



Existentialism in Extracurricular Poetry Creation: A Hermeneutic Analysis

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Abstract

Poetry is a literary form that conveys the poet's emotions and thoughts through an imaginative and structured process. It is rich in emotion and distinct in its expression. Writing poetry involves channeling imagination into lines and stanzas, reflecting the poet's creative freedom and ownership. Within the framework of existentialism, poets exercise complete freedom in crafting their poetry without external influence. This study employs a qualitative approach using Hermeneutic analysis and data validation techniques, where data are validated through thorough reading to ascertain the meaning of each word and phrase. The data sources consist of seven poetry texts created by members of the extracurricular poetry group at MTs Miftahul Huda Palang Tuban. Data were collected in the form of words, phrases, and stanzas that depict existentialism, particularly individual freedom. The findings reveal five existential themes in the poetry: "me" (29%), "heart" (14%), "love" (14%), "friends" (29%), and "God" (14%). The terms "me" and "best friend" are the most prevalent, highlighting the themes of self-identity and interpersonal relationships as forms of existence. This study demonstrates that the poet's existence is manifested through the choice of words, with the dominant themes reflecting the poet's exploration of identity, relationships, and individual freedom.

Keywords: Existentialism; Individual freedom; Create poetry

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INTRODUCTION

The concept of freedom in existentialism considers individuals as free entities who are responsible for their own life choices. This means that individuals have full power over themselves without interference from other parties. In addition, freedom is proof of an individual's existence. Sartre's existentialism places the concepts of responsibility and freedom at the center of life (Ghia, 2023). Sartre (Fauziyah & Ayuna, 2022) existentialism in the school of philosophy considers that human existence is prioritized over substance or essence. Existentialism emphasizes freedom and personal responsibility in determining the meaning of life. In this school, humans are made active subjects rather than passive objects. Humans become free entities for their own life choices without an attachment, whether social, biological, or other factors. In Sartre's view, humans are free to choose their actions and are free to determine the meaning of their own existence (Pane & Adisaputera, 2023). Human freedom is absolute, meaning that it has no limits other than the limits set by freedom itself (Noorzeha et al., 2022). Jean-Paul Sartre's philosophy of existentialism discusses the meaning of life, the existence of God, the status of man.

Existentialism allows a person to be the highest experience of himself, which is at the level of consciousness. There is no absolute truth in the eyes of existentialism. Each individual has the right to decide for himself what truth is important to him. The fundamental value of something depends on circumstances and existence (Rahimipour, 2021).

This freedom covers a variety of domains, including the freedom to express ideas in writing activities. Writing is an important language skill because it can increase imagination and creative power. Writing activity is an action that can explore feelings and thoughts about certain objects that are poured into writing so that readers can understand (Afifah Meiliyana & Ade Hikmat, 2022). In writing, there are activities to reflect on ideas and feelings to be expressed through written language. In addition, Said (Zainal & Santiung, 2020) in writing there are activities to compose sentences with correct grammar and then transfer them to paper through visual tools. Writing is a skill that can express ideas through the written word so as to create a new world (Pozzo Di Borgo, 2023). Humans are inseparable from writing, both critical and creative (Nabilla et al., 2023). Through writing, thoughts and ideas that are buried in the mind will be conveyed. The penchant for writing can be practiced by expressing ideas and opinions in writing (Bahri, 2023). One of the writing skills that is an important part is writing poetry.

Poetry is a literary work that embodies the feelings and thoughts of the poet through an imaginative thought process and demonstrates the physical and inner structure (Zainal & Santiung, 2020). Poetry is rich in emotion and unique (Gradaleva & Polukhina, 2024). As a literary work, the main purpose of creating poetry is not beauty, but expressing important characters and beauty is only an additional effect. Poetry can help you express yourself (Kangasharju et al., 2024). Wordsworth defines poetry as the imaginative expression of a deep feeling with rhythm (Nurlathifah, 2022). Poetry is organized in lines and stanzas with a text format that does not reach the edge of the page. Sometimes it is a story of self with its environment, fellow humans, or with God. It tells about mental experiences or events that have been experienced. There are similes to convey the meaning of poetry, often not even following the rules of the Indonesian language properly and correctly. In poetry there is a creative thinking process in the form of flexibility in choosing diction, imagery, tone, mandate, and rhyme (Andajani et al., 2023).

