

# Fostering cultural identity and self-expression through narrative poetry training at the Palangka Raya Youth Detention Center

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## ABSTRACT

The program aims to enhance the creative literacy of youth at The Juvenile Detention Center (Lembaga Pembinaan Khusus Anak/LPKA) through the learning and practice of narrative poetry writing while fostering awareness of local cultural values. As part of the educational and character development efforts within LPKA, this program guides participants to explore personal experiences, and cultural traditions as sources of inspiration for literary expression. To address this issue, narrative poetry is introduced as an effective medium to convey personal experiences, local legends, and cultural narratives in poetic form. The program was implemented at Youth Detention Center of Palangka Raya in collaboration with PKBM Darus Sa'adah Palangka Raya as a community learning partner. The program applied a participatory and contextual learning approach in which participants actively engaged in collaborative exploration of local cultural themes, and guided narrative poetry writing activities. A brief assessment was conducted through observation of participants' involvement, review of the narrative poems produced, and short reflective discussions. The results demonstrate positive outcomes among participants. Observational data indicated that approximately 75 percent of participants actively engaged in discussions and writing activities and successfully organized narrative structures and incorporated local cultural elements into their poems reflecting aspects of local identity.

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## 1. INTRODUCTION

The rapid development of technology and the process of globalization have significantly influenced the habits of the younger generation, often leading to a gradual shift away from local cultural values. As these cultural elements are no longer actively learned through daily interactions, resulting a growing risk of cultural discontinuity across generations (Helty et al., 2025). Therefore, immediate and strategic efforts are required to address this issue in order to preserve local cultural identity and ensure its continuity amid ongoing social and technological change. As an institution that is closely connected to the community, PKBM (community learning center) serves as a center for social interaction for local residents, making its learning environment lively and relevant to local needs.

PKBM Darus Sa'adah Palangka Raya represents a community-based learning environment in which learners demonstrate strong interest in contextual and creative learning, despite limited access to formal educational resources. Located in a culturally rich area influenced by Dayak and Malay traditions, the surrounding community preserves various forms of local wisdom, including folklore, oral traditions, and traditional ceremonies. These cultural narratives provide meaningful sources of inspiration that can be developed into literary works, particularly narrative poetry (Hanifa & Ida, 2022; Noviarini et al., 2024). Through narrative poetry, traditional stories can be creatively reconstructed, enabling writers to express cultural memory, social experiences, and local wisdom in a structured and imaginative form. In this way, narrative poetry functions not only as a medium of artistic expression but also as a means of documenting and preserving cultural identity across generations.

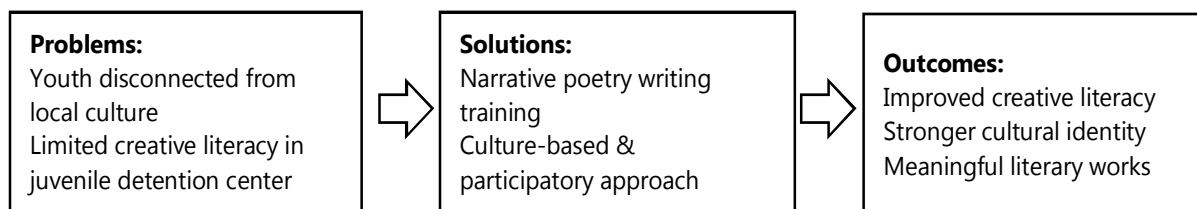
However, this cultural richness has not yet been fully integrated into literacy learning among youth in Palangka Raya, largely due to limited opportunities for creative expression and the lack of structured writing activities that incorporate local cultural content (Helty et al., 2025; Setiyono, 2025). As a result, literature, particularly narrative poetry, has not been widely utilized as a medium for expressing cultural experiences and personal stories. Many youths in Palangka Raya come from diverse social and cultural backgrounds and grow up within communities rich in oral traditions, folklore, and localized cultural practices. These experiences provide valuable cultural memories that can serve as meaningful sources of inspiration for narrative poetry writing. With appropriate guidance, such experiences can be transformed into literary expressions that reflect personal narratives while preserving local cultural values and identity (Azis, 2023; Mays, 2024). Through narrative poetry, youths can reinterpret stories from their daily lives, community traditions, and cultural memories into creative forms that combine storytelling and poetic language. This process not only strengthens their creative writing skills but also encourages reflection on cultural heritage, enabling local stories and values to be documented and shared in meaningful and imaginative ways.

