemic or regulatory change, advocating for empathy and personal responsibility.

Group 4 offers a systemic view, attributing the prevalence of student brawls to failures within the educational system and broader social structures.They stress that academic-focused

education alone is insufficient; a comprehensive approach is needed, one that includes character-building and social skills to help students channel their energy in positive ways.In short, this group takes a more comprehensive, developmental perspective, suggesting that a holistic education system—including character education and community involvement—can prevent violent behaviors in students. Group 4's solution-oriented approach differs significantly from Group 1's focus on enforcement and from group 2 and 3's more philosophical and emotional perspectives. Group 4's emphasis on restructuring educational and social systems sets it apart as it argues for fundamental systemic reforms rather than solely addressing individual actions or attitudes as seen in the following figure.

whosved group 4: according to the responses from the results of our group discussion, student brawls are not just a matter of school discipline, but also reflect broader social and cultural conditions. this phenomenon is often triggered by various factors, including peer pressure, a less harmonious family environment, and a lack of positive activities that can channel teenagers' energy and creativity. brawls also reflect the failure of the education system and society in shaping the character and morals of the younger generation. education should not only focus on academic aspects, but also on character development and social skills.

according to us, society also has an important role in preventing brawls. a conducive environment, support from families, and community involvement can create a more positive atmosphere for teenagers.

thus, student brawls are a complex problem that requires a holistic approach. through comprehensive education and community support, we can create a safer and more supportive environment for adolescent development.

Figure 5. *Group 4's response*

The students' responses present a multifaceted understanding of violence, with each group viewing the issue through a unique lens. Group 1 seeks immediate regulatory intervention, while group 2 advocates for cultural and social empathy. Group 3 appeals to emotional and psychological reasoning, whereas group 4 suggests long-term educational and systemic reforms. The students' responses show that the image stimulates their imagination to express their ideas based on their experience. This aligns with Maulidah (2020), who said that image media can improve students' writing skills. Also, blended learning could improve the independence and creativity of students. The use of various media and teaching techniques can foster students' creativity in writing poetry.(Huang, 2022). For instance, the integration of multimedia elements can enhance students' poetic expression and imagination. Furthermore, research suggests that employing modeling as a teaching-learning approach can effectively cultivate students' creativity in composing poetry.

Together, these perspectives form a comprehensive framework that addresses both immediate and root causes, demonstrating a balanced approach that combines practical measures with a call for moral, psychological, and systemic change. Each group's approach has merit, but the combination of these perspectives highlights that the solution to student violence cannot be singular. It suggests the need for a blended approach that includes strict legal measures, cultural shifts toward empathy and unity, emotional intelligence, and systemic educational reforms. This diversity of views reflects the complexity of the issue and suggests that meaningful solutions may only arise when these varied approaches are integrated into a cohesive strategy for change. The students' perspectives illustrate that this method stimulates their critical thinking and emotional intelligence. Smarrelli et al. (2024) said, "The multimodal approach in poetry lectures effectively increases interest, achievement, and innovation in learning outcomes."

Despite some view discrepancies, all four groups express strong disapproval of student brawls, recognizing that such actions lead to negative consequences for individuals and society. Each group emphasizes that violence is not a solution and underscores its destructive impact—both physically and socially—on all parties involved. According to the European Commission (2023), "Violence in schools is preventable, and educational contexts free of violence are crucial for achieving student wellbeing." The groups collectively identify that student brawls are rooted in deeper issues rather than being isolated incidents.

They mention various social, cultural, and educational challenges that contribute to violent behavior among students, including peer pressure, family environment, lack of positive outlets, and societal divisions. Addressing the root causes of violence involves understanding the social and cultural dynamics that contribute to aggressive behavior among youths. This reveals a shared understanding that both immediate measures and

long-term societal efforts are required to curb violence. (Ngidi & Kaye, 2022).

Data 2

Figure 6. *Natural disaster. Source:* https://encr.pw/bDuMy

Figure 7. Group 1's response

Group 1 adopts a solution-focused, community-oriented approach. They highlight the role of collective action and government intervention to prevent floods, pointing to human error (like improper waste disposal) as a core issue. Their commentary on community efforts during disasters reflects a focus on solidarity and mutual support. According to the group, flood prevention requires not only governmental oversight but also public awareness and better environmental practices at the community level. The approach offered to tackle the problem is more concrete and action-oriented, focusing on environmental management and structured responses to mitigate disaster effects. Unlike Groups 2 and 4, who delve into broader environmental consequences and policy failures, group 1 focuses specifically on local solutions and direct community impact.