Waluyo (Nurlathifah, 2022) argues that poetry is formed of two structures, namely physical and inner structures. The physical structure is diction, imagery, figurative language, imagery, concrete words, and versification. Diction is the choice of words made by the poet for his poetry. Diction can have a big influence on the flavor and meaning of poetry. Through diction, poets can pour out feelings by incarnating their soul experiences precisely. The presentation of poetry is usually called typography, which is the layout of the poetry, both left and right edges, line rules, arrays, and lettering. Figurative language is also known as majas. It is figurative language that can give a certain connotation effect to bring the poetry to life. Figurative language styles can enliven words and sentences and give a certain reaction to the reader's mind.

Imagery in poetry is called image. Image in poetry is used by poets to convey images of the mind to readers. Imagery is produced by various senses, such as taste, smell, hearing, and vision, even created by thoughts and movements. This means that simply reading the poetry, gives the effect as if the reader is directly involved in the poet's imagination. Concrete words are used to represent an expression or feeling. For example, the concrete word moon can symbolize beauty or beauty. Verification is related to rhyme and rhythm. Rhyme is the similarity of sounds at the beginning, middle, or end of the poetry. While the rhythm is the high and low sound in the reading of the poetry.

The inner structure of poetry includes flavor, tone, theme, theme, and mandate. The theme is the basis for the birth of poetry. Poets must first determine the theme that will be used as the basis for writing poetry. Themes are scattered all around. Poets who have high sensitivity will be able to capture interesting themes to be used as poetry material. In addition, poets have an attitude that is expressed through their poetry, that attitude is called taste. The feeling becomes a form of the poet's expression of certain problems. Another inner structure is tone. Theme and feeling are related to tone. The poet can convey the chosen elements of the poetry according to the poet's attitude towards his readers, patronizing, angry, arrogant, or other attitudes. Poetry is incomplete without a message. The mandate becomes the main purpose of poetry. The message can be implicit or explicit.

There are many benefits of writing poetry that can enrich vocabulary and become a place to express yourself. Various words that have implied or explicit meanings can be expressed in poetry (Eliyana & Wulandari, 2021). Therefore, it is important to have the freedom to express ideas in creating poetry. Writing poetry is a beautiful and enjoyable thing because it is carried away by experiences and memories (Herwan, 2021). Poetry has the potential to convey desire or needed experiences (Loch, 2023). A person can write about personal experiences or other people around them, for example, vacationing with family, seeing waves on the beach, and other memorable events, with themes according to the poet's choice. To be able to process these experiences well requires the skill of cultivating sensitivity or intuition. This means being sensitive to an event and then turning it into a poetic idea. There are two experiences that can be used as material for writing poetry, namely empirical experience, real felt by the senses, and spiritual experience, which can only be felt by the mind (Herwan, 2021). Poetry is composed with the characteristics of the poet's language, the original language reflects its own writing style.

Writing poetry is the same as expressing feelings in written language. These feelings can be sadness, happiness, disappointment, or any feeling that is stored in the heart and mind. The power of a poem to evoke emotions, images, and overwhelm emotion. The breath in poetry can provide a wild ride into the realm of the mind and the creative world. It can bring pleasure, pain, or disappointment (Ihanus, 2022). A poet has the freedom to write his poetry. Freedom of expression is guaranteed when writing poetry, depending on the meaning to be conveyed in the poetry. Poetry is another alternative when you are down and unable to write many sentences. Poetry is unique for its dense words (Sukawi, 2022). The poem contains snippets of events through the economy of words (Moran, 2024). Poetry always survives even if it is unable to realize or make anything happen (Loch, 2023). It can be concluded that writing poetry is a form of self-expression through writing, with implied and explicit meanings. Writing poetry requires high-level thinking to express experiences and ideas (Mezzaluna Saftro & Zulikhatin Nuroh, 2023). Writing poetry can instill a sense of sensitivity to literary works. Not only that, writing poetry can stimulate creativity and sympathy for the surrounding environment (Gantini, 2023). The ability to compose poetry requires imagination to express thoughts (Anggraini et al., 2022).

Nowadays, students as poets are not fully able to demonstrate the freedom to express ideas in writing poetry. Making choices of their own accord and taking responsibility for their choices. Who determines the value of existence is himself (Pieniążek, 2024). Poets have full freedom in choosing what themes to write about, how the poetry is written, and using implied or explicit meanings. The poetry written can be a reflection of a poet's existence as an individual who is free to express ideas. In writing poetry, of course, freedom is needed so that poets dare to express ideas in their minds and pour them into writing as a form of individual existence as free beings. So the author tries to describe

individual freedom through the themes of poetry creation to interpret the true meaning of freedom.

