

RESEARCH ARTICLE**FRAMING DELI MALAY CULTURE THROUGH LANGUAGE: DISCOURSE ANALYSIS OF POETRY LEARNING ASSISTED BY TELEGRAM BOT IN PHASE F CLASS**

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ABSTRACT

This study explores the integration of digital technology and local wisdom in Indonesian poetry education through the use of Telegram BOT, reframed from a discourse analysis perspective. Conducted at SMA Negeri 1 Hamparan Perak, the study investigated how students engage with poetry that embodies the cultural values of the Deli Malay community using an interactive Telegram-based learning module. A mixed-methods approach was applied, combining tests, questionnaires, interviews, and classroom observations. Quantitative results showed significant improvements in students' literary comprehension and creative writing skills. Qualitatively, students showed higher interest and motivation when the content related to their own heritage. From a discourse analysis perspective, the study highlighted how the Telegram BOT acted as a narrative agent—conveying, constructing, and mediating meaning through local poetic texts. Students' responses not only showed increased comprehension, but also their use of evolving cultural discourses, including metaphors, proverbs, and references to local customs. The learning process became an interactive dialogue between digital technology and traditional values, encouraging identity construction and reflective thinking. Teachers also used culturally rooted language frameworks to build understanding, such as embedding moral themes in poetry discussions. This study recommends a shift in poetry learning from merely structural analysis to discourse-sensitive methods, focusing on how language shapes thought, identity, and social cohesion. The findings suggest that culturally integrated BOT is not only pedagogically effective but also a discursively powerful tool for literacy and citizenship education in multicultural contexts.

Introduction

In today's digital era, education cannot be separated from the development of information technology, including in language and literature learning (Harahap et al., 2022). One of the increasingly popular technologies in the context of interactive learning is the Telegram BOT, which offers an automatic conversation feature based on user commands and responses. The development of digital technology has changed the paradigm of literary learning, especially poetry, by opening up participatory, interactive, and multimodal spaces for students (Kress, 2010; Lubis & Harahap, 2023). In this era, social media and communication platforms such as Telegram have become potential tools to bridge literary language with everyday digital life (Hutagalung et al., 2021; Hasibuan et al., 2024).

In the context of Indonesian education, the integration of technology and local values is important to build cultural identity as well as 21st century competencies (Kemendikbudristek, 2022). This is in line with the principle of Merdeka Belajar which encourages a contextual and creative approach to learning. Especially in poetry learning in Indonesia, the integration of technology such as Telegram BOT is still relatively new and has not been explored in depth, especially in its relationship to local values and discourse-based linguistic approaches (Gee, 2015; Fairclough, 2013). The use of Telegram BOT as a means of teaching poetry that highlights the local wisdom of the Deli Malay community (Wuriyanto, 2019). This BOT not only functions as an introduction to the material, but also as a narrative agent that structures

discourse and meaning. While many previous studies have emphasized the structural aspects of poetry (rhyme, diction, figures of speech), a more sensitive approach to discourse allows teachers and students to explore how poetry reflects, shapes, and reproduces cultural identity and local values (Van Dijk, 2006). The discourse analysis perspective is used to examine how students interpret poetry, interact with technology, and reflect cultural values through language choices, metaphors, and local cultural symbols (Fairclough, 2013; Gee, 2015). In the North Sumatra region, especially the Deli Malay community, the richness of local poetry not only contains aesthetic values, but also contains ethical, historical, and symbolic guidelines that strengthen social cohesion (Vaziria et al., 2022; Lubis, 2025).

At SMA Negeri 1 Hamparan Perak, the use of Telegram BOT in poetry learning has been implemented as part of the development of a technology-based module (Paino et al., 2024). This module contains local poems and activities that connect poetry with students' experiences and identities. Values such as customs, manners, respect for ancestors, and the spirit of mutual cooperation are often present in traditional Deli Malay poems, which are authentic learning resources in the context of literature learning in schools (Lubis, 2021). Poetry as an aesthetic and cultural text offers a space for the expression of identity, emotions, and social values (Suyitno et al., 2015). When combined with BOT that is able to convey and respond to discourse, this interaction creates a new learning space that is dialogical (Bakhtin, 1981). This study aims to investigate how the integration of digital technology and local wisdom through BOT Telegram can enrich the poetry learning experience, shape new literacy practices, and foster awareness of cultural identity among high school students. This analysis focuses on how students "speak" and "write" their culture through digital interactions, especially by observing the use of proverbs, local metaphors, and narrative structures that emerge in their answers and poems (Harahap et al., 2025). The main focus of the study is how students interact with local poetry through the BOT Telegram-based module, and how these interactions are analyzed through the lens of critical discourse analysis (Lubis, 2019; Harahap et al., 2024). The use of Telegram BOT in this research is not only as a learning aid, but as a narrative agent that conveys and frames the meaning of poetry through interactive and multimodal language exchange (Gee, 2015).