Figure 8. *Group 2's response*

Group 2 offers a philosophical reflection on humanity's destructive impact on nature, viewing the flood as a consequence of human greed and negligence. They view nature's "wrath" as a form of self-defense against human exploitation, likening environmental destruction to the violence humans inflict on each other. Their solution emphasizes a moral responsibility to change individual and collective behavior. This group focuses on the ethical and existential implications of environmental neglect, calling for a shift in attitudes toward nature. Their philosophical tone contrasts with the pragmatic solutions from group 1. Group 2's response highlights global issues, such as overconsumption and environmental degradation, while the other groups focus more on local solutions and specific causes.

Figure 9. *Group 3's response*

Group 3's response is a mix of personal accountability and community responsibility. They emphasize that small, everyday actions (like littering) can lead to serious consequences, urging people to act responsibly for the well-being of others. Their arguments suggest that people, especially those in positions of power (e.g., the police), have a duty to help mitigate the effects of these actions. They see conscience and individual responsibility as key tools for overcoming environmental crises which distinguishes them from the other groups, advocating for behavioral change at an individual level rather than sweeping policy or community reform.

group 4 approaches the issue from a systemic and policy-oriented standpoint, examining how

policy failures and a lack of public awareness contribute to climate change and disasters like flooding. they acknowledge natural causes of floods but stress that human actions (e.g., deforestation and inadequate waste management) and policy contradictions (like coal production increases despite emission reduction goals) exacerbate the problem. group 4's response suggests that environmental issues require both policy reform and public education, offering a comprehensive view on tackling climate change as shown in the following figure.

khadejull_19 Group 4: Floods are one of the most impactful natural disasters on communities around the world. The force and unpredictability of flood waters can lead to catastrophic consequences, including loss of life, damage to infrastructure, and displacement of families. Indonesia is one of the countries that has the most flood records.
There are many causes of flooding such as heavy rainfall, climate change, All of these occur naturally, but some occur due to man's own actions such as excessive cutting of trees, blockage of sewers due to accumulated garbage.
The lack of awareness about climate change among the general public and the inadequate education system contribute to the challenges in addressing this issue. Despite the government's efforts to reduce emissions, actions like increasing coal production hinder progress in combating climate change.

Figure 10. *Group 4's response*

The students' varied responses to the natural disaster image converge on key themes of environmental responsibility and social empathy, with each group bringing a distinct perspective. While group 1 focuses on community action and government roles, group 2 highlights humanity's philosophical relationship with nature, group 3 emphasizes personal accountability, and group 4 calls for systemic reform and education. Despite these different approaches, there is a consensus on the negative impact of human actions—such as deforestation, pollution, and irresponsible waste disposal—on natural disasters. Students recognize these as root causes of issues like flooding, reflecting a shared environmental consciousness. Each group suggests solutions based on its unique viewpoint.

Brock *et* al., (2021) explained that children who engage with environmental issues through creative expressions develop a deeper understanding and commitment to environmental stewardship. This shared focus on empathy and action illustrates how blended learning with visual prompts supports a deeper understanding of complex, socially relevant topics, while fostering creative expression and critical thinking (Maulidah, 2020).

These responses show that Blended Language Learning-based Poetry 5.0 is effective in promoting not only writing creativity but also social awareness (Zhai, 2021). Integrative teaching methods, which combine different forms of media and reflective thinking, enhance students' critical and creative skills (Alsyouf, 2020). By combining reflective prompts with group interaction, the approach allows students to express diverse views while engaging meaningfully with real-world issues. This method helps students develop both their creative writing skills and a thoughtful, socially conscious perspective, aligning well with the research's goal of enhancing expressive abilities and critical engagement in writing (Murad et al., 2021).