Research on existentialism has been analyzed before. For example, research conducted by Julianti and Maemonah (Julianti & Maemonah, 2022) found that the existentialism of early childhood education at Sekolah Alam Bangka Belitung has not been developed optimally because the Nature School curriculum system prioritizes nature as a learning medium. This is not necessarily suitable for all students. The research sample is children of this age. At an early age, children tend not to know the meaning of individual freedom and bear all the behavior they do. The mindset is limited in understanding the choice of his life. Many researchers believe that essentialism combines philosophy and literature, such as poetry (Karivets & Kadykalo, 2024). There is also previous research on existentialism in the context of childfree in the novel *Our* by Adrindia Ryandisza (Pane & Adisaputera, 2023). It concluded that every human being has individual freedom to choose and be responsible for that choice. The choice involves awareness of self-responsibility towards oneself and the environment as well as the determination of values that are important to the individual. The study only focused on data taken from the novel.

This research is not the same as the research described above. This research focuses on the existentialism of individual freedom in poetry created by extracurricular members of poetry. The purpose of this research is to interpret and describe existentialism in poetry, both in the form of words, sentences, and themes. This research seeks to understand how the poet's freedom to pour ideas and ideas in the lines and stanzas of his poetry, the poet with self-awareness is fully responsible for his work without any outside entities influencing. This research is expected to contribute, both theoretically and practically to the development of existentialism research.

RESEARCH METHOD

Research Design

In this research, qualitative methods were employed to delve into the topic of existentialism in poetry. According to Sukmadinata (Eliyana & Wulandari, 2021), the goal of qualitative research is to thoroughly describe both natural and artificial objects by focusing on their characteristics, outcomes, and contexts. This method is particularly suited for exploring the nuanced and subjective themes present in poetry, where understanding the underlying existentialist themes requires deep textual analysis and interpretation. The study utilized both primary and secondary data sources. The primary data comprised seven poetry texts created by students participating in an extracurricular poetry program. Secondary data included literature on Sartre's existentialism, Paul Ricoeur's Hermeneutics, relevant journals, and prior research. This rich variety of data sources ensured a comprehensive examination of the themes. Data collection involved meticulous reading and note-taking to identify words, phrases, and stanzas that reflected existentialist ideas. For data analysis, Paul Ricoeur's Hermeneutics was employed, which emphasizes the interplay between understanding and interpreting texts, particularly through the interpretation of symbols (Nirmawati et al., 2021). Ricoeur's method requires a progression through stages of reading, understanding, explaining, and interpreting the text (Anjasari, 2023). This approach is ideal for exploring the layered meanings in poetry and the existentialist philosophy they convey. To facilitate analysis, the poetry texts were coded systematically. Lines were sequentially numbered (1, 2, 3, etc.), while stanzas were coded with slashes (/1/, /2/, etc.). This coding process enabled precise and organized analysis, ensuring that each element of the poetry could be thoroughly examined and interpreted according to Ricoeur's hermeneutic framework. In conclusion, the qualitative method, with its emphasis on detailed description and interpretation, was the most

appropriate approach for this study, allowing for a profound exploration of existentialist themes in student-created poetry.

Research Participants

The present study's research participants consist of seven language learners who are active members of the Fiction Writing extracurricular activity at MTs Miftahul Huda Palang Tuban, specifically focusing on poetry creation. This group of participants is a stable sample, as they regularly attend the Fiction Writing extracurricular sessions held once a week. All seven participants are female, with a distribution across different grade levels: four members from class VII, two from class VIII, and one from class IX. MTs Miftahul Huda Palang Tuban serves as the research site, providing a familiar and conducive environment for the participants. The study was conducted within a 45-minute time frame, ensuring that the participants had a structured yet sufficient period to engage in the creative process. Each participant was tasked with composing a poem based on their individual ideas and inspirations. This approach allowed them to express their creativity freely, without any external influences, thereby ensuring that the resulting works were a true reflection of their personal thoughts and emotions.

The research design aimed to capture the genuine literary abilities and creative processes of the participants. By focusing on poetry creation, the study sought to explore the depth of the participants' language skills and their capacity for artistic expression. The structured yet open-ended nature of the task provided valuable insights into how young learners engage with poetry and utilize their language skills in creative writing. The findings from this study are expected to contribute to a better understanding of the role of extracurricular activities in enhancing language learning and fostering creative expression among students.