A mixed methods approach was used to combine the strengths of quantitative data (learning achievement tests, questionnaires) and qualitative data (interviews, classroom observations, analysis of student speech), in order to gain a comprehensive understanding (Creswell & Plano Clark, 2018). In the qualitative aspect, attention is focused on how students and teachers use language choices, metaphors, and cultural symbols in their conversations during the poetry learning process (Paino et al., 2024). One important contribution of this study is the presentation of linguistic data in the form of poetry excerpts written by students and their responses to BOT prompts. This allows for an in-depth reading of the cultural framework activated in the text (Saragih et al., 2023). The BOT Telegram module is designed by inserting selected Deli Malay poems, interactive quizzes, creative writing prompts, and moral discussions adapted to the local context. Teachers are involved as facilitators in delivering commands, responding to student assignments, and inserting moral themes in poetry discussions that reflect local values such as respect, justice, and cooperation (Dalimunthe et al., 2024). Discourse analysis was applied to explore how students "speak" and "write" their own culture through BOT, as well as how poetry becomes a space for identity formation and reflective thinking (Fairclough, 2013; Blommaert, 2005).

Students showed significant improvements in their understanding of poetry structures and their creative writing skills (Harahap et al., 2024). But more than that, there was a tendency for students to actively reflect on the Deli Malay cultural heritage through their poetry (Adisaputera et al., 2021). Teachers also play an important role in activating cultural frameworks in class discussions, for example by linking the meaning of poetry stanzas to manners, customs, or moral values in local communities (Adisaputera et al., 2020; Lubis, 2019). In this case, BOT Telegram becomes a discursive medium, not just a delivery technology. It facilitates a learning process that positions language as a construction of identity and as a form of social cohesion (Blommaert, 2018).

In the learning outcome data, it was found that students showed significant improvements in literary comprehension and poetry writing skills, especially when the content was closely related to their own culture. In addition, analysis of students' BOT interactions showed that many of them began to use local

proverbs, traditional metaphors, and cultural symbols in responding to questions or assignments given by the BOT. This indicates the active reproduction and reinterpretation of cultural values by students in a digital context, making the Telegram BOT a narrative platform that reconnects local heritage with modern media (Paino et al., 2024). This study also highlights that technology integration does not have to be hegemonic or erase local traditions, but can instead be a bridge to strengthen cultural literacy and citizenship education in a multicultural context (Cope & Kalantzis, 2020).

Through critical discourse analysis, this study reveals that students do not only consume poetry as passive texts, but also reproduce and transform meanings through their own culturally based perspectives (Gafari et al., 2022). Several student poems display the use of local diction such as "pantun berdendang", "adat bersandi", or "menjunjung gempu", which reflect how cultural values are constructed through language in learning practices (Nuraini et al., 2023). Students' interactions with BOT also show community-oriented narrative patterns, such as family stories, the surrounding environment, and values of cooperation. This shows that cultural discourse is not only inherited but also renegotiated. From a critical pedagogy perspective, this approach strengthens the function of poetry education not only as a literacy exercise, but also as an inclusive and reflective citizenship practice (Freire, 2005; Janks, 2010). The use of BOT designed with cultural sensitivity opens up opportunities for broader integration in the Indonesian language and literature curriculum, including in the context of multicultural education and strengthening the profile of Pancasila Students.

This study shows the need for a shift from poetry learning that is solely oriented towards structural analysis towards a discourse approach that emphasizes the role of language in shaping students' thinking and identity. By combining discourse theory and local technology practices, this study provides theoretical contributions to the study of digital literacy, as well as real practices for culturally based contextual education (Alvermann & Hinchman, 2016). Therefore, the results of this study are not only relevant for teachers and curriculum developers, but also for researchers and education practitioners who want to understand the potential for interaction between technology, discourse, and culture in the realm of literary learning. Thus, this study recommends a change in the approach to poetry learning in high schools from merely structural analysis to a more contextual and dialogical discourse approach. The use of BOT based on local values has proven to be pedagogically effective as well as discursively strong, allowing learning to become an arena for interaction between language, culture, and student identity. The results of this study are expected to contribute to the development of a more contextual Indonesian literature curriculum, as well as become a model for culturally sensitive interactive learning practices in the digital era.

Materials and Methods

This study uses a mixed methods approach with an exploratory-qualitative design reinforced by quantitative data to comprehensively examine the integration of Telegram BOT and local wisdom in poetry learning in Class XI of SMA Negeri 1 Hamparan Perak. This approach was chosen because it is able to reveal socio-cultural and linguistic phenomena in depth while systematically measuring the effectiveness of implementation (Creswell & Plano Clark, 2018). In the qualitative realm, this study applies a critical discourse analysis framework as developed by Fairclough (2013), to explore how cultural meanings, identities, and local values are represented through language choices in poetry, student responses, and interactions with Telegram BOT. Data collection was carried out through four main techniques: (1) Tests of poetry comprehension and appreciation abilities before and after the use of BOT; (2) Closed and open questionnaires designed to measure students' perceptions of the learning experience and their relationship to local cultural values; (3) In-depth interviews with teachers and several selected students to reveal the meaning behind the use of local discourse in learning; and (4) Classroom observation, both direct and digital recordings of interactions between teachers, students, and BOT during the learning process. The instrument was validated through expert judgment by language, literature, and educational technology experts to ensure relevance, readability, and content validity (Sugiyono, 2022).

