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Ecological Values in Poetry Worked by Students of Sabilillah Islamic Boarding School, Lamongan

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ABSTRACT

Ecological issues have gained increasing attention in educational contexts, particularly in Indonesian language learning, where literary activities can support environmental awareness and character education. This study examines the ecological values represented in poetry written by eighth-grade students of Sabilillah Islamic Boarding School (SIBS), Lamongan. Focusing on four ecological values human-environment relationships, environmental awareness, environmental responsibility, and environmentally caring actions this research employed a qualitative descriptive method using an ecocritical approach. The data consisted of 58 environmentally themed poems collected through intensive reading and note-taking techniques. The analysis was conducted by identifying ecological value indicators reflected in themes, diction, imagery, symbols, and moral messages. The findings reveal that students' poems portray nature as a vital life-support system and emphasize the interconnectedness between humans and the environment. Ecological values are expressed through respect for nature, moral appeals to protect the environment, and concrete actions such as conserving resources and maintaining environmental cleanliness. The study concludes that poetry is an effective medium for fostering ecological awareness and environmentally responsible character in Indonesian language learning, demonstrating students' capacity to articulate environmental concerns through literary expression.

1. Introduction

Writing is one of the active language skills that plays a crucial role in the Independent Curriculum, functioning not only as a medium for conveying information but also as a means of self-expression, creativity development, and problem-solving. In Indonesian language learning, writing activities are directed toward developing students' linguistic competence, critical thinking, and character formation through contextual and meaningful learning experiences. The curriculum

positions teachers as facilitators who encourage students to engage actively in receptive skills such as listening, reading, and viewing as well as productive skills, including speaking, presenting, and writing. However, writing, particularly poetry writing, remains a challenging skill for many students due to difficulties in generating ideas, organizing imagination, and transforming experiences into coherent written forms (Nurdiyantoro, 2018; Pradopo, 2017; Susanti et al., 2025). Research by Sofiya et al. (2018) indicated that students' writing competence is significantly influenced by their exposure to diverse learning media and authentic contexts that stimulate cognitive engagement and creative expression.

One of the main challenges in poetry writing is initiating the writing process and developing imaginative ideas. Empirical studies indicate that students' motivation and interest in poetry writing tend to be relatively low when learning activities rely on abstract explanations and decontextualized materials (Susanti et al., 2025). These challenges suggest the need for learning approaches that are more experiential, contextual, and reflective. Previous research has shown that the use of contextual learning media and meaningful learning resources can significantly enhance students' writing skills and creativity (Yeni et al., 2026; Imran et al., 2025). Ardiansyah (2025) further demonstrated that integrating local wisdom and environmental contexts into language learning not only improves writing quality but also strengthens students' cultural identity and moral values. In this regard, the surrounding environment offers rich potential as a learning resource that allows students to gain direct experiences through observation of real phenomena, making abstract ideas more concrete and meaningful (Palmer, 2002; Sihalohe et al., 2023).

Environmental conditions are increasingly relevant as sources of inspiration in poetry writing, particularly amid global ecological crises such as climate change, deforestation, river pollution, land degradation, and biodiversity loss. These issues are not merely scientific or political concerns but also cultural and ethical problems that demand reflection through the humanities, including literature (Buell, 2009). Environmental education research emphasizes that integrating ecological issues into learning activities can foster students' awareness, creativity, and critical thinking, while also encouraging moral reflection on human responsibility toward nature (UNESCO, 2017; Wahyuni et al., 2025; Yudistira et al., 2025). Setyaningsih et al. (2024) found that environmental-based learning significantly enhances students' ecological literacy and promotes pro-environmental attitudes, particularly when implemented through project-based and experiential learning strategies.

In the context of Indonesian language learning at the junior high school level, poetry functions as an expressive and aesthetic medium that enables students to articulate ideas, emotions, and values through diction, imagery, and figurative language. Poetry writing not only supports linguistic competence but also contributes to character education by cultivating empathy, sensitivity, and responsibility toward both human and non-human life (Pradopo, 2017). According to Natalia et al. (2021), integrating character values into literary learning activities creates meaningful educational experiences that strengthen students' moral reasoning and ethical decision-making capabilities. Through poetry, students can describe natural

beauty, express concern over environmental degradation, and invite readers to participate in preserving environmental sustainability.