Data 3
Figure 11. *Scavengers Source: https://shorturl.at/70taP*

vnsrhyu_ Group 1 : The picture reflects the harsh reality of social inequality and structural poverty in Indonesia, where many children are forced to work instead of enjoying their childhood and receiving a proper education. These children, often scavenging for survival, face dangers daily while their parents, likely struggling with economic hardships, have no choice but to let them work. The government's inability to provide adequate education, healthcare, and social support has perpetuated this cycle of poverty. As a result, the nation's future generation is limited in opportunities, with many lacking access to quality education and fair employment, further deepening the gap between the rich and poor.
Structural poverty in Indonesia has long been entrenched, and despite the desire for change, the government's efforts have been insufficient to break the cycle. The inequality faced by these children, who miss out on their right to play, learn, and grow in a safe environment, highlights the pressing need for the government to provide better facilities and equal opportunities. These children, who work to help their families, are resilient but need support to secure a brighter future. Addressing this issue is crucial, as these children are the future of the nation, and their well-being should be prioritized.

Figure 12. *Group 1's response*

Group 1 emphasizes the deep-rooted nature of structural poverty in Indonesia, focusing on how economic hardship forces children to work in unsafe conditions instead of attending school. They highlight the role of the government in perpetuating this inequality through inadequate social support and educational opportunities. They argue that without government intervention to provide equitable education and healthcare, poverty will continue to restrict opportunities for Indonesia's youth. They urge the government to

prioritize these children's futures by addressing poverty with meaningful support and resources. Group 1's response centers on structural issues and the lack of governmental support, emphasizing long-term solutions to break the poverty cycle. Group 1's response centers on structural issues and the lack of governmental support, emphasizing long-term solutions to break the poverty cycle. Unlike Groups 3 and 4, who also address economic disparity, Group 1 focuses specifically on the government's responsibility to address these systemic inequalities.

ascendedheart98 Group 2: Poverty, this is an image of poverty. The youth of Indonesia who should be able to live their lives to the fullest, to learn, to have fun are forced into hard labour to aid their families. Did you know that many unpaid labourers in the palm oil fields of Kalimantan are children? It's simply despicable. This should not be the fate of our young, they deserve so much better. The government needs to take action and address the mounting inequality in our country, so kids do not have to metaphorically labour in the mines like this. They must also enforce and strengthen laws made to curb child labour and other laws designed to protect children. It's an important step in addressing this problem plaguing modern Indonesia.

Figure 13. *Group 2's response*

Group 2 critiques the prevalence of child labor, connecting it to broader issues of poverty and economic inequality. They highlight child labor abuses in various industries, such as palm oil, where children are forced to work to support their families. This group emphasizes the need for the government to enforce stronger laws against child labor and implement protections for vulnerable children. They view legal reform as essential to addressing the root causes of child labor and ensuring children have the right to a safe, fulfilling childhood. Group 2's focus on child labor and legal reform brings attention to the regulatory and policy side of the issue, particularly in enforcing laws to protect children. While all groups highlight poverty, Group 2 is unique in stressing legal protections and policy enforcement, contrasting with Group 1's emphasis on structural social support and Group 4's broader social solutions.

Group 3 focuses on the emotional toll of social inequality, particularly the divide between children who attend school and those who must work. They highlight the psychological impact of exclusion and the feelings of inadequacy that come with being unable to pursue education. This group calls on the government to address educational access for all children, suggesting that neglecting the needs of impoverished youth limits the potential of the next generation. They

emphasize the disparity in opportunities and the impact it has on children's sense of self-worth.

am.alia.hf Group 3

The social inequality that occurs in our society is very clear, like the 2 social classes in the photo between children who can go to school and those who are scavengers. Economic differences that cause children to not be able to get a proper education make them like that. children who do not have the opportunity to go to school will think why can't I be like them (children who can go to school). So we hope the government will pay more attention to education for children who do not have enough money for school, for the future of the young generation of Indonesia. If it is the revival and glory of the nation that the government wants. But if not, neglect, ignore, abandon us. Yet you will still see us survive.

Figure 14. *Group 3's response*

Group 3's focus on the emotional and psychological effects of poverty, especially among children, brings a more personal and empathetic dimension to their analysis. Group 3's approach is more emotional, focusing on the psychological divide in children's experiences. Unlike Group 2's focus on legal measures and Group 4's emphasis on inclusive economic development, Group 3 explores the individual experiences of children facing social inequality.