Qualitative data, including student poetry excerpts, conversations in BOT, and oral responses in class, were coded using thematic coding techniques based on NVivo software. Codes were developed from initial categories such as cultural metaphors, proverbs, customary references, and expressions of identity, and were developed inductively based on field data (Braun & Clarke, 2022). Quantitative data were analyzed using descriptive statistics and paired t-tests to see significant differences in pretest and posttest results.

To ensure data credibility, this study applied triangulation of methods and sources, and implemented a member checking process by involving participants in the process of clarifying findings (Lincoln & Guba, 1985). In addition, the integrity of interpretation is maintained through the researcher's reflection on social and cultural positions, considering that the local context (Deli Malay) has a distinctive structure of values and symbols (Surip & Dalimunte, 2023). Thus, this research method not only measures the pedagogical effectiveness of Telegram BOT but also reframes its use as a discursive practice that shapes students' cultural literacy and identity in the digital era.

Results and Discussion

This study produced significant findings that reflect the effectiveness of digital technology integration, especially Telegram BOT in poetry learning based on Deli Malay local wisdom. BOT Telegram poetry learning with Deli Malay local wisdom content at SMA Negeri 1 Hamparan Perak shows that the use of digital media based on instant messaging applications is very effective in increasing students' interest, understanding, and ability in appreciating and writing poetry. In general, this study integrates technology and local cultural values in learning Indonesian literature, especially poetry, to answer the challenges of 21st century learning that demands critical, collaborative, and contextual-based thinking skills. In poetry learning using Telegram BOT to be able to determine the effectiveness of student learning outcomes with Telegram BOT compared to those without in poetry material. The appearance of the Telegram BOT learning module with Deli Malay local wisdom content at Hamparan Perak is as follows:

Initial Menu View

The home page display displays a list of “start” button options to access teaching modules, materials, videos, quizzes, and discussions. The initial display when first opening or accessing the Telegram BOT will present several buttons to access materials that have been provided for the learning process.

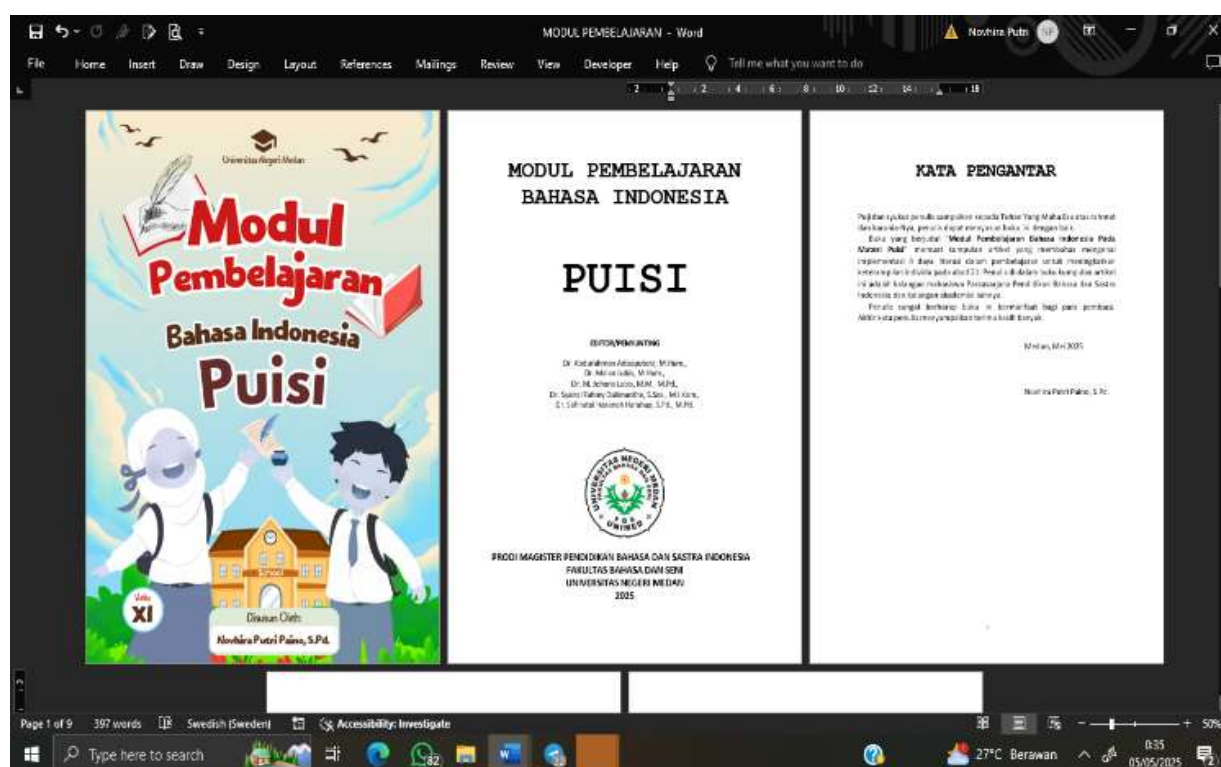


Picture 1. Navigation Menu View Learning Material Poetry

Poetry Learning Module Display

This image shows the appearance of the poetry learning module accessed via the Telegram BOT. This module is designed with an interactive digital approach that supports independent and flexible learning of literature, especially poetry. In the image, the module structure is visible, consisting of several important parts, namely:

- Module Title: Clearly written at the top, such as "Poetry Learning Module Based on Local Wisdom of Deli Malay in Hamparan Perak." This title emphasizes the integration between literary material and local values.
- Introduction to Material: Briefly explains the purpose of poetry learning, the importance of poetry appreciation, and its relationship to cultural and local contexts.
- Learning Objectives: Presented systematically so that students understand the achievements that must be achieved after studying this module, for example recognizing the structure of poetry, interpreting meaning, and creating poetry.
- Main Material: This section displays an explanation of the concept of poetry such as characteristics, types, language styles, and diction, accompanied by poetry quotes from local poets such as Damiri Mahmud and Chairil Anwar as concrete examples.
- Interactive Assignments and Activities: This module presents assignments in the form of HOTS-based quizzes or questions, poetry analysis activities, and poetry writing exercises based on personal experiences or local values.



Picture 2. Poetry Learning Module View

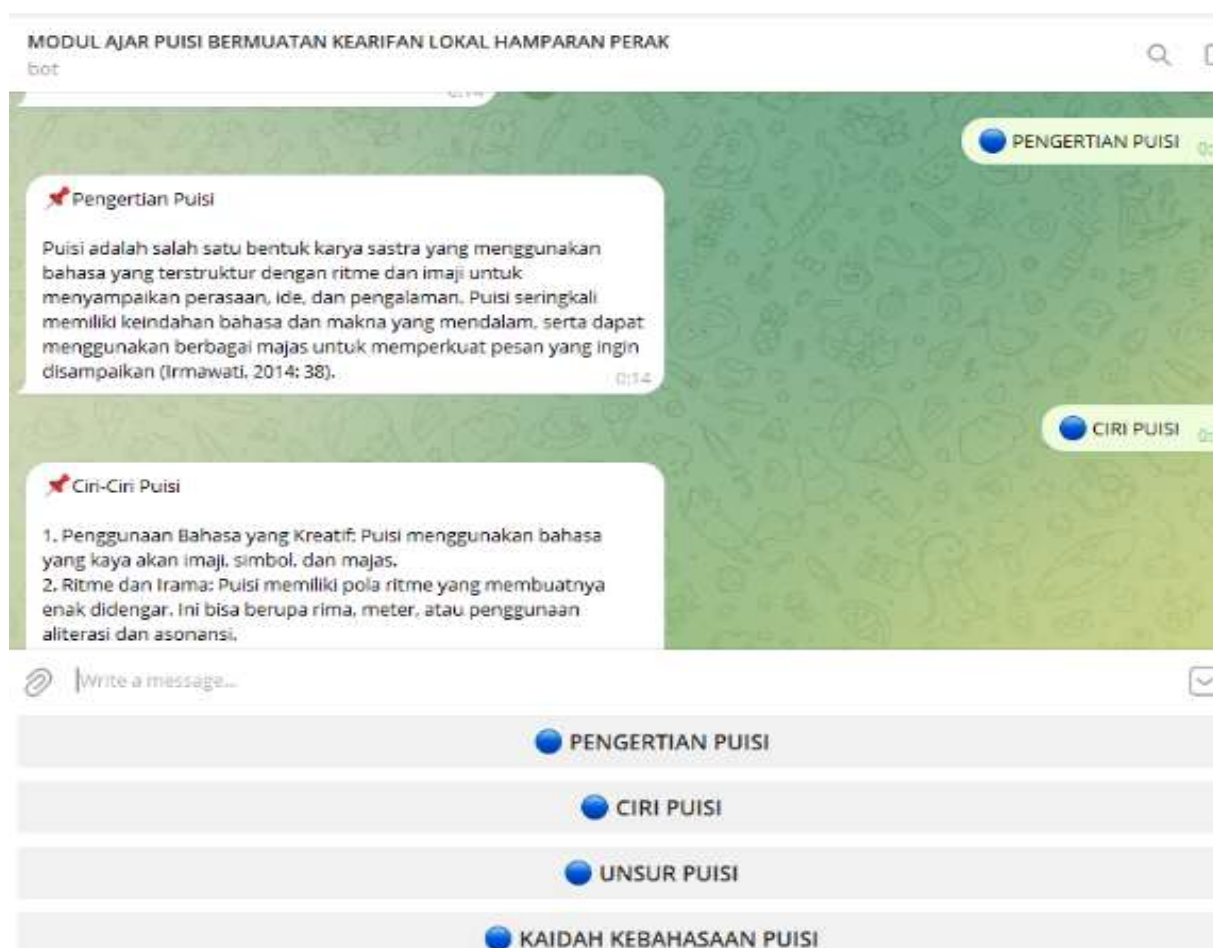
Poetry Material Menu Display

In this display, users (students) are presented with a choice of interactive menus that can be accessed with a single tap. The main menus that are visible include:

- Poetry Material: Provides an explanation of the concept of poetry, intrinsic elements, and types of poetry, including local poetry.
- Poetry Examples: Contains poetry by Damiri Mahmud, Chairil Anwar, and local poetry works with local wisdom themes.

