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The Application of a Humanistic Approach in Poetry Learning that Supports Students' Mental Health

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Abstract:
This research aims to investigate the application of the humanistic learning approach in poetry materials in Indonesian language subjects as a means of enhancing the mental health of high school students. The research method used is descriptive qualitative. The subjects in this study were grade X students of SMA Negeri 3 Kediri, with a case study approach to two specifically selected students. To collect data, this study employed documentation techniques, specifically by collecting the results of student assignments, interviews, and questionnaires in the form of completed questionnaires. The results of processing questionnaire data from aspects that can explain the role of poetry learning and teachers in implementing a humanistic approach that supports students' mental health include, (1) Poetry functions as a medium for students' emotional expression, obtaining an average score of 18 which is categorized as high agreement, (2) Psychological safety in learning obtained an average score of 18 which is categorized as high agreement, (3) Validation of students' emotions as a psychopedagogical intervention obtained an average score of 20 which is categorized as very high agreement, (4) Emotional support and symbols of closeness between teachers and students obtained an average score of 19.5 which is categorized as very high. Overall, the humanistic approach applied by teachers obtained an average score of 19.5, which is categorized as very high. In this case, the application of a humanistic approach in poetry learning has succeeded in providing a positive impact on students' mental health.

Keywords: *Humanistic Approach; Mental Health, Poetry*

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Introduction

Mental health is an aspect of adolescent development that impacts academic achievement, social relationships, and quality of life. According to the 2022 I-NAMHS survey, 34.9% of Indonesian adolescents experience mental health problems (Biofarma, 2025). The primary factor influencing adolescent mental health is the family. Ideally, the family is the smallest unit in society, playing a crucial role as the primary place where children learn to manage their emotions, develop healthy communication patterns, and provide motivation to overcome problems that arise later in life (Solehah et al., 2025). However, in reality, family dynamics also have a significant potential to contribute to the emergence of mental health problems experienced by children and adolescents (Maha et al., 2025). In this regard, the role of the family, particularly parenting patterns and the quality of interactions between family members, plays a significant role in influencing the mental health of children and adolescents. Unsupportive parenting patterns, poor communication, or a disharmonious family environment can trigger the emergence of mental disorders at this developmental age. This emphasizes the importance of the family as the primary foundation in maintaining the emotional and psychological stability of children and adolescents.

In addition to the family environment, the school environment also has a significant influence on students' mental health and well-being. Factors such as mental health support, peer relationships, a sense of safety, and the physical condition of the school contribute to students' psychological well-being (Rahma et al., 2025). For example, students who perceive their school as welcoming and supportive tend to have better mental health, while high academic pressure can have the opposite effect. Even aspects like safety and air quality play a role. Therefore, various elements of the school environment can be important indicators in assessing and supporting adolescent mental health.

In this context, education plays a strategic role in integrating efforts to maintain and improve students' mental health. Through a learning process that focuses not only on cognitive aspects but also on emotional and social dimensions, education can be an effective means of building character, self-resilience, and awareness of the importance of mental health. A holistically designed curriculum can provide space for the development of students' social-emotional competencies, such as empathy, emotional management, and conflict resolution skills. In line with this, the Indonesian government has taken concrete steps through the development of the Merdeka Belajar curriculum, which provides greater space for strengthening the Pancasila student profile. It emphasizes values such as mutual cooperation, independence, and critical thinking to support students' academic and emotional balance.

As the people who interact and communicate directly with students, teachers play a crucial role in supporting student well-being through the learning process. This can be realized in Indonesian language learning, particularly in poetry texts. Poetry is a type of literary work that incorporates rhythm, sound, meaning, and imagery in creatively processing language (Launjara, 2024). The story in a poem can also be raised in a creative way and on various topics such as love stories, nature, social life, humanity, etc. In addition, poetry is a literary work that often becomes a means for someone to express themselves, feelings, emotions, and hopes (Kartini et al., 2022). This was also explained by Rizqi et al. that poetry can help someone explore and understand their emotions, thus positioning it as a form of therapy that allows for deep introspection and improves mental health (Rizqi et al., 2025).