The Juvenile Detention Center (Lembaga Pembinaan Khusus Anak/LPKA) of Palangka Raya has implemented systematic, effective, and well-directed learning efforts. This preparatory stage involved conducting a needs analysis, defining clear program objectives, and organizing a sequence of activities aimed at gradually developing participants' literacy and creative writing skills. Training materials were also prepared to be contextually relevant, accessible, and engaging, taking into account the educational background, literacy levels, and life experiences of the participants (Sutisyana et al., 2024; Sutisyana et al., 2025). At the same time, initial coordination was established with the partner institution, PKBM Darus Sa'adah Palangka Raya, to ensure collaborative planning and clear division of roles. Considering the specific educational, psychological, and social context within the detention environment, the program design also accommodated institutional regulations, time limitations, and ethical considerations (Pranata, 2024). This included aligning the training schedule with the daily routines of the institution, ensuring that learning activities complied with security procedures, and adopting teaching strategies that were supportive and sensitive to participants' emotional and developmental needs.

The preparation process further included coordination meetings with PKBM and LPKA representatives to determine participant criteria, arrange training schedules, and ensure logistical readiness, including the availability of learning spaces and supporting materials. This coordination was essential to align the program with the institutional framework of the detention center and to ensure smooth implementation. In addition, local cultural resource persons, such as traditional leaders and cultural practitioners, were identified to support cultural exploration activities by introducing participants to local folklore, oral traditions, and cultural values that continue to shape community life in Palangka Raya. Their involvement provided authentic cultural insights that could inspire participants to transform personal memories and cultural experiences into narrative poetry, linking creative writing with the preservation of local cultural identity (Anami & Simanjuntak, 2025; Pranata et al., 2024).

Stories of daily life, social environments, and collective cultural memory provide meaningful material for creating contextual and reflective literary works. In this setting, narrative poetry writing functions not only as a literacy activity but also as a medium for self-expression and personal meaning-making for participants (Finanti & Santosa, 2023; Rismayanti et al., 2024; Zukhanah, 2021). Supported by the commitment of PKBM Darus Sa'adah Palangka Raya and the involvement of community figures such as traditional leaders and local artists, this program becomes a strategic means for strengthening literacy, empowering youth, and preserving local cultural values (Riana, 2020). Therefore, integrating cultural narratives into creative literacy activities offers a meaningful approach to fostering both literary skills and cultural awareness among youth.

Through culture-based narrative poetry training implemented in collaboration with PKBM Darus Sa'adah, the framework links identified problems to targeted interventions and expected outcomes in creative literacy and cultural identity development.



**Figure 1.** Problem-solving framework

Figure 1 presents the conceptual framework of the program. It identifies two primary issues: the declining connection of youths with local cultural values and the limited opportunities for creative literacy development within the youth detention center. To address these challenges, the program implements narrative poetry writing training using a culture-based and participatory approach that encourages participants to explore personal experiences and local cultural narratives. Through this intervention, the program is expected to enhance participants' creative literacy, strengthen their cultural identity, and produce literary works that meaningfully reflect local cultural values.

Rapid technological and social changes have contributed to the declining engagement of youths with local cultural traditions, particularly among those in correctional education settings where opportunities for creative literacy and cultural expression are limited. Although many youths possess rich cultural memories, personal experiences, and knowledge of local traditions, these cultural resources are rarely integrated into structured literacy learning activities. However, there is still a lack of structured literacy programs that integrate local cultural narratives into creative writing activities for juvenile inmates. As a result, there is a gap between the potential of cultural narratives as learning resources and the development of creative literacy skills among youths (Bahardur et al., 2025; Zukhanah, 2021). Although local stories, traditions, and cultural experiences offer rich material for creative expression, they are rarely utilized in literacy activities that encourage writing and reflection. Consequently, youths have limited opportunities to transform their cultural knowledge and personal experiences into meaningful literary works that simultaneously strengthen writing skills and cultural awareness.

Initial observations indicated that the literacy competence of participants at the LPKA of Palangka Raya was still at a basic level, with most learning activities focusing primarily on general reading and writing exercises. Opportunities for creative writing, particularly literary forms, had rarely been introduced, reflecting the limited attention given to creative and cultural literacy development for youths in detention settings. As a result, participants had minimal exposure to activities that allow them to express personal

experiences or cultural narratives through literary forms and to spend their time in more productive and meaningful ways during their detention period. Moreover, no similar training program integrating cultural narratives into narrative poetry writing had previously been conducted. This condition highlights both the novelty and the urgency of introducing innovative literacy activities that connect creative writing with local cultural contexts for youths in correctional education environments.