- c) Practice Questions: Contains HOTS (Higher Order Thinking Skills)-based questions to test students' understanding.
- d) Reflection: A feature that encourages students to write their personal responses, impressions, or poems.
- e) Return to Main Menu: Navigation feature to make it easier for students to return to the beginning.

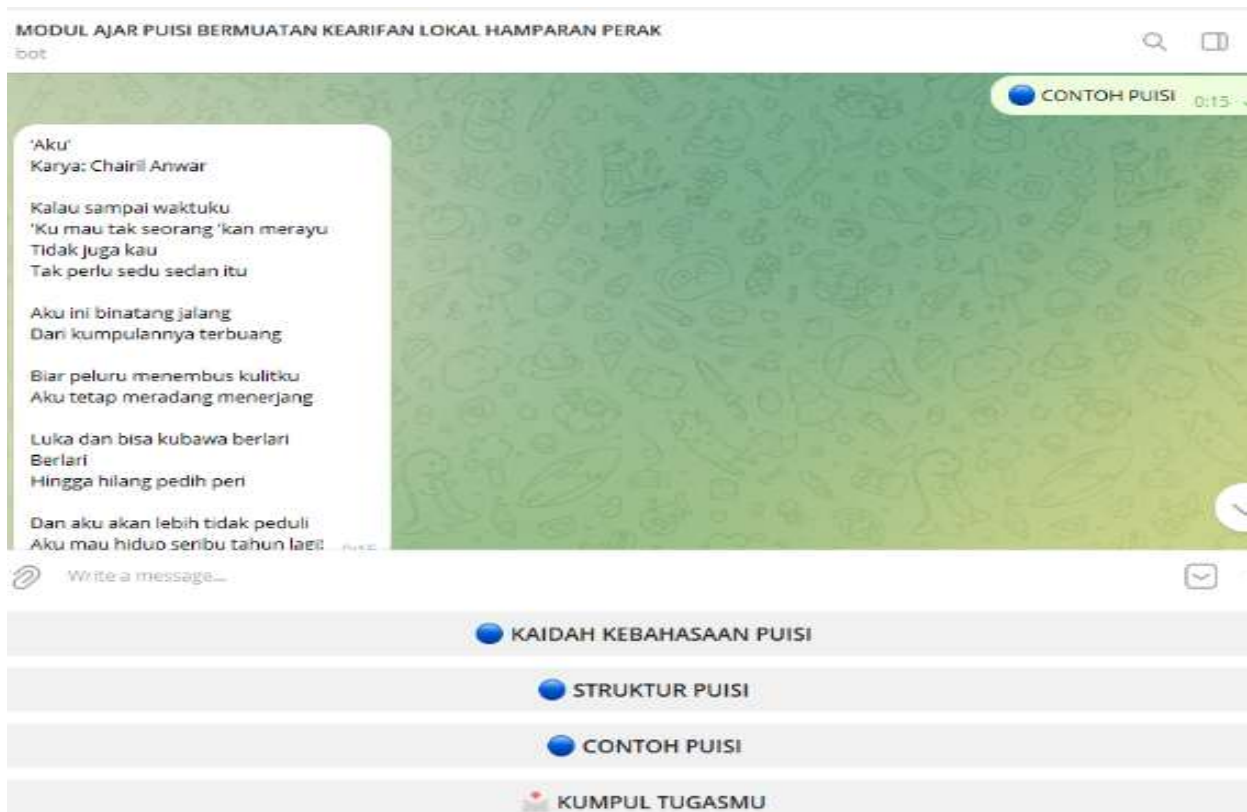
Visually, this display is simple, user-friendly, and adaptive to mobile devices, in accordance with the characteristics of today's students. This Telegram BOT utilizes a self-directed learning approach with an interactive digital feel, which is expected to increase students' interest and literary literacy, especially in the context of locality.