Meanwhile, in learning Indonesian, students' learning outcomes in poetry text material include the ability to read, listen, write, and present a poem with good declamation (Head of Standards Agency, 2022). In this case, teachers need to be innovative in teaching poetry texts that can provide reflection for students and integrate them with their mental health. One form of innovation in teaching poetry texts is using a humanistic learning approach. Humanism is a school of psychology that emphasizes the importance of awareness, self-actualization, and positive aspects of human nature (Kustyarini & Umami, 2024). In this approach, learning is

not only oriented towards cognitive achievement but also considers students' feelings, motivations, and personal experiences. Teachers encourage students to recognize their potential, build self-confidence, and learn in an atmosphere that supports emotional well-being. An emotional teacher can foster students' trust and comfort in the learning process, which significantly contributes to their mental stability. In this regard, a positive relationship between teachers and students can significantly improve students' mental health and motivation to learn (Roorda et al., 2011).

The application of a humanistic approach in Indonesian language learning has been studied by several academics, including Yunaika (2025), who discussed the integration of character education into literature learning, realized through a humanistic approach. Through a humanistic approach, students not only understand literary works as texts but also reflect on their life experiences through their moral messages, thus creating more meaningful learning. *Literature review* Yunaika's research also states that the application of a humanistic approach integrated into literature learning requires profound creativity and innovation from teachers (Yunaika, 2025). Furthermore, Kustyarini et al. (2024) also researched the humanistic approach in Indonesian language learning. In their research, humanistic education based on psychosocioliteracy becomes a learning concept that helps educators integrate material with students' real conditions, psychological and sociological conditions, and encourages students to connect their knowledge with the problems they face as family and community members. The humanistic approach in language learning can be a means to foster human and life values through the development of cognitive, affective, and psychomotor aspects as a whole (Kustyarini & Umamy, 2024).

Based on the above research, a humanistic approach needs to be implemented and improved at the high school/vocational high school/Islamic high school (SMA/SMK) level of education, as it is the level of education pursued by adolescents. Furthermore, based on observations conducted by the researcher, the classroom atmosphere appears stiff and tense during the learning process. This is closely related to the characteristics of Indonesian language teachers who are known to have a very disciplined, firm, and authoritative teaching style. In some situations, teachers also use high-stakes word choices and intonations towards students, thus creating an intimidating impression. This causes students to feel psychologically stressed, afraid to express opinions, and reluctant to ask questions or clarify material that is not yet understood. The fear of making mistakes or receiving negative responses from teachers also contributes to creating emotional barriers that impact active participation and the development of students' critical thinking skills. Thus, this study was conducted to determine the application of a humanistic learning approach in poetry material in Indonesian language subjects as a means to improve the mental health of high school students.

Methods

This research is qualitative. According to Sugiyono, qualitative research is research based on post-positivist philosophy, a philosophy that views reality as classifiable, observable, measurable, and causal (Sugiyono, 2017). Qualitative research is used to examine scientific objects in their natural state, with the researcher acting as a key instrument. Simply put, qualitative research focuses on an in-depth understanding of social, cultural, or human behavioral phenomena.

The research method used was descriptive qualitative. The subjects were 10th-grade students of SMA Negeri 3 Kediri, using a case study approach with two specifically selected students. To collect data, this study employed documentation techniques, namely collecting the results of student assignments, interviews, and questionnaires completed by students.

The collected data is then analyzed through three main stages. First, data reduction, where researchers filter and select data relevant to the research focus. Research subjects complete a provided questionnaire, and then researchers present the questionnaire results in the

form of numbers summarizing the level of success. Second, data presentation, which can take the form of narratives, category tables, or direct quotes from student statements, facilitates understanding. Third, conclusion drawing, which is the process of interpreting the data to understand the application of the humanistic approach and its impact on students' mental health.

Table 1. Criteria for the level of student approval

No	Questionnaire Score	Category
1	19 – 20	Very high
2	16 – 18	High
3	12 – 15	Currently
4	8 – 11	Low
5	4 – 7	Very low

Results and Discussion

Poetry Learning in Phase E

In the Merdeka curriculum, phase E is the term for grade X of high school (SMA/SMK/MA). In Indonesian language learning, phase E learning outcomes are expected to enable students to understand, process, interpret, and evaluate information from various types of texts on diverse topics (Head of Standards Agency, 2022). Learning poetry is important so that students are able to identify the elements and meanings in poetry. Understanding the elements and meanings of poetry aims to enable students to have the ability to write poetry creatively and critically and present it expressively. In learning Indonesian for grade X, poetry is one of the materials that can be applied with various creative learning approaches and tailored to students' needs. In the teaching of poetry learning implemented by the author, one of the learning objectives designed is to read poetry expressively. In addition, students have also learned the meaning of poetry, which is also one of the learning objectives of the poetry material. The process of implementing the learning activities is as follows:

1. The teacher encourages students to prepare a work of poetry freely (poetry written by themselves or written by someone else)
2. The teacher encourages students to prepare good poetry readings and interpret the poetry individually.
3. The teacher encourages students to make a video of reading poetry, followed by conveying the meaning and message in the poetry.
4. The teacher gives the opportunity to students who are ready to come forward to read their poems in front of the teacher.
5. The teacher allows students to read poetry and interpret it themselves in front of the teacher without being heard by other friends.
6. There were two students who came forward to read and interpret their poems very well.

Implementation of the Humanistic Approach to the Learning Process

The application of humanistic learning in poetry material is implemented in the activity of reading and interpreting poetry. 35 students completed the task, two of them read their poetry in class and the rest used video media. In this study, the author practiced a humanistic approach on two students as research samples. The selection of these two samples was based on several considerations, including (1) the form of differentiated learning by giving freedom to students in determining the desired media for completing the task, most students chose to make videos, (2) efficiency of limited learning time, (3) writing personal experiences in the poetry works that were read. The following is a scheme of learning activities with a humanistic approach to poetry learning.

Figure 1. Learning activity scheme

During the reading phase, two students took turns coming to the front of the class and reciting their poems. Each student read the poem with appropriate expression and demonstrated deep emotional involvement in the theme. After reading, the students interpreted their poems, explained the message they intended to convey, and explained the background to the choice of the theme. Two female students (Student A and Student B) expressed internal conflict within their families that left them feeling depressed and unheard.

Table 2. The theme of the two students' poems

No.	Learners	Selected theme	Lifted experience
1	Student A	Family problems	Personal experiences of students when they receive a lot of pressure from their parents
2	Student B	Family problems	Students' personal experiences when facing an inharmonious family life

Poetry Learning That Supports Students' Mental Health

A case study was conducted on two students who read their poems during the learning process in front of the teacher. Both students raised themes related to events that occurred in their lives. In this case, poetry functions as a medium for students to express events that affect their emotional condition. The aspects that can explain the role of poetry learning and teachers in implementing a humanistic approach that supports students' mental health include: (1) Poetry functions as a medium for students' emotional expression, (2) Psychological safety in learning, (3) Validation of students' emotions as a psychopedagogical intervention, (4) Emotional support and a symbol of closeness between teachers and students.

Table 3. Questionnaire results

No.	Indicator	Score	
		Student A	Student B
1	Students' ability to use poetry as a medium for emotional expression	19	17
2	Psychological safety in poetry learning	19	17
3	Validation of student emotions as a psychopedagogical intervention	20	20
4	Emotional support and symbols of closeness between teachers and students	20	19

Poetry as a medium for students' emotional expression

Several indicators that explain the role of poetry as a medium that supports students' mental health include, (1) students can express personal feelings into poetry, (2) students feel relieved or better after writing or reading poetry, (3) students can express emotions such as sadness, anger, fear, or happiness through poetry, (4) students feel listened to when their poetry is read in class. Based on the results of the questionnaire, two students got an average score of 18, which is categorized as high. The level of agreement of the two students was high and they admitted that they felt able to express personal feelings through poetry. They also felt they received a very good response from the researcher as a teacher in positioning themselves as listeners.

"Do you remember when you were learning to read poetry, when you went to the front of the class to read and convey the meaning of your poem? What do you think about that learning method?"

"*I think that way I believe that I am heard. I exist."*

Based on the interview with student A above, the educator was able to position themselves as listeners and gain student A's trust to listen to the life story in his poem in full. The emergence of a desire to be an individual who is always listened to occurred because of student A's experience of always being pressured by both of his parents and often not being allowed to be heard. In addition, the basic needs of students as individuals who want to be heard can be met through an empathetic relationship between teacher and student. The feeling of being heard and understood can increase students' self-confidence and motivation to learn (Maulia, 2023). In this case, a humanistic approach to poetry learning can express various emotions felt by students.