The relationship between literature and ecology is examined through the perspective of ecocriticism, which studies literary texts in relation to the physical environment and human–nature interactions (Glotfelty & Fromm, 1996; Garrard, 2004). Ecocriticism views literature as part of an ecological system in which texts reflect, shape, and critique human attitudes toward nature (Phillips, 1999; Buell, 1995). From this perspective, literary works function as representations of ecological values, environmental ethics, and moral responsibility. Endraswara (2016) emphasizes that literary texts emerge from interactions between authors, culture, and environment, making them valuable sources for understanding ecological awareness embedded in social contexts. Research conducted by Filmer (2003) confirmed that literary works, particularly those produced by students, serve as authentic reflections of their socio-cultural contexts and environmental perceptions. Student-written poems, grounded in learners' lived experiences, therefore provide rich material for ecocritical analysis.

In educational settings, cultivating ecological values is a strategic objective of character education. Environmental pedagogy highlights the importance of developing environmental awareness, responsibility, and pro-environmental behavior as integral components of sustainable development (Palmer, 2002; UNESCO, 2017). Ethical perspectives further underline that humans bear moral responsibility for maintaining ecological balance and respecting nature not merely as a resource but as a living system (Clayton & Myers, 2015). Literary learning, particularly poetry writing, offers an effective medium for internalizing these values because it engages cognitive, emotional, and moral dimensions simultaneously (Schwartz, 1994; Wellek & Warren, 2014; Isnaini, 2021). Nova (2017) emphasized that character education integrated into language learning processes contributes significantly to students' holistic development, encompassing intellectual, emotional, and moral competencies.

Although previous studies have discussed ecological themes in literary works and environmentally based learning models, much of the existing research focuses on canonical literature or instructional strategies rather than students' own literary productions. For instance, Putra (2023) examined environmental values in Indonesian textbooks, while So & Chow (2019) investigated teachers' strategies in implementing environmental education. Research that specifically examines ecological values in junior high school students' poetry within formal Indonesian language learning contexts, particularly using an ecocritical approach, remains limited (Endraswara, 2016; Garrard, 2004). This gap highlights the need for focused studies that explore how students construct, internalize, and express ecological values through creative literary works. As noted by Sapitri (2017), student-generated texts provide valuable insights into their cognitive processes, value internalization, and creative capacities, which are often overlooked in conventional literacy research.

Therefore, this study aims to explicitly examine and describe the ecological values represented in poetry written by students of Sabilillah Islamic Boarding School (SIBS), Lamongan. Specifically, this research seeks to identify and analyze four main ecological values reflected in students' poems, namely: (1) the relationship between humans and the environment, (2) environmental awareness, (3) environmental responsibility, and (4) environmentally caring actions. Through these objectives, the study is expected to provide a systematic understanding of how ecological awareness and environmentally responsible character are constructed and expressed through poetry in Indonesian language learning.

2. Methodology

This research employed a qualitative approach with a descriptive design based on the ecocritical method. The qualitative approach was chosen to gain in-depth understanding of the representation of ecological values in poetry, as Abidin & Noorhidayati (2025) explained that qualitative studies aim to explore meaning comprehensively in relation to the object of study. The ecocritical method was applied as an analytical framework to examine the relationship between poetic texts and the environment, as well as how poetry reflects ecological awareness (Glotfelty, 1996). This approach was considered relevant because poetry, as a literary work, has significant potential to represent students' perspectives and attitudes toward nature.

Instrument

The primary research instrument was the researcher as a human instrument, directly involved in the selection, critical reading, data coding, and compilation of classification tables to ensure systematic data management. To support the analysis process, a structured coding framework was developed based on four main ecological value indicators: (1) human-environment relationships, (2) environmental awareness, (3) environmental responsibility, and (4) environmentally caring actions. The coding framework consisted of observation guidelines containing specific indicators for each ecological value category, adapted from ecocritical theory and environmental education principles. Additionally, data classification tables were prepared to organize literary elements such as themes, diction, imagery, symbols, figurative language, and moral messages related to human-nature interactions.

Data Collection

The research data consisted of 58 poetry texts written by eighth-grade students of Sabilillah Islamic Boarding School (SIBS) Lamongan during Indonesian language learning activities. The poems were collected from classroom assignments focusing on environmental themes, produced during the academic year 2024/2025. The primary data included literary elements containing ecological themes such as diction, imagery, symbols, figurative language, and moral messages related to human-environment connections. Data collection was conducted using intensive

reading and note-taking techniques. The procedures were as follows: (1) researchers read all poetry texts repeatedly to gain comprehensive understanding; (2) relevant elements reflecting ecological values were recorded systematically; (3) data were classified based on predetermined ecological value indicators; and (4) excerpts from poems demonstrating specific ecological values were documented for further analysis. This iterative reading process ensured thorough identification of both explicit and implicit ecological meanings embedded in the texts.