Picture 3. Poetry Material Menu Display

Sample Poetry Menu Display

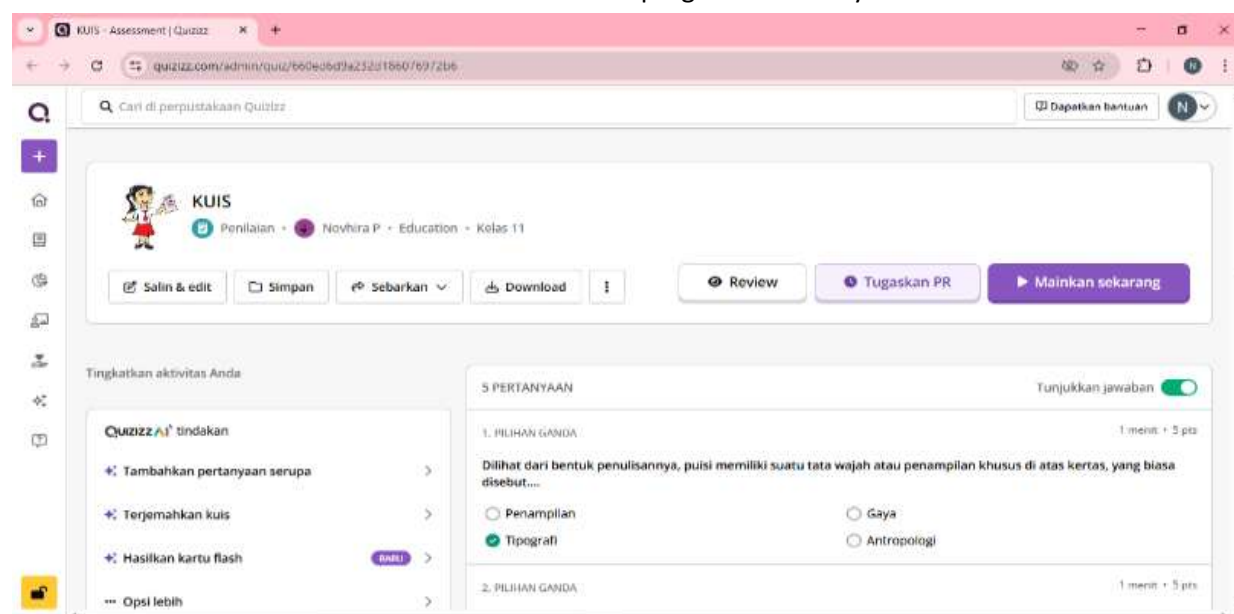
In this menu, users are presented with various poetry options that can be accessed interactively. Each menu button represents the title or type of poem that students can study further. The simple and intuitive menu design allows users, especially students, to explore the works of poetry from Indonesian writers such as Chairil Anwar and Damiri Mahmud, as well as local poems based on the local wisdom of Hamparan Perak. This BOT is designed with ease of navigation in mind, where each menu will direct students to the complete text of the poem along with the intrinsic elements, moral values, and cultural context contained therein. This supports the development of digital literary literacy and the integration of technology in the teaching and learning process.



Picture 4. Menu View Examples of Poetry

Pretest and Posttest Quiz Display

This image shows a digital quiz interface designed using the Quizizz platform and integrated via Telegram BOT as an aid in the learning process. On the quiz display, several main features are visible, such as multiple-choice questions, time indicators, and the number of points or scores obtained by students in real time. Integration with Telegram BOT allows students to access the quiz directly via chat without having to open additional applications. BOT automatically shares the quiz link with students, summarizes the results, and sends reminders or instructions to students. This speeds up the question distribution process and makes it easier for educators to monitor student progress efficiently.



Picture 5. Pretest and Posttest Quiz View

The use of this display in the pretest aims to measure students' initial knowledge, while in the posttest, it is used to evaluate the improvement in learning outcomes after the learning process takes place. The interactive visual design of the quiz and practical delivery via Telegram BOT make the evaluation process more interesting and technology-friendly, especially for the digital generation. Based on a quantitative analysis of the pretest and posttest results given to 35 students of Class XI SMA Negeri 1 Hamparan Perak, there was an increase in the literary understanding score by an average of 22.6 points, from an average value of 63.4 (pretest) to 86.0 (posttest). The paired t-test showed a significance value of $p = 0.000$ (<0.05), which means that the difference is statistically significant.

No	Rated aspect	Pretest (Mean)	Posttest (Mean)	Difference	Information
1	Understanding the meaning of poetry	65,2	87,4	+22,2	Significant increase
2	Use of language style	61,3	84,7	+23,4	Significant increase
3	Creative writing skills	63,7	85,9	+22,2	Significant increase
Average Total		63,4	86,0	+22,6	

Table 1. Average Scores of Poetry Understanding Pretest and Posttest

The following is a comparison graph of the average pretest and posttest scores of 35 students. This graph shows a significant increase, and the paired t-test results provide a p value = 0.000, which means the difference is very statistically significant. This visual supports the finding that the use of Telegram BOT has a positive impact on students' literary comprehension.



Figure 1. Comparison of Pretest and Posttest Mean Scores

Qualitatively, observations and transcripts of Telegram BOT interactions show that students begin to reconstruct cultural identities through the use of local metaphors, Malay proverbs, and customary symbols in their written and digital responses. For example, in a BOT assignment that asked students to create a poem with the theme of “ancestral land,” a student wrote:

*"Tanah ini bukan sekadar lumpur,
Tapi nisan moyang dan doa ibunda.
Dalam lenggang lenggok adat berselimut,
Melayu kami tak sekadar budaya, tapi harga."*
"This land is not just mud,
But the tombstones of ancestors and the prayers of mothers.
In the embrace of customs,
Our Malays are not just culture, but values."