Neurological basis and influence of poetry on the brain

Mental health refers to a state of optimal emotional, psychological, social, and even spiritual functioning in students. According to the WHO, indicators of good mental health in a person can be assessed by the following indicators: satisfaction with life, general positive emotions, optimism, purpose in life, healthy social relationships, and self-acceptance. Poetry, as a form of expressive art, allows writers and readers to create a space to reflect and process deep emotions, resulting in reduced anxiety, depression, and stress (Rizqi et al., 2025). Research shows that expressing emotions through art, especially poetry, is an effective way to reduce anxiety, depression, and stress (Stanley et al., 2024). This is because poetry has therapeutic benefits for building a positive and comprehensive psychology, broader benefits such as deep introspection, understanding emotional processing, self-awareness, resilience to trauma, increased social interaction, and positive self-affirmation. This is in line with the humanistic approach that poetry is not only a tool for self-improvement but a proactive medium for developing into a whole and resilient individual.

The neurological basis of poetry and its effects on the brain suggest that the human brain has a unique connection to poetry (Janine, 2022). The brain can distinguish the rhyme and rhythm of poetry from speech, even in a foreign language, thus providing emotional responses to joy and sorrow. Metaphors embellish the lines of poetry with the magic of clever meanings, and diction plays a role in the poet's inclination, so that both the poet and the listener of the poem activate brain regions. *nucleus accumbens*(pleasure center) and the right/left hemisphere of the brain (Beg, 2022). Interestingly, when we listen to poetry, the part of the brain that regulates our pleasure (*nucleus accumbens*) exhibits a unique reaction. We can experience pleasant beauty, even though our bodies sometimes respond with uncomfortable emotions. This means that when we are 'moved' by poetry, there is a mixture of pleasure and a little pain or intense emotion. This pleasure arises because we have a 'disinterested interest' in poetry, which triggers the release of substances in the brain such as opiates and cannabinoids.

Poetry allows us to safely explore and accept complex emotions, rather than suppressing them. Therefore, poetry is an excellent medium for helping us feel emotionally

understood, acknowledge the full range of human feelings, and find meaning and even relief amidst adversity (Carvalho et al., 2021).

Psychological safety in the learning environment

Psychological safety in learning activities is an important thing to pay attention to in the humanistic educational approach. Several indicators that can explain this condition include, (1) students feel safe to express their opinions in front of the researcher as a teacher, (2) students feel free from ridicule or pressure when showing self-expression in front of the teacher, (3) students feel respected and valued for their opinions by the teacher, (4) students feel it is okay to make mistakes in the learning process. Based on the results of the questionnaire, two students got an average score of 18, which is categorized as high. In addition, both students expressed a feeling of relief when telling the meaning of poetry to the researcher as a teacher. The high level of agreement between the two students and admitting that they felt a sense of psychological safety when learning poetry shows that one of the learning indicators with a humanistic approach has been successfully fulfilled.

During the students' storytelling process, the researcher, as a teacher, provided positive feedback, such as listening attentively, responding to feedback, and offering non-judgmental motivational words. After learning about the students' life stories, which require emotional attention, the teacher becomes someone who needs to pay attention to and ensure the students' psychological safety. This aligns with the principles of the humanistic learning approach, which emphasizes a sense of security, respect, and acceptance in the learning process (Nurjali & Marfuah, 2024).

Emotion validation as a psychopedagogical intervention

During adolescence, emotional validation plays an important role in supporting students in facing psychological challenges because high school students, especially class X, will experience complex emotional changes (Janah & Surawan, 2025). Several indicators that can explain this condition include, (1) Teachers can understand the feelings of students who are sad or anxious, (2) teachers appreciate and respond well to the feelings expressed by students, (3) teachers accept and do not ignore each student's emotions, (4) teachers provide opportunities for students to share personal experiences. Based on the results of the questionnaire, two students got an average score of 20, which is categorized as very high. The very high level of agreement of the two students shows the teacher's success in understanding, accepting, and responding to every emotion felt by students during poetry reading learning activities in class.

In a learning process using a humanistic approach, teachers provide opportunities for students to share the meaning of poetry related to problems in their real lives. Student A presented a poem depicting the journey of someone who lost their way in suffering and loneliness. Psychologically, this poem describes the basic human need to be appreciated, loved, and not feel alone. However, the character in the poem always has a reason to persist. The poem visualizes the life of Student A, who feels that these needs are not met by his family.