Data Analysis

This research employs Sartre's existentialism theory, which is analyzed through several key indicators: human freedom, the meaning of life, the human condition, alienation, and solitude (Pane & Adisaputera, 2023). The objective of this study is to interpret and describe data that encapsulate these existentialist themes. By doing so, the research aims to provide a comprehensive understanding of how existentialist concepts are expressed in the poetry created by members of the extracurricular poetry creation group. The data analysis technique is crucial for this study, as it utilizes Paul Ricoeur's Hermeneutics to delve into the existentialist elements present in the poems. Ricoeur's Hermeneutics offers a framework for interpreting the text in a nuanced manner, allowing the researcher to uncover deeper meanings and insights. The analysis focuses on identifying forms of existentialism within the words, themes, and sentences used by the poetry group members. This involves a meticulous process of examining the language and structure of the poems to discern how existentialist themes are articulated. The data analysis follows a systematic approach comprising three main stages: selecting, displaying, and drawing conclusions. During the selection stage, relevant excerpts from the poems are identified based on the indicators of existentialism. These excerpts are then displayed and organized to highlight patterns and recurring themes. Finally, conclusions are drawn to synthesize the findings and provide a coherent interpretation of the data. By integrating Sartre's existentialism theory with Ricoeur's Hermeneutics, this research aims to offer a detailed exploration of existentialist expression in student poetry. The systematic approach to data analysis ensures a thorough examination of the text, ultimately contributing to a richer understanding of the existential themes in the creative works of young poets.

RESULTS AND DISCUSSION

The results of this study show the themes of extracurricular poetry creation. Five themes were found from seven people who participated in extracurricular poetry creation. These themes are me, love, friends, heart, and God. The results of the data analysis can be seen in Table 1 below.

Table 1. Result of Analysis of Poetry Creation Themes

Student Initials	Poetry Title	Existentialism Theme	Description
AM	I'm Me	I (me)	The character "I" is mentioned 9 time and the possessive pronoun "I" 9 time in the poetry text created by AM.
NHS	Not Myself	I (me)	The character "I" is mentioned 14 time, including the possessive pronoun "I" in the poetry text created by NHS.
AAI	Heart Wound Healer	Heart	The word "heart" in AAI's poetry text is mentioned twice. In addition, there are also words that refer to moods, such as cheerful, quite, dim, comfortable, and sad.
NTW	Eternal	Love	The word "love" in NTW's poetry texts is mentioned 7 times, both in the form of basic words and affixed word.
MIA	Among Us	Best Friend	The word "best friend" is mentioned 5 time in MIA's poetry.
LAR	My Best Friend Home	Best Friend	The word "best friend" is mentioned 3 times in LAR's poetry text.
AME	God, You are My True	God	The word "God" is mentioned three times and there are also word that refer to the theme of divinity such as heaven and hell.

When viewed from the perspective of individual freedom of Sartre's existentialism, extracurricular poetry produces a variety of themes as a form of freedom for poets to determine and be responsible for their own choices. Freedom of choice is defined as an individual's full power over what he wants in his life. Sartre emphasized that every individual should not be bound by anything, if they have to be bound by their own consent. In poetry creation, there is freedom in choosing themes that are written according to what

is like without any external influence (Pane & Adisaputera, 2023). The themes include me, love, god, heart, and friends. The following is an explanation of the themes found in extracurricular poetry creation.

Existentialism with a Theme of Me

Each individual is largely responsible for his or her own decisions and actions. No outside entity can relieve a man of his responsibility (Pane & Adisaputera, 2023). Man has the opportunity to make choices that are good and not good for him with personal judgment. In the poetry of his work, the poet faces various possible choices of themes until finally dropping one right choice and taking responsibility for his choice. Two poems on the theme of me in extracurricular poetry are found as a manifestation of this choice.