In response to this need, a narrative poetry writing training program was implemented at The Juvenile Detention Center (LPKA) of Palangka Raya in collaboration with PKBM Darus Sa'adah. The program aims to strengthen the creative literacy of juvenile inmates by guiding them to transform personal experiences, folklore, and local cultural traditions into narrative poetry. For juvenile inmates at LPKA Palangka Raya, this training supports the development of narrative poetry writing skills that are not only aesthetically expressive but also rich in cultural significance, while simultaneously fostering self-confidence, self-reflection, and positive identity formation through literary expression (Sutisyana et al., 2024; Sutisyana et al., 2025). Through this approach, the program provides a structured space for creative expression while fostering cultural awareness and encouraging participants to document their cultural identity through literary works.

## **2. METHODS**

The method used in this program is participatory, collaborative, and contextual. The approach combines elements of creative literacy, exploration of local culture, and hands-on practice of writing narrative poetry (Astuty et al., 2021; Sari et al., 2025).

### **Location and Time**

All activities were conducted at The Juvenile Detention Center (LPKA) of Palangka Raya, Central Kalimantan Province, with PKBM Darus Sa'adah Palangka Raya serving as the community learning partner that supported the literacy training program. The training was implemented from August to September 2025 over a period of eight weeks, including preparation, coordination, and the implementation of learning sessions. Although the activities took place at LPKA, the collaboration with PKBM provided additional support in literacy facilitation and learning resources. The socio-cultural environment of Palangka Raya, which is rich in local cultural values, also offered a meaningful context for culture-based literacy activities such as narrative poetry writing.

### **Target Audience/Program Partners**

The program involved 17 participants from The Juvenile Detention Center (LPKA) of Palangka Raya, consisting of all male and no female youths, aged between 13 and 17 years. These participants were enrolled in equivalency education programs (B and C packages) facilitated through collaboration with PKBM Darus Sa'adah Palangka Raya, which served as the community learning partner. Many participants came from diverse cultural backgrounds, including Dayak and Banjar communities, and possessed rich cultural experiences but had limited exposure to structured creative writing activities.

The training was conducted over two learning sessions within the program period from August to September 2025. Each session focused on specific learning materials, including introduction to narrative poetry, exploration of local cultural narratives, basic elements and structure of narrative poetry, guided writing practice, peer discussion and feedback, and reflection on the produced literary works.

The sessions were facilitated by PKBM as facilitators and supported by LPKA office administrators. This collaborative approach ensured that the learning process integrated creative literacy development with local cultural exploration relevant to the participants' social and cultural backgrounds.

### **Implementation Design**

This community service program applied a culture-based creative literacy approach that integrates local cultural exploration with guided narrative poetry writing activities (Astuty et al., 2021; Sari et al., 2025). The program was implemented through structured literacy workshops designed to enhance participants' creative writing skills while encouraging the exploration of local cultural narratives. The training process combined presentation, discussion, demonstration, and hands-on writing practice to facilitate participants' understanding of narrative poetry and its cultural elements (Amalia & Uswatun, 2019; Hernawati & Amin, 2017). The implementation was conducted through several systematic stages to ensure that the activities were organized and aligned with the program objectives.

### **Initial identification and participant mapping**

The program began with an initial identification stage to understand the participants' characteristics and learning needs. Preliminary observations and informal interviews were conducted to identify participants' educational backgrounds, literacy levels, and familiarity with poetry writing. In addition, coordination meetings were held with the management of PKBM Darus Sa'adah Palangka Raya and representatives of LPKA Palangka Raya to determine participant selection, training schedules, and logistical readiness for program implementation.

### **Training material preparation**

Based on the results of the initial mapping, the implementation team developed structured training materials focusing on narrative poetry writing. The materials included an introduction to the concept and characteristics of narrative poetry, explanation of structural and stylistic elements such as theme, narrative flow, diction, imagery, and figurative language, as well as techniques for exploring local cultural narratives as sources of poetic inspiration. The materials were adapted to participants' literacy levels to ensure accessibility while maintaining opportunities for creative expression.