Meanwhile, Student B read a poem describing someone's experience facing grief, loneliness, longing for warmth, acceptance, and a place to return. He also contemplated giving up and felt a loss of hope for survival. What should have been the warmest space, instead, became a source of deep pain for the author. The poem is a visualization of Student B's real life as a child living in a family environment, a *broken home*and deprived him of family warmth, emotional security, and psychological support. The profound sadness, feelings of emptiness, loss of hope, and even thoughts of giving up depicted in the poem are classic indicators of depression.

In the process of conveying the meaning of the poem inspired by the personal stories of the two students, the researcher, as a teacher tried to validate every sadness and disappointment they experienced by providing space to express it and respond with the following sentences:

"Thank you for being brave enough to share your story it must not have been easy."
"I can feel how hard it is for you."
"It must have been very painful, yes, but you are strong enough to get through it."

In this regard, psychopedagogy is an important approach to understand because it emphasizes the importance of the teacher's role in supporting students' emotional development during the learning process. Teachers need to understand children's feelings and psychological conditions and then develop strategies that support, not suppress, them (Elan, 2025). Emotional validation provided by teachers is a form of empathy that can foster students' trust in their teachers and deep emotional closeness (Janah & Surawan, 2025).

The Role of Poetry in Overcoming Stigma and Building Self-Acceptance

In the context of education and health, emotional validation received by students will create a safe space and encourage open communication, while invalidation or feeling ignored can lead to relationship breakdowns, reduced self-confidence, and reluctance to seek further help (Wasson Simpson et al., 2022).

In many cases, mental health issues are exacerbated by societal stigma, making individuals reluctant to express their feelings openly (Pakerti & Ariana, 2024). Through poetry, students find a way to voice their internal experiences, as seen in the cases of Students A and B, who expressed family pressure and feelings of neglect in their work. When these expressions are accepted and validated by the teacher, as demonstrated by their very high emotional validation scores, this not only fulfills their basic need to be heard and understood but also indirectly normalizes their emotional experiences. This feeling of being heard and understood is crucial in boosting students' self-confidence.

Poetry provides a unique space for emotional validation from a health perspective. As a literary medium, poetry provides validation that can improve interpersonal and other-person understanding, general psychological health, reduce negative emotions, build self-acceptance, and strengthen relationships between students and teachers (Kuo et al., 2022). This is certainly closely related to the development of student mental health. Students who experience internal (understanding and acceptance) and external (shared discussion) validation have a positive effect on their cognitive, behavioral, emotional, social, and relational well-being and functioning, as well as their physical health. Poetry becomes a medium that helps them feel emotionally understood, acknowledge the full range of human feelings, and find meaning and even relief amidst difficulties (Rizqi et al., 2025). This makes poetry an ideal psychopedagogical tool for fostering emotional literacy and emotion regulation.

Emotional support and symbols of closeness

Emotional support which is a symbol of teacher concern for students can be seen through several indicators including, (1) teachers care about students' emotional conditions, (2) teachers provide strength to students by making physical contact in the form of holding and grasping students' hands, (3) students feel emotionally close to the teacher, (4) teachers can respect students as human beings or individuals who have feelings. Based on the results of the questionnaire, two students got an average score of 19.5, which is categorized as very high. The very high level of agreement of the two students shows the teacher's success in providing verbal and non-verbal support and reinforcement to students during poetry reading learning activities in class.

Verbal and nonverbal reinforcement are important aspects of communication skills between teachers and students in learning. Verbal reinforcement is a form of support or appreciation given through words or sentences that are encouraging, such as praise, thanks, or expressions of encouragement, for example, "Very good!", "Keep going, you can do it!", or "Your idea is very interesting!" Meanwhile, nonverbal reinforcement is a form of reinforcement that is not said directly, but is shown through facial expressions, body

movements, or visual cues, such as a nod, smile, thumbs up, or applause (Rahmaniar et al., 2023).

In addition, verbal and nonverbal reinforcement not only plays a role in creating a positive learning atmosphere but also has a big impact on the mental health and personal development of students (Lendari et al., 2022). When teachers offer praise or gestures of appreciation for students' efforts and achievements, it can boost self-confidence and self-esteem, fostering feelings of appreciation and acceptance. In this sense, verbal and nonverbal reinforcement and support become indelible.

The following is a form of emotional support that is a symbol of the researcher's empathy and concern as a teacher towards two students during the learning activity of reading and interpreting poetry.