Group 4 discusses poverty as a growing issue worsened by recent economic challenges, such as those stemming from the COVID-19 pandemic. They focus on how economic disparity leaves families without sufficient resources, forcing children to work instead of attending school. They argue for economic reforms, such as equitable development and inclusive social programs, as ways to reduce child labor and improve access to education as seen in figure 15.

im_deyann Group 4: According to the responses from the results of our group discussion, the picture reminds us of the problems that occur in Indonesia now, yes that's right, poverty. Poverty in Indonesia has been on the rise since the Covid-19 outbreak, the difficulty in finding work has resulted in a large amount of poverty to date. Children from such families often do not have full access to proper education as economic demands force them to work. And the phenomenon of the rich getting richer and the poor getting poorer is true, as in the picture above there is a very contrasting difference, namely five children walking with clothes that are ugly and they carry large bags of things that they will sell to buy daily food. Meanwhile, two people walk in the opposite direction with school uniforms and carry backpacks of school books. The picture above is a reminder that social inequality is still a big challenge that must be overcome. Even more equitable economic development and more inclusive social programs might be one of the solutions to reduce the phenomenon of child labor in the future.

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Figure 15. *Group 4's response*

Group 4 suggests that addressing economic inequality through social initiatives can help alleviate the burden on impoverished families and reduce child labor. Group 4's solution is broader and more systemic, emphasizing social and economic reforms to address poverty rather than focusing solely on individual or legal interventions. Unlike Group 2's focus on specific laws or Group 3's emphasis on the psychological toll, Group 4 provides a macroeconomic perspective, advocating for widespread economic and social development programs.

The students' responses to the image of child poverty reflect a shared recognition of social inequality and its damaging effects on children in Indonesia. Each group examines different aspects of the issue: Group 1 highlights the need for government-led support in education and healthcare, Group 2 emphasizes enforcing child labor laws, Group 3 focuses on the psychological impact of inequality on children, and Group 4 advocates for economic reform and inclusive social programs. Despite these varied approaches, all groups agree on the urgency of addressing poverty and social inequality to secure a better future for children, underscoring the importance of government intervention and structural change.

These responses illustrate how Blended Language Learning-based Poetry 5.0 fosters students' ability to think critically and empathetically about real-world issues while improving their creative writing skills. By analyzing a powerful visual prompt, students explore complex social themes like poverty, inequality, and child welfare, developing a socially conscious perspective in their writing. This approach aligns well with the research objective. Integrating reflective and creative tasks in learning fosters deeper engagement and critical thinking among students (MacAskill et al., 2023). It shows that blended learning, combined with creative prompts, can deepen students' understanding of societal issues and inspire thoughtful, expressive writing. As stated by Alkhaldi (2023), "Motivational strategies in the language classroom can significantly enhance students' learning experiences and outcomes."

The 5.0 poetry writing learning approach based on blended language learning enhances creativity and writing skills

To understand students' experiences in participating in 5.0 poetry writing learning based on blended language learning, the researchers collected information through interviews. These interviews were conducted by allowing the subjects the freedom to express their experiences. Two core questions were formulated to explore the learning experiences of the research subjects: (1) How was your experience participating in the 5.0 poetry writing learning based on blended language learning? (2) How did the use of digital technology such as Instagram affect your learning process?

Based on interview data, several important aspects emerged as part of the participants' experiences in the blended learning poetry writing:

Participating experience in the 5.0 poetry writing learning based on blended language learning
Freedom of self-expression
Students stated that the blended learning method provided them with freedom to express themselves, especially through more flexible online platforms.

> "It was quite enjoyable, sir. It felt easier to express myself. In other situations, I often can't express myself, especially in English. So, it was quite enjoyable. What makes this method work? It's the freedom of expression. Online platforms make it feel easier to express oneself."

> "It's more expressive. For instance, when we post something online and then comment on it, we can give more expressive feedback."

Writing online made participants feel more comfortable expressing their opinions without pressure. This aligns with the concept of self-expression in online learning, which promotes freedom of expression as participants can voice their thoughts without fear or awkwardness (Vo et al., 2021). Additionally, online platforms enable students to engage more independently, boosting their confidence in expressing opinions.

Development of critical thinking
Participants noted that this activity trained them to think critically and in detail, especially when analyzing images before writing poetry. They also had to discuss their thoughts with peers, enriching their perspectives and ideas, as highlighted by the following statements:

> "My experience in this activity required me to think in more detail and critically. For example, looking at photos that match the assigned topic and then discussing them with my friends."