The use of diction such as "ancestral nisan," "lenggang lenggok adat," and "harga" reflects a deeper understanding of discourse on the importance of local values in their lives. In addition, the Telegram BOT encourages reflective interaction through commands such as "Write the meaning of the word 'adat' according to your version in one verse of poetry." Students' answers show that they are not only reproducing traditional values, but also reinterpreting them in a contemporary context. For example:

*"Adat bukan beban masa silam,
Tapi arah pulang saat langkah goyah."*
"Customs are not burdens of the past,
But the way home when the step falters."

Discourse analysis shows that the phrase "arah pulang" is used as a metaphor for identity, a semantic form that signifies emotional attachment and deeper cultural meaning. Teachers also adopt language strategies rooted in local values, for example in delivering corrections with customary expressions such as, "In customary, words must be as beautiful as actions. Try to refine this line so that it feels cool." This reinforces the integration of ethical values in literacy practice.

No	Discourse Category	Examples of Phrases/Metaphors	Frequency of Occurrence
1	Cultural metaphor	"nisan moyang", "jejak nenek", "tanah pusaka"	22 time
2	Local proverbs	"bagai aur dengan tebing", "tak lekang di panas"	17 time
3	Customary symbols	"tanah leluhur", "tepung tawar", "pantun adat"	13 time
4	Traditional moral values	"santun", "sejuk bicara", "hormat orang tua"	19 time

Tabel 2. Categories of Cultural Discourse in Poetry and Student Interaction

These findings reinforce that Telegram BOT is not only a learning tool, but also a discursive agent that forms a dialogue between technology, language, and cultural values. Students' interactions with BOT form an awareness that literacy is not only language skills, but also a means of reframing identity, history, and social solidarity (Gee, 2015; Kalantzis & Cope, 2020). Overall, the results of this study confirm that BOT Telegram-based poetry learning that is embedded with local values provides space for students to express and form cultural understanding actively and reflectively. This process supports the transition of learning from mere textual analysis to contextual narrative and identity processes.

This improvement is especially evident in the indicators of appreciation of language style, contextual meaning of poetry, and the ability to write poetry with local nuances. BOT Telegram has proven to be an effective narrative agent. Students' interactions with BOT produce many forms of cultural discourse expression. For example, when asked to write a poem about the value of respect for parents, a student wrote:

*"Dalam diam kupahat doa
Untuk ayah dan ibu di pelamin waktu
Kudengar petuah di beranda
Seperti pantun tua, menjunjung rindu."
"In silence I carve a prayer
For father and mother on the throne of time
I hear advice on the veranda
Like an old poem, upholding longing."*

The poem demonstrates the use of local metaphors ("pelamang waktu") and intertextuality with Malay oral tradition ("pantun tua"), indicating an understanding and internalization of cultural values. BOT also provides interactive prompts such as: "Mention one Malay proverb that illustrates the importance of maintaining adat, then create a verse of poetry based on that proverb." This task encourages students to use language as a tool for reflection and identity. One student responded by citing the proverb "adat bersendi syarak, syarak bersendi Kitabullah" and composed a poem that affirms the relationship between adat and Islamic morality in everyday life. This shows how BOT facilitates cultural discourse that is not static, but is continuously reinterpreted by the younger generation. Furthermore, in class observations, it was found that students showed high enthusiasm for discussing poems that contain local values. Teachers also actively reframe the meaning of poetry in a cultural context. In one session, the teacher asked: "What does 'tunduk ke bumi, horde ke langit' mean to you?", then discussed the symbolic meaning of humility in Malay culture. This discussion gave rise to collective meanings that built social cohesion among students through contextualized cultural understanding.\

In the interview session, students admitted that they felt "closer to the poem" because they felt "told about themselves." BOT is considered like a "digital friend who understands customs." This shows that technology, when framed discursively and contextually, can be an extension of local values in modern education. Thus, the results of the study confirm that the integration of Telegram BOT in poetry learning not only improves cognitive aspects, but also affective and cultural aspects. Digital interaction becomes a space for the articulation of cultural identity, where language is not only a means of communication, but also a medium for passing on values. The learning process becomes a dialogue between text, culture, and students, which enriches literacy practices and self-reflection in the context of multicultural education.

In addition, the use of poetry that highlights local wisdom of the Deli Malay such as customary values, manners, and the philosophy of life of the Hamparan Perak community makes students more emotionally and culturally connected to the material. One example of a local poem used is entitled "Aku" by Chairil Anwar which describes the values of freedom, courage, assertiveness, and self-existence. In the context of poetry learning based on local wisdom such as in Deli, these values can be connected to the spirit of young Malays who are brave, uphold self-esteem, and live in cultural values and honor. In terms of effectiveness, the Telegram BOT media is considered very helpful in both distance and face-to-face learning. BOT features such as interactive quizzes, automatic notifications, and the ability to answer student questions quickly make the learning process more enjoyable and efficient. Based on a questionnaire distributed after using BOT, 85% of students stated that poetry learning became more interesting and they were motivated to create their own poems. Teachers also reported that student involvement in discussions and assignments increased, especially when the material was linked to students' culture and daily lives.