Data Analysis

Data analysis was performed through systematic stages including data collection, data reduction, data grouping, interpretation, and conclusion drawing following the qualitative analysis model. The specific analytical procedures were as follows: First, relevant data were grouped based on ecological value categories such as concern for nature, environmental responsibility, and criticism of environmental degradation. Second, the grouped data were interpreted using an ecocritical perspective to uncover both explicit and implicit ecological meanings in the poetry. Third, patterns and themes emerging from the data were identified and connected to theoretical frameworks of environmental ethics and ecological values.

Data validity was maintained through several triangulation techniques: (1) theoretical triangulation, comparing findings with relevant ecocritical and environmental education theories; (2) persistent observation through repeated reading and analysis of poetic texts to ensure comprehensive data interpretation; and (3) peer debriefing with colleagues in Indonesian language education and literary studies to enhance objectivity, credibility, and contextual appropriateness of data interpretation. These validation procedures ensured that the research findings accurately represented the ecological values expressed in students' poetry and could be reliably replicated by other researchers following the same methodological approach.

3. Results and Discussion

Results

The results of this study indicate that students' poetry consistently reflects ecological values that emphasize the importance of nature for the survival of human life. These values are expressed through various literary elements, including symbols, metaphors, imagery, natural descriptions, and moral messages embedded in the poems. Students tend to portray nature as a vital life-support system that sustains human existence and other living beings. The depiction of natural elements such as water, forests, rivers, the sun, and soil demonstrates students' awareness of ecological functions in daily life. In addition, moral appeals found in the poems reveal students' concern about environmental degradation and the consequences of irresponsible human behavior. The use of figurative language also indicates a developing ecological sensitivity appropriate to the adolescent level. Overall, these

findings suggest that students possess a growing ecological understanding that is reflected meaningfully through their poetic expressions.

Human–Environment Relationship Values

This value encompasses the understanding that humans and nature are interconnected and inseparable. The first finding indicates that students frequently describe nature as the source of life by referring to natural elements such as the sun, rain, water, rivers, and mountains, which are portrayed as essential components supporting all living beings. For example, expressions such as “Oh sun... you are the one who brings life” and “Use water sparingly, let the earth remain alive” illustrate students’ awareness of the ecological functions of nature. These representations demonstrate that students understand the general ecological role of natural elements in sustaining life. The categorization of nature as a source of life in students’ poems is summarized in Table 1.

Table 1. Nature as a Source of Life

| No | Poem Title | Quote | Meaning |
|----|-----------------------------|--|----------------------------------|
| 1 | Mountain | “Storing water in the forest, never ending give life ” | Mountain as buffer water sources |
| 2 | The Rain That Keeps Falling | " Rain is grace ... brings blessing " | Rain as giver need base |
| 3 | Beautiful Time | “The sun... brings life ” | Sun as source energy |
| 4 | Living Earth | “Use enough water ...” | Water as need main |
| 5 | River | “Your water clear ... place life aquatic animals” | River as ecosystem important |

Beyond nature as a provider of necessities, students’ poems also illustrate human dependence on environmental conditions. Many poems describe droughts, crop failures, and floods as signs that human life is strongly affected by environmental change. Expressions such as “The farmer groans in confusion” or “Water... where is the water?” portray anxiety and hardship caused by ecological crises. These depictions show that students understand the real-life impacts of environmental degradation. The poems also imply that environmental instability threatens human welfare and livelihoods. Overall, students demonstrate awareness of the close relationship between environmental sustainability and human survival.

The third finding is the presence of affective expressions toward nature, such as gratitude, awe, and love. These emotions are conveyed through figurative language and spiritual imagery that present nature as a valued entity. Expressions like “The trees chanted the prayer beads... grateful for the rain” or “I felt good after looking at the river” reflect emotional responses to natural harmony. This connection indicates students’ spiritual closeness to the environment. Nature is portrayed as a source of peace and emotional comfort. Such expressions reveal that students’ ecological awareness includes emotional and ethical dimensions.

The next aspect is the harmony between humans and nature, reflected through metaphors of balance and coexistence. Metaphors such as “Water flows like the blood of the earth” symbolize interdependence between humans and natural

systems. In several poems, houses and villages are depicted as spaces living in harmony with nature. These portrayals show students' understanding of ecological balance as an ideal condition. The poems emphasize living in accordance with nature rather than exploiting it. This indicates an emerging awareness of sustainable and harmonious environmental relationships.