> "In my experience, this really helped sharpen critical thinking skills and gain insights from others' perspectives. We also obtained new information and could freely share opinions without worrying about being right or wrong."

According to Fu & Wang, (2021), learning activities based on analysis and reflection effectively develop critical thinking skills, as they involve in-depth observation and interpretation from multiple perspectives. This also supports constructivist learning theory, where learning occurs through interaction and reflection on new information in a group context (Cui, 2022).

Creativity and interactive, inclusive, flexible experiences
Students noted that these activities helped them explore meanings behind images and integrate personal expression into writing or reading poetry. "Actually, I enjoy the inclusivity. In this learning, we analyze images and then discuss our comments. While explaining our ideas casually in our style, we have to delve deeper into what's depicted in the images. What can we sense or suggest creatively? I find it interesting as I can express what I feel."

Creative processes in poetry writing can be powerful tools for self-development and enhancing emotional awareness (Mart, 2021). Blended learning approaches involving image interpretation allow participants to combine visual elements with language literacy, creating an interactive and profound learning experience. Flexibility is crucial in online learning, enabling each participant to choose how best to express their understanding and opinions (Zhang & Chen, 2021).

Limited social interaction
One participant expressed dissatisfaction with the lack of face-to-face interaction in online learning.

> "It's both good and bad, Mister. The good thing is we don't need to come to campus since we have other activities. But the downside is we lack interaction with others. It would be better to meet in person to feel more expressive."

In mostly or fully online learning environments, limited physical interaction can make participants miss essential social elements, such as direct communication and emotional support from classmates (Vu et al., 2022). Direct interaction could provide more emotional engagement and better convey opinions.

How did the use of digital technology through instagram affect your learning process?
Overall, students' responses indicated that using Instagram as a learning tool in blended learning provided various benefits, such as broad access to information, ease of collaboration, support for distance learning, and flexibility in learning styles. However, challenges like data privacy concerns also emerged. Educators need to balance the pros and cons of integrating such technologies while promoting digital literacy to ensure safe and effective use of social media. The following are the students' responses to the question: "How does the use of digital technology, in this case Instagram, affect your learning process?"

Ease of commenting and collaboration
One of the key points raised by the research participants is the ease of interaction through comments on Instagram posts, which supports the learning process.

> "Yes, that's correct. In this form, when it's digital like this through an app, we can engage in peer comments, edit, and the format is very helpful. Technology is really great for giving us a channel to provide comments and receive feedback from peers."

This respondent observed that Instagram provides a space for learners to interact via comments, allowing them to edit and receive feedback from peers. Platforms like Instagram in education can indeed expand the space for dialogue and interaction (Rayuningtya & Fitriani, 2021), aligning with Pratiwi (Pratiwi et al., 2023) who noted that students felt Instagram fostered a sense of connection and inspiration that was conducive to their creative writing.

Wider access to information

Students expressed that Instagram provides broader access to information.

> "It does influence (the use of digital technology, Instagram, influences the learning process). Because the knowledge becomes broader, we can also search for information on Instagram. It's just wider, you know, for exploring info..."

> "It brings many positive impacts."

With additional content from other users or external sources, Instagram enables participants to access supplementary information beyond formal learning materials. This aligns with literature on digital learning, where access to extensive information on social media platforms accelerates knowledge transfer and facilitates the exploration of relevant ideas (Goodyear & Armour, 2021).

Ease in sharing and viewing group opinions
Respondents found Instagram very easy to use for sharing and viewing opinions from their own group and others.

> "...Its influence is all positive. It's also quite easy to upload my and my friends' opinions. Plus, I can also see many opinions from other groups. It's quite simple with this digital technology."

The platform helps participants broaden their perspectives and understand diverse viewpoints. Social media fosters peer learning, allowing learners to exchange views and learn from one another through discussion (Yang & Kuo, 2021). By sharing ideas in an open platform, learners can compare their understanding and correct misconceptions through interaction.

Awareness of data security
The participants demonstrated awareness of privacy risks associated with digital platforms. They noted the importance of caution, particularly regarding potential unauthorized data collection.