Table 4. Forms of verbal and nonverbal reinforcement

No	Verbal reinforcement	Nonverbal reinforcement
1	Giving motivational expressions	Touch the student's hand gently
2	Giving sentences of appreciation	Holding students' hands
3	Soft intonation and articulation of message delivery	Giving a hug to strengthen

1. Verbal reinforcement

   Students A and B still remember well the messages and motivation conveyed by the researcher as a teacher.

   "Miss Monica once said that it's okay to feel sad, angry, and disappointed because we're only human. At that time, I felt like all my emotions were mixed. Miss Monica said it to me gently, so I felt safe," said student A.

   "The message that I have to keep living my life. I feel happy because Ms. Monica cares about me. Even though we haven't met for long, Ms. Monica really cares about her students. Every time I feel like I can't go on, I always remember that there are still people who want to see me happy and move on. Ms. Monica explained it slowly and very carefully, while holding my hand, encouraging me," said Student B.

   In addition, students A and B also stated that there was a big impact and influence because of the motivational sentences delivered by the researcher as a teacher on the perspective and mental health of students A and B.

   "Flaws and mistakes are part of life. They're very influential. Because I'm so busy pursuing the world, I forget that I'm only human. What's wrong with my flaws and mistakes? We can always learn and move forward, I thought," said student A.

   "The sentence "The world is so vast and beautiful. You don't always have to look for light to survive, Vani, you can be that light in your way." Yes, that sentence has an impact. When I was having trouble with my mental health, I remembered Ms. Monica's sentence, that I don't need to look for light from other people. And the world is so vast and beautiful, as Ms. Monica said, I believe there is always a reason to keep going every day." Said student B

   Based on the interview results above, the verbal reinforcement provided by the researcher as a teacher had a strong impact on the perspective and mental health of students A and B. Through empathetic, wise, and carefully delivered words, students felt accepted, understood, and not alone in facing their emotions or life's pressures. Even in difficult mental conditions, these sentences remained memorable and became the strength for students to get up and move forward. This shows that verbal reinforcement delivered sincerely and meaningfully not only increases learning motivation but also contributes greatly to building mental resilience and a positive self-image in students (Aini et al., 2018).

2. Nonverbal reinforcement

In addition to verbal reinforcement, nonverbal reinforcement also has a significant impact on students' mental health. The following is an excerpt from an interview with Student A and Student B.

"When Ms. Monica hugged me. I have a habit of avoiding it when my emotions are overflowing. That hug meant so much to me. I felt loved, accepted, and that even with all the storms I've been through, someone was still holding me with love," said Student A.

"When Ms. Monica called me to meet her and asked how I was doing that day, I felt so happy and loved by her. And when she hugged and encouraged me, I felt that everything would be okay and that it was okay not to be okay," said student B.

Based on the interview excerpt above, nonverbal reinforcement has a profound impact on students' mental health. Actions such as hugging, holding hands, and showing attention through gestures can create feelings of safety, acceptance, and love, even in fragile emotional situations. A teacher's hug is not only a form of physical empathy but also a symbol of presence and acceptance, much-needed by students in managing their feelings (Yasin, 2024). Thus, nonverbal reinforcement is not just a complement to communication, but rather a concrete and meaningful form of concern in building emotional resilience and warm relationships between teachers and students (Haryono et al., 2025).

Conclusion

Based on the research above, it can be concluded that the case study conducted on two students who read their poetry during learning in front of the teacher with a humanistic approach succeeded in providing a good impact on the mental health of the two students. The results of processing questionnaire data from aspects that can explain the role of poetry learning and teachers in implementing a humanistic approach that supports students' mental health include, (1) Poetry functions as a medium for students' emotional expression, obtaining an average score of 18 which is classified as a high agreement category, (2) Psychological safety in learning obtained an average score of 18 which is classified as a high agreement category, (3) Validation of students' emotions as a psychopedagogical intervention obtained an average score of 20 which is classified as a very high agreement category, (4) Emotional support and symbols of closeness between teachers and students obtained an average score of 19.5 which is classified as a very high category. Besides that Verbal and nonverbal reinforcement and support had a positive impact on the mental health of the two students. Overall, the humanistic approach implemented by the teacher achieved an average score of 19.5, which is categorized as very high. In this case, the application of a humanistic approach in poetry learning successfully had a positive impact on students' mental health.

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