### **Training implementation**

The training was implemented through a series of participatory literacy workshop sessions consisting of four main activities: (1) Introduction to Narrative Poetry. Participants were introduced to the definition, characteristics, and elements of narrative poetry through short lectures and interactive discussions; (2) Local Cultural Exploration. Participants explored local cultural themes by discussing folklore, customs, traditions, and everyday cultural experiences within their communities; (3) Guided Writing Practice. Participants practiced writing narrative poems based on selected cultural themes. Facilitators guided the writing process through several stages, including theme identification, keyword generation, diction selection, stanza formation, and revision; (4) Poetry Presentation and Reflection. At the end of the training, participants presented their poems through a poetry reading session. This activity aimed to strengthen participants' confidence, communication skills, and appreciation of literary expression. Selected poems produced during the training were compiled into a mini poetry anthology as a form of documentation and cultural literacy output.

## Evaluation Design

Program evaluation was conducted using performance-based assessment and structured observation to measure both the learning process and the outcomes of the training activities.

### Narrative poetry writing assessment

Participants' narrative poems were evaluated using a simple rubric consisting of four indicators: narrative structure, poetic language, cultural representation, and creativity. Each indicator was scored using a four-point scale ranging from 1 (very limited) to 4 (very good).

**Table 1.** Narrative poetry writing assessment

Indicators	Conditions Prior to Training	Scores
Narrative structure	Ability to organize events or experiences into a coherent narrative poem	1 - 4
Poetic language	Use of diction, imagery, and figurative language	1 - 4
Cultural representation	Integration of local cultural themes or traditions	1 - 4
Creativity	Originality and personal expression	1 - 4

Table 1 presents the rubric used to assess participants' narrative poetry writing skills during the training program. The assessment focused on four key indicators: narrative structure, poetic language, cultural representation, and creativity. Each indicator was evaluated using a four-point scale ranging from 1 (very limited) to 4 (very good). The rubric was used to examine participants' ability to organize narrative elements in poetic form, apply appropriate diction and figurative language, incorporate local cultural themes, and demonstrate originality in their expressions. This rubric-based assessment allowed the facilitators to systematically evaluate the quality of the poems produced by the participants and to measure the effectiveness of the narrative poetry training in enhancing creative literacy.

### Participant engagement observation

Participant engagement during the training sessions was monitored using an observation checklist that recorded active participation in discussions, cultural exploration activities, and writing practice.

**Table 2.** Participant engagement observation checklist

Indicators	Observation Results
Participation in discussions	✓ / X
Contribution of ideas during cultural exploration	✓ / X
Active involvement in poem writing	✓ / X
Willingness to present poems	✓ / X

Table 2 presents the observation checklist used to monitor participants' engagement during the training sessions. The indicators include participation in discussions, contribution of ideas during cultural exploration, active involvement in poem writing, and willingness to present poems. Each indicator was marked using a simple checklist (✓/✗) to record whether participants demonstrated the observed behavior during the activities. This observation helped measure the level of participant engagement throughout the program.

### Program output indicators

The success of the program was also measured through observable outputs, including the number of poems produced and the documentation of participants' works.

**Table 3.** Program output indicators for narrative poetry training

Indicators	Targets
Participants producing narrative poems	≥ 80%
Poems containing local cultural themes	≥ 70%
Poetry anthology produced	1

Table 3 presents the key output indicators used to measure the achievement of the narrative poetry training program. The indicators include the proportion of participants who successfully produced narrative poems, the number of poems incorporating local cultural themes, and the production of a poetry anthology as the final program output. These targets were used to evaluate the effectiveness of the training in promoting creative literacy and cultural expression among participants.

The combination of rubric-based writing assessment, participation observation, and program output documentation was used to evaluate the effectiveness of the narrative poetry training in enhancing participants' creative literacy and cultural awareness.

## 3. RESULTS AND DISCUSSION

### Results

The implementation of this community service program consisted of four main stages: (1) Introduction of the material; (2) Local cultural exploration; (3) Narrative poetry writing process; and (4) Presentation or reading of the works. These stages were designed to gradually develop participants' understanding of narrative poetry and improve their creative literacy skills.

#### Introduction of the material

The first session focused on introducing the concept of narrative poetry, its structural elements, and the integration of cultural themes in poetic writing. Participants were introduced to definitions, characteristics, and examples of narrative poetry, particularly those reflecting cultural diversity. Writing a poem needs guidance such as technique and steps because students must know the basic elements to write poem in order to expand ideas (Widarmanto, 2018). The facilitator explained key elements such as theme, diction, figurative language, stanza formation, and rhyme patterns. Examples of poems containing cultural elements from Central Kalimantan were also analyzed to help participants understand how cultural identity can be expressed in poetic form.