Environmental Awareness Values

This value is divided into three aspects: respect for the environment, awareness of environmental threats, and understanding of ecological conditions. First, respect for nature is evident in many poems that encourage people to care for and preserve the earth. Students express reverence for nature through moral messages and symbolic language that emphasize responsibility toward the environment. Religious symbols such as expressions of gratitude, prayer beads, and references to God's blessings reinforce the idea that nature is not only a source of life but also a trust that must be protected. The representation of respect for nature in students' poems is summarized in Table 2.

Table 2. Respect for Nature

| No | Poem Title | Quote | Meaning |
|----|-----------------------|---|--------------------------------|
| 1 | My Earth | "We must own awareness guard this earth" | Nature as trust |
| 2 | My village | "Come on guard environment We " | Respect on beauty natural |
| 3 | Beautiful Environment | " Already as it should be We thank you love to you" | Thank God for role environment |

The second aspect is awareness of environmental threats, particularly floods, droughts, and pollution. Students depict nature "crying," "silent," or "rebellious" as symbols of destruction. This demonstrates an understanding that environmental damage is a result of human actions. Many poems contain symbolic critiques of human behavior that damages nature. The third aspect is understanding environmental conditions, as seen in concrete descriptions such as mountains of trash, dirty rivers, slimy water, and dead fish. Some poems also convey direct calls to reduce waste, dispose of trash properly, and maintain cleanliness.

Environmental Responsibility

These values are divided into two main aspects: moral responsibility and responsibility for environmental protection. Moral responsibility is reflected in students' poems through appeals to plant trees, care for home yards, protect rivers, and maintain environmental cleanliness. Many poems emphasize simple yet meaningful daily actions, such as sweeping the yard, watering plants, and disposing of waste properly, as concrete forms of environmental responsibility. These actions reflect students' understanding that environmental protection begins with individual and family-level practices. The representation of moral responsibility through invitations to protect and care for nature is presented in Table 3.

Table 3. Invitation Protecting and Caring for Nature

| No | Poem Title | Quote | Meaning |
|----|--------------------------|---------------------------------------|--|
| 1 | Beautiful Environment | "Let's plant tree " | Invitation collective |
| 2 | Environment My Residence | "We must keep it in order clean" | Cleanliness and health |
| 3 | House | "Planting and watering each Morning " | The role of the family in preservation |

The second aspect is the responsibility to protect nature, which is reflected in students' awareness of the need to maintain environmental sustainability for future generations. Students demonstrate an understanding of long-term ecological responsibility through expressions that emphasize intergenerational continuity. Quotes such as "So that my children and grandchildren can see my village as I did" illustrate an eco-future perspective that prioritizes sustainability beyond the present. In addition, the poems warn of serious consequences if nature is neglected, including water degradation, air pollution, and the extinction of living organisms. These depictions suggest that students recognize the causal relationship between human actions and environmental damage. Overall, the poems convey a moral appeal for collective responsibility in protecting nature.

Environmentally Caring Actions

This value is a concrete form of ecological awareness manifested in concrete actions. The students' poems demonstrate three indicators: wise use of resources, proactive attitudes, and environmental conservation. First, the wise use of resources is evident in the encouragement to conserve water or reuse used water. This demonstrates that students understand the concept of sustainability. Second, a proactive attitude is demonstrated through routine actions such as cleaning the yard, planting trees, and maintaining water channels. Third, conservation efforts are seen in the call to replant trees, care for gardens, and improve the home environment as initial steps towards ecosystem restoration.

Discussion

The Value of Human Relations with the Environment

The analysis of 58 poems written by students of Sabilillah Islamic Boarding School Lamongan Middle School shows that the value of human relationships with the environment is reflected in two main aspects: nature as a source of life and human harmony with nature. Ecological values such as connectedness, awareness, responsibility, and ecological action are clearly visible through the use of symbols, metaphors, and depictions of natural elements. These findings indicate that students are able to express their ecological understanding through simple yet deeply meaningful poetic language.

Regarding the aspect of nature as a source of life, several poems illustrate human dependence on the stability of ecosystems. The poem "Drought Due to Drought" represents the ecological crisis caused by a prolonged drought. Through imagery of

heat, drying soil, and crop failure, students demonstrate how environmental damage impacts the social and economic sectors. Personifications such as "the sun greets the flowers" or the metaphor "the groaning ground" signify an emotional connection between humans and nature. This demonstrates that students understand nature as both a provider of basic human needs and a party affected when its balance is disturbed.