> "There is (an influence of Instagram on the learning process). You can give more expressive comments, but maybe with more caution. Because, you know, there might be accounts using ChatGPT that could collect our data. So, we need to be careful. Convenience comes with risks, and caution is necessary."

This highlights that, alongside its convenience, digital technology necessitates vigilance regarding personal data security. Omar et al.

(2020) emphasize the importance of social media users understanding basic privacy and security principles, especially for learners active on public platforms like Instagram.

Supporting a relaxed but focused learning style
Students stated that learning through Instagram felt more relaxed while still maintaining focus. The platform was considered flexible and informal, allowing for a more natural and enjoyable learning process.

> "It's good because I personally am very active on Instagram. On social media, I'm more into Instagram. So, when learning happens via Instagram, it feels more relaxed but still focused. Like, after this, there's a new image, and then we need to comment again. So, we have to act quickly. Quickly find the material, then explain it. I really enjoy it."

In an informal learning approach, social media platforms can facilitate higher engagement, encouraging participants to independently seek information relevant to their learning style (Zhou, 2021). Instagram provides a supportive environment for engagement without the pressure of formal structures.

Ease of sharing links and remote commenting
One learner appreciated Instagram's convenience in sharing links and enabling remote commenting, a significant advantage for distance learning.

> "Yes, it's quite good because we just post something, add the link, and can comment on it. It's simple. We can comment remotely too."

The ability to share links and provide real-time comments on platforms like Instagram helps reduce communication barriers and facilitates faster collaboration (Lankapalli & Rao, 2020). This makes the learning process more efficient and supports communication among group members who might face challenges meeting in person.

Instagram as a practical and instant learning resource
One participant noted that Instagram offers a wealth of useful content, especially from content creators sharing relevant information, such as AI tools for students.

> "I've learned a lot from Instagram. Many content creators share AI tools or other

resources useful for students. There's also a variety of instant educational material."

Using technology and social media adds a dimension of just-in-time learning, enabling students to quickly access information or tools they need (Мосьпан, 2023). This helps students become more independent and creative in seeking information that enhances their academic and professional skills.

Implications
For teachers, this study underscores the value of incorporating visual media and digital platforms to create a dynamic and interactive classroom environment. Strategies to overcome challenges, such as limited direct interaction, include scheduling periodic in-person sessions or synchronous video discussions. These could be complemented by structured virtual workshops that simulate collaborative face-to-face interactions. Additionally, providing clearer guidelines and objectives for digital assignments can address issues of ambiguity in learning goals.

Policymakers can draw on these findings to support the development of blended learning frameworks that prioritize creativity and critical thinking. Policies should encourage the integration of widely accessible platforms like Instagram while addressing concerns such as data privacy and equity in digital access. Investments in teacher training for blended learning methodologies and infrastructure for low-resource settings are critical for scaling such innovative approaches.

In other educational contexts, the model of Blended Language Learning-based Poetry 5.0 can inspire initiatives in fields like social sciences or arts education, where emotional expression and critical analysis play pivotal roles. For instance, social studies teachers could use similar strategies to engage students in discussions about historical events or current societal challenges.

CONCLUSION
This study aimed to explore the extent to which the implementation of Poetry 5.0 learning based on Blended Language Learning (BLL) could enhance students' creativity and writing abilities. The findings revealed that this innovative teaching approach effectively addressed the study objectives in several ways:

The use of visual prompts and digital platforms such as Instagram created a dynamic learning environment that encouraged students to express

their creativity and engage in meaningful writing tasks. By connecting their personal experiences with their writing, students were able to showcase originality and emotional depth. Additionally, the integration of digital tools enabled students to receive immediate feedback from peers and instructors, which facilitated continuous improvement in their writing quality.

Interactive prompts further inspired students to critically analyze real-world issues and articulate their thoughts effectively in poetic form. This process cultivated empathy and broadened their understanding of societal challenges. While the method successfully promoted creativity and engagement, it also highlighted challenges such as limited direct interaction, emphasizing the importance of maintaining a balance between digital and face-to-face learning modalities.

In summary, poetry 5.0 learning based on BLL has proven to be a transformative strategy for fostering creativity, enhancing writing skills, and promoting critical thinking. With further refinements, this approach holds great potential for addressing contemporary educational challenges in a technologically advanced society. Continued research is recommended to explore its implementation in diverse educational contexts.

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