Observation during the session showed that most participants had limited prior knowledge of narrative poetry. A short diagnostic activity conducted before the session indicated that only 25 percent of participants were familiar with the basic elements of poetry writing, while 75 percent had never written poetry before. After the session, participants demonstrated improved understanding of narrative poetry concepts. Table 1 presents the comparison of participants' understanding of narrative poetry before and after the introductory session. As shown in Table 4, participants demonstrated a significant increase in conceptual understanding after the introductory session.

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**Figure 2.** Material explanation

**Table 4.** Participants' understanding of narrative poetry concepts

Indicators	Before Training (%)	After Training (%)
Understanding poetry elements	25	80
Ability to identify cultural themes in poems	30	75
Familiarity with narrative poetry structure	25	85

**Local cultural exploration**

The second stage focused on exploring local cultural themes as inspiration for narrative poetry writing. Participants discussed cultural elements from Central Kalimantan, including traditional arts, folklore, community traditions, and Dayak cultural identity. Dayak culture is diversity especially reflected in the sculpture, weave, and various dances (SMKN 7 Baleendah, 2025). Five major themes were introduced: cultural diversity, traditional arts, history and customs, Dayak community identity, and local wisdom. One among the stories is a fable entitled “Rajaki Kelep” which has a good message in teaching respectful (Nayar, et al., 2024). Through guided discussions, participants explored local stories, traditions, and everyday experiences within their communities. Facilitators encouraged participants to identify keywords related to cultural elements that could later be developed into poetic lines. This activity aimed to help participants connect personal experiences with cultural narratives. The discussion activities showed high engagement among participants, with 85 percent actively contributing ideas during cultural exploration sessions. Participants were able to identify various cultural topics such as traditional ceremonies, local legends, tourism destinations, and community traditions as potential themes for their poems.



**Figure 3.** Students discussing and deciding the topic of writing

### Writing process

The third stage was the most intensive session, where participants began composing their narrative poems. The facilitator guided them through several steps of poetry writing, including determining themes, identifying keywords, choosing diction, using figurative language, forming stanzas, and revising drafts. Participants were encouraged to reflect on personal experiences, memories, and observations related to their social and cultural environment. These experiences were then transformed into narrative poetry that combines storytelling and poetic expression (Alfari, 2024; Rodrigo, 2020). The evaluation of participants' writing outcomes showed clear improvement in their creative literacy skills. Before the training, most participants were unable to structure a poem or develop a narrative storyline. After the writing sessions, approximately 80 percent of participants successfully produced a complete narrative poem with identifiable structure and cultural themes. Table 5 summarizes the improvement in participants' narrative poetry writing skills.

**Table 5.** Comparison of narrative poetry writing skills before and after training

Indicators	Before Training (%)	After Training (%)
Ability to determine poem theme	50	85
Ability to create poetic lines	25	70
Use of figurative language	25	70
Integration of cultural elements	40	80

Table 5 shows comparable results of participants' narrative poetry writing abilities before and after the training program. The indicators include the ability to determine poem themes, create poetic lines, use figurative language, and integrate cultural elements into the poems. The data show noticeable improvement across all indicators after the training, indicating that the narrative poetry workshop contributed to the development of participants' creative writing skills and their ability to incorporate local cultural themes into literary expression.



**Figure 4.** Students writing their poems on the stages of writing

### Presentation/recital of the works

In the final stage, participants presented and read their poems aloud in front of the group. This activity aimed to develop participants' self-confidence and communication skills while allowing them to share their creative works with others. During this session, all participants successfully presented their poems, demonstrating increased confidence and engagement. The activity also allowed facilitators to

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provide feedback on participants' literary works. Overall, the program produced 17 narrative poems written by participants, each reflecting personal experiences and cultural elements from Central Kalimantan. These poems represent tangible outputs of the training and demonstrate the participants' ability to transform cultural narratives into literary expression.



Figure 5. Students listening to their own poems

Selected samples of narrative poems produced by the participants are presented in Figure 6 to illustrate how personal experiences and local cultural values were expressed through poetic language. These works reflect the development of participants' creative literacy skills and cultural awareness during the program.