The second aspect, the harmony between humans and nature, is reflected in poems such as "The Longed-For Rain," which portrays rain as a symbol of blessing and ecosystem restoration. The poem describes the joy experienced by humans, animals, and plants when rain falls after a prolonged drought. Through natural metaphors and symbolic language, students illustrate ecological harmony and the interconnectedness of all living beings. This depiction indicates students' understanding of nature as a balanced system that supports life. The poems also suggest that environmental balance contributes to social stability and collective well-being. Overall, these representations highlight students' awareness of harmonious human–nature relationships.

The values of harmony and ecological critique are also found in the poem "Sungai," which presents a shift from a once-clean river, a social space, to one filled with waste. Symbols such as fish, rocks, and herons depict a harmonious ecosystem, while plastic waste and foul odors signify ecological damage caused by human activity. The poem's conclusion, which speaks of a "strangled river," serves as a form of critique and a moral call for humanity to return to caring for the environment. Overall, the findings of this study reinforce the view that poetry can be an effective medium for building ecological awareness and instilling environmental awareness in students.

Environmental Awareness Values

Environmental awareness is the ability to understand the relationship between humans and nature, including the impact of human behavior on the sustainability of ecosystems. Through an ecocritical approach, literary works particularly poetry become a means to instill ecological values, evoke feelings, and build empathy for the increasingly vulnerable natural conditions caused by climate change, pollution, and environmental degradation. Through symbols, imagery, and personification, students depict ecological realities close to their daily lives, while demonstrating reflective skills in seeing the reciprocal relationship between humans and nature.

The first aspect is the awareness of the importance of respecting the environment, as seen in the poem "A Beautiful Time." The depiction of the sun as the source of life reflects human respect and gratitude for nature. The poem emphasizes that the rhythm of human life is highly dependent on natural cycles, thus necessitating the maintenance of ecological balance. Through the perspectives of ecocriticism and environmental psychology, the poem's verses demonstrate how nature positively impacts human mental and spiritual health, while also instilling character education in the form of gratitude, responsibility, and discipline.

The second aspect is awareness of environmental threats, as depicted in the poem "Trash that Wanders." The poet presents a causal relationship between littering and ecological disasters such as flooding and the destruction of natural beauty. Through personification and visual symbols, students demonstrate an understanding that environmental damage stems from a lack of human discipline and concern. This poem reinforces the character values of responsibility, care, and awareness of the impact of small, overlooked actions. Ecocritically, this poem serves as a social critique of consumer behavior and a culture of environmental neglect.

The third aspect is the ability to understand environmental conditions over time, as seen in the poems "Hot So Hot!!!" and "The Scream of the Stained River." Both poems depict the impacts of climate change, drought, loss of water sources, and pollution of rivers and seas. Through metaphors of environmental destruction and the suffering of living things, students demonstrate ecological empathy as well as awareness of environmental injustices most felt by vulnerable groups such as farmers. The concluding verses of the poems also demonstrate the emergence of pro-environmental attitudes in the form of hope, collective responsibility, and a commitment to restoring nature. This confirms that literary works are effective as a medium for character education and the formation of ecological awareness.

Environmental Responsibility

Poetry by students of Sabilillah Islamic Boarding School Lamongan Middle School demonstrates strong values of environmental responsibility, particularly through symbolism and metaphors about environmental damage caused by human behavior. According to Garrard (2004) theory of literary ecology, environmental responsibility is understood as a human moral obligation to protect and preserve nature. In the analyzed poems, nature is not depicted as a passive object, but as a living entity that feels pain and requires attention. This proves that literary works are an effective medium for instilling ecological awareness and inviting readers to reflect on their role in maintaining the balance of nature.

An analysis of the poem "Kekerahan di Masa Kemarau" (Drought in the Dry Season) demonstrates a moral imperative for humans to preserve nature. The poem's verses depict extreme drought, stifling heat, and trees "screaming" for water as symbols of ecological imbalance. An ecocritical perspective (Glottfelty & Fromm, 1996) explains that this depiction reflects the environmental crisis caused by human activity and climate change. From an environmental psychology perspective (Sari et al., 2023), these conditions cause ecological stress for humans, while in the sociology of literature, this poem serves as a social critique of society's neglect and lack of collective responsibility for the preservation of water resources. The character education values that emerge are empathy, responsibility, and environmental awareness, as also demonstrated in Dewi et al. (2025) research.