I am Me

Not as clear as the dew in the morning (1)
Not as bright as the sky at night (2)
I didn't expect a face as beautiful as Twilight (3)
Wounds as deep as the ocean (4)
In the thousands of distances I've traveled (5)
I'm still inflamed crashing through (6)
wounded and I can carry it running (7)
my face is simple but (8)
my attitude cannot be perfect (9)
and so are my morals (10)
because I am not you (11)
I am who I am with my flaws (12)
I am also myself with my weaknesses (13)
this is myself (14)
which is able to withstand the wound by itself (15)
No one knows what I'm feeling right now (16)
because he is not me (17)

The poem above proves the poet's underlying dares to express his existence with the form of individual freedom to choose the theme of me. In this poetry by AM, the word "I" is mentioned 9 times and the possessive pronoun *I* is mentioned 9 times. The poet dares to show her existence in contrast to others and without hesitation admits her shortcomings, seen in the data array (11), (12), (13), and (14). Recognition of privilege is not just about something that is owned, but rather an acknowledgment of individual rights (Fast, 2024). The straightforward choice of words reinforces the purpose of the poetry to be conveyed to the reader. The purpose of the poetry is that I (the poet) have the right to freedom in expressing everything about myself without any external influence. Poetry with the theme of me is closely related to existentialism. There are other me-themed poetries that show existentialism.

/1/

This is not the old me
I admit it's not me
Then who am I?

Poem excerpt on stanza /1/ is from a poetry titled "Not Myself" by NHS. Unlike the previous poetry on the theme of me, this poetry is about solitude. Sartre argues that humans are born into this world without a predetermined destination. Humans are trapped in existential solitude (Pane & Adisaputera, 2023). Sometimes poets don't write as

themselves in creative writing (Bloor & Greaves, 2022). The character I, not being a poet, is plagued by loneliness and questions his own existence. Human existence is different from the existence of objects that have no awareness of their own existence. My character as another person knows that the human self exists with all the problems of life accompanying it so that he feels that his existence is recognized. However, my character faces an inner struggle with himself, the old and new self. The poetry excerpt above is a strong representation of existentialism that includes individual freedom when my character, who is not a poet, questions his own existence.

Existentialism with a Love Theme

There are other themes that show the existentialism of individual freedom in expressing poetic ideas besides the theme of me. Everyone has an existence about life problems that must be solved by themselves. I (the poet) chose the theme of love as a form of existence. One theme of love was found in the extracurricular poetry.

/5/
Love inscribed with literature
I let my longing go crazy
Through a script
In the strains of poetry and stories

The poem excerpt in stanza /5/ of NTW's poem entitled "Eternal" illustrates the poet's freedom of love, expressing longing not by meeting, but through love poetry. The word "love" is mentioned seven times. The poet is free to process word by word with beautiful diction that is carefully chosen. The poet uses the hyperbolic word "crazy" to describe the deep longing so that the soul of the poetry reaches the reader perfectly. The poet expresses love in his longing in a new or unusual way. This way thrills the reader. I (the poet) fell in love with her lover. This love manifests as a deep longing that has not yet been cured. The poet concretizes as if longing can be inscribed through literature, namely the letters of poetry. Each poet's diction in the poetry "Eternal" comes from intellectual awareness with the process of selection and sorting. The poet in choosing and sorting has an existential awareness of his freedom in determining diction according to his heart's choice.

Existentialism with a God Theme

Humans in facing the existence of their existence have the responsibility to carry themselves, including being responsible to their God. One poetry by AME with the theme of God was found. The word "God" is mentioned three times. This poetry tells the poet's inner experience as a servant, his existence would not exist without the existence of God as his creator. The following is an excerpt of a poetry titled "God, You Are My True" in extracurricular poetry.

/1/
God
I'm sick but I'm strong
God
I'm not an expert on heaven but I'm not strong on hell

The poem excerpt in stanza /1/ describes the helplessness of a servant but still has great hope for a better life with the presence of God with him. The poet uses the contradictory language "but" to make the idea into an aesthetic feeling. The poet describes himself as a strong man, but in front of his Creator, he is only a weak man. The religiosity

in this poetry comes from the poet's strong inner experience. The use of the words "heaven" and "hell" as symbols of good and bad deeds is chosen so that the reader captures the feeling of the poetry solemnly. One aspect of existentialist thought is accountability to one's own actions, including to God. The poet wants to ask for heaven, realizing that as a sinful human being, heaven is not his place, but hell is too much for him. This great inner conflict of the poet is a form of expressing freedom as a servant in expressing his thoughts and ideas. The poet also shows how the form of love for God, who is eternal and infinite, will give joy and be free from sadness (Bell, 2022). Love is by recognizing God's existence as the Creator and the place to ask for everything.

Existentialism with a Best Friend Theme

Poetry cannot be separated from the poet. The poet's experience plays a big role in the poetry of his work. Poets use all of their existence to express their feelings, such as happiness, disappointment, pride, or sadness. There are two data of poetry with the theme of friends with different feelings between the two.