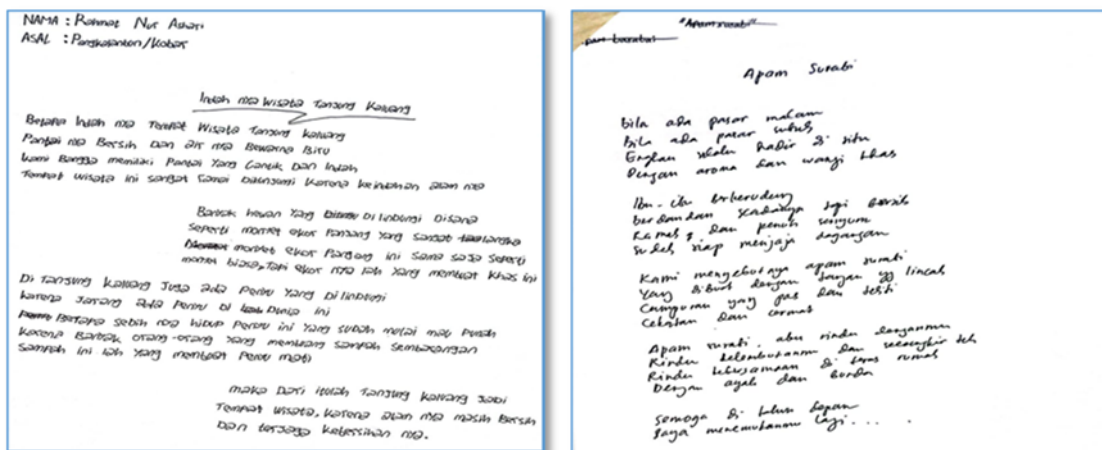


Figure 6. Samples of students' poems

### Discussion

The implementation of this community service program at the The Juvenile Detention Center (Lembaga Pembinaan Khusus Anak/LPKA) of Palangka Raya demonstrates that culture-based literacy activities can function as an effective medium for learning and creative expression within a correctional education context. The results show measurable improvements in participants' creative literacy competence after the intervention. As presented in the results section, participants' understanding of narrative poetry concepts increased from approximately 25–30 percent before the training to more than 80 percent after the training sessions, while around 80 percent of participants were able to produce

narrative poems with identifiable narrative structures and cultural themes. These findings indicate that structured guidance and contextual learning approaches can significantly support creative literacy development among youth in detention settings.

The improvement in participants' writing competence is consistent with previous studies highlighting the importance of guided instruction in developing literary writing skills. [Widarmanto \(2018\)](#) claimed that structured guidance in poetry writing helps learners understand the technical elements of poetry and gradually develop the ability to express ideas in poetic form. Similarly, in the present program, participants were guided through sequential writing stages, including theme identification, keyword generation, diction selection, and revision. Through this scaffolded process, participants were able to transform personal memories and cultural experiences into structured narrative poems. These results confirm that systematic instruction plays a crucial role in supporting learners who have limited prior experience in creative writing.

The integration of local cultural exploration also contributed significantly to participants' engagement in the learning process. During the cultural exploration sessions, approximately 85 percent of participants actively contributed ideas related to local traditions, folklore, and community experiences, which later became the themes of their poems. This finding supports previous research emphasizing that culture-based literacy activities can increase learners' motivation and engagement because the learning materials are closely connected to their social and cultural realities ([Bahardur et al., 2025](#); [Zukhanah, 2021](#)). However, while most previous studies have examined culture-based literacy in formal educational settings, the current program demonstrates that similar approaches can also be implemented effectively within correctional education environments, where opportunities for creative expression are often limited.

The improvement in narrative poetry writing skills was further evident in the literary works produced during the training. Each participant successfully produced at least one narrative poem, resulting in a total of 17 narrative poems as tangible outputs of the program. These poems reflect participants' ability to organize narrative structures, express emotions, and integrate local cultural elements into poetic language. This outcome supports previous findings suggesting that creative writing activities can serve as a meaningful medium for reflection and identity development among marginalized youth populations ([Pranata et al., 2024](#); [Sutisyana et al., 2024](#)).

Furthermore, by encouraging participants to explore local traditions and cultural narratives, the program also helped strengthen their cultural awareness and contextual literacy ([Alhafidz et al., 2025](#); [Hely, 2025](#)). In this sense, the program extends earlier studies by demonstrating how narrative poetry writing can simultaneously function as a literacy practice and a cultural preservation activity within a youth detention environment ([Anami & Simanjuntak, 2025](#)). Furthermore, the program demonstrates that narrative poetry writing can strengthen cultural awareness and contextual literacy while simultaneously serving as a literacy practice and a cultural preservation activity within youth detention environments.