The next aspect of environmental responsibility is evident in the poem "Our Responsibility," which highlights the dangers of environmental damage when humans fail to protect the environment. The images of "blackened seas," "bare forests," and "clogged rivers" represent ecological imbalances that threaten the

survival of living things. From an ecocritical perspective, these conditions emphasize the urgent need for conservation, not simply exploitation. At the same time, environmental psychology views these images as triggering ecological anxiety, thus encouraging the formation of pro-environmental behavior. The moral message "We are the ones who must protect" emphasizes collective human responsibility, which aligns with the character education values of ecological care and responsibility.

Besides being social critiques, these poems also contain moral calls to protect nature through wiser daily behavior. Calls such as "Let us all pay attention" and "This earth needs compassion" demonstrate that environmental preservation is a joint effort between individuals, society, and the government. In the sociology of literature (Bela et al., 2025), these calls strengthen ecological solidarity, while a character education perspective emphasizes the importance of environmental values and moral responsibility for the younger generation. Research by Natasya (2025) confirms that poetry plays a significant role as a medium for shaping ecological awareness. Thus, this series of student poems serves as a reflection of the value of environmental responsibility as well as an educational tool for fostering sustainable ecological character.

Environmental Care Action Values

Research on the value of environmental awareness in the poetry of students at Sabilillah Islamic Boarding School Lamongan Middle School shows that students express ecological awareness through three main indicators: wise use of resources, proactive attitudes in environmental protection, and conservation and rehabilitation efforts. These indicators are consistently reflected in the analyzed poems and demonstrate students' sensitivity to issues of ecological sustainability. The poems portray environmental care as a responsibility embedded in everyday behavior. Through poetic expression, students are able to translate ecological understanding into moral messages. Poetry thus functions as a reflective medium that connects environmental knowledge with ethical awareness. Overall, students' works indicate the development of environmentally conscious attitudes through literary learning.

The poem "The Living Earth" illustrates the wise use of water resources as a concrete effort to prevent environmental damage. Imagery of water, rivers, dew, and drops of life emphasizes the vital role of water in sustaining life. Through these images, the poem conveys a moral message about conserving water and maintaining ecological balance. The poetic expressions reflect concern over the consequences of excessive water use. This depiction encourages readers to adopt responsible attitudes toward natural resources. Consequently, the poem fosters conservation awareness and pro-environmental behavior among students.

The value of environmental care is also evident in the poem "Beautiful Environment," particularly through the depiction of proactive attitudes toward nature. The verses express admiration for environmental beauty while highlighting damage caused by irresponsible human actions, such as careless exploitation of nature. The poet emphasizes commitments to care for, replant, and protect the

environment as forms of ecological responsibility. These actions suggest that environmental protection requires consistent and tangible efforts. The poem reinforces the idea that caring for nature goes beyond symbolic concern. Overall, it reflects students' understanding of active participation in environmental preservation.

Furthermore, the poem conveys the view that environmental sustainability is a source of human life that must be collectively protected. The message that clean air, growing plants, and a balanced ecosystem determine quality of life reinforces the character education values of gratitude, responsibility, and commitment to environmental protection. Through this literary work, students demonstrate not only ecological empathy but also a deep understanding of the reciprocal relationship between humans and nature. These findings confirm that poetry plays a significant role in fostering environmentally conscious behavior in students.

4. Conclusion

Based on the findings of this study, it can be concluded that the poetry written by students of Sabilillah Islamic Boarding School, Lamongan reflects the presence of four core ecological values. The value of human environment interconnectedness is represented through students' depictions of emotional, social, and functional relationships between humans and nature, indicating an understanding of nature as an inseparable part of human life. Environmental awareness is expressed through students' sensitivity to environmental conditions and their recognition of the importance of preserving ecological balance. Environmental responsibility emerges in moral messages that emphasize the obligation of individuals and communities to protect and care for the environment. Furthermore, environmentally caring actions are conveyed through appeals and behavioral representations that promote conservation, environmental protection, and sustainable practices. These findings demonstrate that students are capable of expressing ecological understanding not only cognitively but also emotionally, morally, and behaviorally through poetic language. The research successfully answers the research questions by showing that ecological values can be identified and meaningfully analyzed in students' poetry using an ecocritical approach. This study confirms that poetry functions as an effective medium for fostering ecological awareness and environmentally responsible character within Indonesian language learning. Therefore, integrating poetry writing with ecological themes can be considered a successful and relevant instructional strategy for supporting character education and promoting environmental responsibility in educational settings.

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