/2/
How wonderful to have a best friend
You are home
Soft your words
Make comfortable by your side

The poem excerpt in stanza /2/ titled "My Best Friend Home" by LAR expresses the happiness of a friend who is always by her side. The poet mentions the word "friend" five times. A poet realizes the freedom of imagination in combining ideas (Bell, 2022). The poet's imagination is concretized into the lines of the poetry to create deep feelings. The use of the concrete word "home" symbolizes the existence of friends. A house is a comfortable place to share all feelings, as well as a friend who faithfully accompanies you when sad and happy.

/2/
My best friend
You're a collection of springs
Flowing clear endlessly

Poem excerpt on stanza /2/ by MIA titled "Among Us" expresses the existence of happiness in having a good friend. The poet gives a sensation of visual sensation seen in the array of springs and clear flow. A good friend will provide endless benefits. The imagery aims to convey the poetry's message as expected by the poet. The poet's decision to use imagery is a form of existence of his freedom as a poet who is free to process his work.

Existentialism with a Heart Theme

Poets in their poetry often view the world implicitly. The use of figures of speech is chosen to convey the message of the poetry so that readers can interpret the meaning of the poetry for themselves. One heart-themed data was found in extracurricular poetry. The theme of the heart was chosen by the poet to express the freedom of his ideas.

/1/
I am the cheerful one
Who hides behind loneliness
I am sometimes the light

Hiding in the dim

The poem excerpt in stanza /1/ by AAI depicts the deep atmosphere of one's heart. The word "heart" is mentioned twice by the poet. Human nature is as fickle as the human heart. The poet uses metaphors to convey the purpose of the poetry. The word "light" likens the human condition to being in a good state. Sometimes the condition turns bad. The bad state is trying to be hidden, not wanting to be shown to others. The choice of the word "lonely" and then "hide" and the word "dim" are evidence of the poet's desire to hide his true feelings. The poetry excerpt titled "Heart Wound Healer" arises from the inner conflict of the I who faces an unresolved existence within himself.

The various themes above represent the poet's existentialism in the freedom to show his freedom. Seven extracurricular themes of poetry creation were found. Of the seven data, five poetry themes were found, and then there were two dominating themes, namely the theme of me and the theme of friends. Two people created poetry with the theme of mine. Two people chose to create poetry with the theme of friends, and one person each created poetry with the themes of love, heart, and God.

CONCLUSION

In the context of existentialism, individual freedom encompasses all facets of life, including the creative act of writing poetry. Individuals possess the autonomy to make decisions and bear responsibility for their preferences, which is a fundamental aspect of their existence. This study identified five primary existential themes within the poetry analyzed: "me" (29%), "best friend" (29%), "heart" (14%), "God" (14%), and "love" (14%). The words "me" and "best friend" were the most frequently occurring themes, highlighting the poets' focus on self-identity and interpersonal relationships. The themes and diction present in the words, phrases, and stanzas of the poetry exemplify Sartre's existentialism. They represent various dimensions of individual freedom: the freedom of identity, the freedom in friendships, the freedom of a servant concerning God, the freedom to follow one's heart, and the freedom in love.

The thematic elements illustrate that the act of writing poetry is an exercise in existential freedom, where the poet, as a distinct entity, consciously embraces responsibility for their life choices and expressions. The analysis underscores that poetry serves as a medium for individuals to explore and express their existential freedoms. The recurring motifs of "me" and "best friend" suggest a deep engagement with self-exploration and relational dynamics, which are central to existential thought. Similarly, themes related to "heart," "God," and "love" reflect the poets' contemplation of emotional, spiritual, and relational freedoms. The study demonstrates that the existential themes identified in the poetry not only reflect Sartre's existentialist philosophy but also affirm the poets' agency and responsibility in expressing their freedoms. This reinforces the notion that poetry is a powerful vehicle for exploring and asserting one's existence and autonomy.

RECOMMENDATION

In consideration of the findings of this study, the researchers have some recommendation for poets or creators of poetry and other researchers. First, the suggestion for poets is that existentialism can illustrate individual freedom and the poet's responsibility for the results of his poetry, which is reflected in the choice of themes, diction, or other elements in the poem. Therefore, poets need to know their poetry as a form of expressing the freedom of ideas and ideas in their minds. Second, suggestions for other researchers are that there are still many indicators of existentialism other than individual freedom that need to be studied as a form of development and improvement of this research. In addition, it is

expected to examine more references or sources related to the flow of existentialism philosophy on various poetry themes.

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