In terms of developing critical thinking skills, this media has been proven to be able to train students to interpret the meaning of poetry in depth. Students not only memorize the contents of the poem, but are also able to reflect on the values contained in the poem and relate them to the surrounding socio-cultural

context. For example, in one of the assignments to write a poem with the theme "My Village on the Edge of Deli", students were able to express the reality of their environment while raising local values such as togetherness, tolerance, and hard work.

This study also found that the integration of local wisdom in teaching materials through Telegram BOT can strengthen students' cultural identity. Amidst the currents of globalization and popular culture, the use of local poetry in the learning process functions as a means of cultural preservation. Students who were initially unfamiliar with Deli Malay culture began to understand and appreciate the local values that live in their society. This can be seen from the emergence of new poems written by students that contain local terms such as the spirit of mutual cooperation, *kenduri kampung*, and so on. Overall, the results of this study indicate that poetry learning designed with a technology approach based on Telegram BOT and loaded with local wisdom content of Deli Malay is not only effective in improving students' literary abilities, but also becomes a means of building their character and cultural identity. This learning innovation is also in line with the principle of *Merdeka Belajar* which encourages students to learn according to the local context and the needs of the times. These findings recommend that Indonesian language teachers integrate digital media based on local culture in literature learning to create a more meaningful learning process rooted in the nation's cultural values.

Discussion

The results of this study indicate that the integration of Telegram BOT in learning poetry based on local Deli Malay culture in Phase F class is not only pedagogically effective but also discursively significant. The increase in literary comprehension scores from an average of 63.4 to 86.0, as evidenced by a paired t-test with a significance of $p = 0.000$, indicates that the use of culturally contextual technology can significantly improve the quality of learning. These results are in line with the findings of Kalantzis & Cope (2020) which state that digital narrative-based learning technology can strengthen multimodal literacy and increase student engagement in their own cultural context. From a qualitative perspective, the use of Telegram BOT not only delivers material linearly but also opens up space for critical and reflective dialogue between students and poetry texts that are sourced from local values (Surip et al., 2023). This interaction shows that BOT functions as a narrative agent (Gee, 2015) that constructs and mediates meaning through instructions, responses, and creative tasks. When students start using metaphors such as "ancestor's gravestone," or phrases such as "custom is not a burden of the past," they are not only imitating the language form of poetry, but also renegotiating the meaning of their identity in a changing world.

This finding supports Fairclough's (2013) assertion that language in education is never neutral, but always represents a particular social and cultural position. In this case, the use of language in BOT and students' responses show discourse practices that reflect Malay values such as politeness, respect, and attachment to ancestral lands. Thus, poetry learning through BOT Telegram plays a role in strengthening social cohesion and awareness of cultural identity, not just improving formal linguistic skills. Furthermore, the involvement of teachers in conveying poetry through language rooted in culture such as commands with customary metaphors or comments containing moral values confirms the importance of a cultural pedagogical approach. This strategy not only activates students' collective cultural memory, but also makes literature learning an arena for dialogue between generations and between values (Blommaert, 2005).

In the context of multicultural education, these results reinforce the importance of transitioning literature learning from structural analysis methods to approaches that are more sensitive to discourse and socio-cultural contexts. By providing space for students to write, speak, and reflect on their own culture, Telegram BOT becomes an important medium in the formation of critical cultural literacy, where students are not only recipients of texts, but also producers of cultural meaning (Freire, 2005). Overall, poetry learning with a culturally sensitive BOT-based approach not only enriches individual learning experiences, but also strengthens the relationship between technology, language, and local culture within the framework of national education. This study recommends expanding the use of local-based BOT in other literature lessons, as well as the integration of discourse theory in Indonesian language teacher training to deepen the meaning of language in a broader context.

Conclusions

This study shows that the integration of digital technology in the form of a Telegram BOT designed based on local cultural values can be an effective strategy in learning Indonesian poetry, especially in Class Phase F. Through a discourse analysis approach, it is proven that students' interactions with BOT not only significantly improve literary understanding and creative writing skills, but also facilitate the construction of a reflective and contextual cultural identity. The Telegram BOT functions as a narrative agent that conveys and mediates cultural meaning through language choices rich in local metaphors, proverbs, and symbols of Deli Malay customs. The learning process becomes an interactive dialogue between technology and tradition, between globalization and local wisdom. This proves that contextual literacy that links content to students' cultural experiences is better able to build motivation, deep understanding, and inclusive civic awareness. Therefore, poetry learning in the digital era needs to transform from a purely structural approach to a culturally sensitive discourse practice, as well as integrating technology as a pedagogical and discursive tool that supports literary literacy and identity diversity.

Declaration of Conflicting Interest

The authors state that there is no conflict of interest concerning the publication of this paper.

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