Another important dimension of the program is its role in supporting participants' personal development and emotional expression. The poetry presentation session showed that all participants were able to present and read their poems, indicating increased confidence in expressing their ideas publicly. In correctional education contexts, learning activities are often dominated by repetitive academic instructions, leaving limited space for creative expression. Therefore, providing opportunities for reflective writing and literary production can serve as a constructive outlet for emotional expression and identity formation ([Bahardur et al., 2025](#)). The findings of the present program therefore reinforce the argument that creative literacy activities can play an important role in rehabilitative education by helping participants articulate personal experiences and develop a sense of personal voice.

The success of the program was also supported by strong institutional collaboration between LPKA Palangka Raya and PKBM Darus Sa'adah Palangka Raya. This partnership enabled effective coordination in planning, organizing, and implementing the training activities. Through this collaboration, participants were not only positioned as learners receiving instruction, but also as creative agents who were encouraged to *berkarya* (producing meaningful literary works) (Anami & Simanjuntak, 2025; Pranata et al., 2024). The poems produced by the participants functioned as reflective spaces through which personal identities, cultural memories, and lived experiences could be articulated and transformed into meaningful literary expressions. Through the process of writing and revising their poems, participants were able to reflect on their social backgrounds, cultural traditions, and personal narratives while developing their creative literacy skills. Thus, the collaboration between institutions served not only as logistical and organizational support but also as an enabling environment that facilitated creative exploration, cultural expression, and literacy development among the participants.

In addition, the presentation and publication of participants' work further strengthened the program's impact. The poems produced during the training were compiled into a poetry anthology and disseminated through online mass media platforms. These presentation activities provided broader recognition of participants' creative works and positioned them as emerging writers whose voices deserve to be heard. The publication of their works therefore served not only as documentation of the program outcomes but also as an important form of validation that contributed to participants' confidence and motivation to continue engaging in literacy practices.

Overall, the findings highlight the potential of culture-based creative literacy programs to support both educational development and personal empowerment among youths in correctional education settings. By integrating local cultural narratives with structured writing activities, the program not only improved participants' creative literacy skills but also provided a constructive space for cultural expression, reflection, and identity formation. These results underline the importance of incorporating culture-based literacy initiatives into rehabilitation-oriented educational programs in youth detention centers, as such approaches can contribute to sustainable literacy engagement and positive personal development.

#### **4. CONCLUSION AND RECOMMENDATIONS**

This program aimed to strengthen creative literacy among youths at The Juvenile Detention Center (LPKA) of Palangka Raya through culture-based narrative poetry writing activities. The findings demonstrate measurable improvements in participants' literacy competence, as more than 80 percent of participants successfully produced narrative poems incorporating local cultural themes and narrative structures. Participant engagement in literacy activities also increased, with approximately 85 percent actively contributing ideas during cultural exploration and guided writing sessions. The program provides a practical contribution by offering meaningful literacy activities that support creative expression and cultural awareness within correctional education settings. In terms of program contribution, the training presents a structured model of narrative poetry literacy workshops that integrate guided writing processes, cultural exploration, and collaborative learning. From a methodological perspective, the findings demonstrate the effectiveness of a culture-based literacy approach that incorporates local cultural narratives into creative writing instruction to enhance contextual learning and participant engagement. Overall, the program highlights the potential of collaborative initiatives involving universities, community learning centers, and correctional institutions to support sustainable creative literacy development and cultural preservation among marginalized youth.

Based on the findings of this program, several recommendations can be proposed to strengthen the sustainability and impact of culture-based literacy initiatives in correctional education contexts. First, similar literacy programs should be implemented on a more regular and sustained basis in youth detention centers so that participants can continuously develop their creative writing skills and cultural awareness. Second, stronger collaboration between universities, community learning centers, and correctional institutions should be encouraged to support follow-up programs such as writing workshops, literacy clubs, or mentoring activities. Third, future programs may integrate digital literacy components, including digital publication or multimedia literary projects, to expand presentation and increase participants' engagement with contemporary forms of expression. Finally, future initiatives should incorporate more systematic evaluation tools and longitudinal monitoring to better assess the long-term impact of culture-based literacy programs on participants' personal development and social reintegration.

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