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LEVERAGING ARTIFICIAL INTELLIGENCE TO AMPLIFY MARGINALIZED VOICES IN THE ENGLISH POETRY CURRICULUM: A REVIEW FROM THE INDONESIAN HIGHER EDUCATION CONTEXT

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ABSTRACT

This research examines how Artificial Intelligence (AI) can support the diversification of English poetry curricula in Indonesian universities. The current curriculum often prioritizes canonical Western poets, which may limit students' engagement and cultural relevance. Drawing on academic literature, sample curriculum documents (RPS), and recent developments in digital literary pedagogy, this study explores the potential of AI tools to reshape English poetry education. While conceptual, this paper offers insights into future research directions, including classroom implementation and digital tool development for poetry analysis and composition. The findings suggest that AI can play a transformative role in making poetry education more inclusive, dynamic, and relevant for Indonesian students.

Keywords: artificial intelligence; English poetry curricula; marginalized voice

ABSTRAK

Penelitian ini mengkaji bagaimana Kecerdasan Buatan (AI) dapat mendukung diversifikasi kurikulum puisi berbahasa Inggris di perguruan tinggi Indonesia. Kurikulum saat ini cenderung memprioritaskan penyair kanonik dari dunia Barat, yang dapat membatasi keterlibatan mahasiswa serta relevansi budaya dalam proses pembelajaran. Dengan merujuk pada literatur akademik, dokumen contoh Rencana Pembelajaran Semester (RPS), dan perkembangan terbaru dalam pedagogi sastra digital, penelitian ini mengeksplorasi potensi alat berbasis AI untuk merancang ulang pembelajaran puisi bahasa Inggris. Meskipun bersifat konseptual, penelitian ini memberikan wawasan untuk arah penelitian selanjutnya, termasuk implementasi di kelas dan pengembangan alat digital untuk analisis serta penulisan puisi. Temuan menunjukkan bahwa AI berpotensi memainkan peran transformatif dalam menjadikan pembelajaran puisi lebih inklusif, dinamis, dan relevan bagi mahasiswa di Indonesia.

Kata Kunci: *kecerdasan buatan (AI); kurikulum English Poetry; suara terpinggirkan*

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INTRODUCTION

Although efforts to diversify English literature curricula have gained momentum in recent years, many university programs around the world continue to center predominantly on Western canonical writers, particularly those from British and American traditions such as Shakespeare, Wordsworth, and Eliot (Aston, 2017). This ongoing emphasis often limits exposure to postcolonial, indigenous, or non-Western literary voices, suggesting that the legacy of colonial literary standards remains influential in shaping what is taught and valued in English departments (Hamdi, 2022; Massó, 2024; Mbhele et al., 2024). While there has been growing global discussion around the need to diversify English literature curricula, the influence of the Western canon remains particularly strong. In many contexts, including Indonesia, English literature programs appear to continue prioritizing British and American canonical poets, such as those from the Romantic or Modernist traditions. At the same time, marginalized literary voices in English receive less attention. Although scholarly studies on this specific pattern in Indonesian curricula are still limited, preliminary observation of course outlines and teaching practices suggests a tendency to adopt Western literary models. As a result, this restricts students' exposure to a more diverse range of voices.

Undergraduate programs in Indonesia often prioritize the works of canonical poets such as Sylvia Plath, Shakespeare, Tennyson, Maya Angelou, and Langston Hughes. These poets are central to the curriculum because they provide valuable lessons on key literary themes and techniques. Most poetry courses aim to teach students how to analyze poetry using well-established poetic devices often drawn from Western traditions. However, this emphasis on traditional Western poets can restrict students from engaging with a wider range of perspectives, particularly those of poets from marginalized communities. As a result, students may miss out on learning about diverse cultural experiences and contemporary social issues. This limited representation perpetuates a Eurocentric view of literature, which has been increasingly criticized in recent years as scholars advocate for more inclusive curricula that challenge the dominance of Western literature (Hlatshwayo, 2022). In the Indonesian context, despite global efforts to diversify literary studies, the reliance on the Western canon remains strong, creating a gap between the ideal of inclusivity and the reality of the curriculum. Canonical poets, who are often white and European, dominate the English poetry curriculum and are held up as exemplars of literary excellence (MISHRA, 2017; Toliver et al., 2021). However, their dominance can overshadow the voices of poets from underrepresented groups. The continued focus on these canonical works maintains Western literary dominance and white privilege within educational systems (Arday & Mirza, 2018; Bhopal, 2018).Thus, limiting students' exposure to more inclusive narratives.

In response to this challenge, there have been growing calls to "decolonize" curricula by including poets from marginalized communities, who often explore social, political, and cultural issues that Western poets may not address (Chen et al., 2024). Decolonizing the curriculum involves a critical effort to rethink and reshape educational content, teaching approaches, and institutional frameworks that sustain colonial influences and center Eurocentric forms of knowledge. By challenging the canon, educators can help students develop broader perspectives and engage with important global issues (Toliver et al., 2021). Nevertheless, efforts to diversify the poetry curriculum in Indonesia face practical challenges. Educators often need to balance institutional demands, limited resources, and time constraints, which can lead them to rely on well-known works that fit traditional academic standards (Dhanavel & Kumaran, 2022; Xerri, 2016). As a result, they may struggle to include lesser-known poets from underrepresented groups in their teaching.

This is where Artificial Intelligence presents a potential solution. AI tools can assist educators in discovering lesser-known poets and analyzing their works, thereby expanding the scope of the curriculum to include voices from marginalized communities (Jebaselvi et al., 2024). Moreover, AI

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can help create a more inclusive learning experience by providing tailored resources that meet the needs of diverse students (Fauziddin et al., 2025). In Indonesia, where students come from various educational backgrounds, AI can help educators make marginalized poets more visible in the curriculum, supporting broader goals of educational inclusivity and equity (Young & Muller, 2014; Cardona et al., 2023).

This review article focuses on examining the current state of English poetry curricula in Indonesian universities and identifying the key barriers that continue to limit inclusivity in literary studies. It also investigates how Artificial Intelligence can contribute to transforming these curricula by offering more diverse thematic content and inclusive pedagogical approaches. Specifically, the article explores how AI can support the discovery, integration, and analysis of underrepresented poetic voices in classroom settings. The central research interest of this review is to understand how AI-driven tools might help educators overcome structural and curricular limitations while promoting a more equitable and globally relevant literary experience for students. Thus, this review specifically addresses the following questions: (1) How can AI facilitate the inclusion of poetic voices from marginalized communities? (2) In what ways can AI assist lecturers in identifying accessible, thematically rich poems that address contemporary global concerns? (3) What are the pedagogical implications of using AI in poetry instruction, particularly for language proficiency and personal growth? In doing so, this study contributes to both digital humanities and contemporary curriculum studies by showing how technological innovation can play a role in addressing long-standing inequalities in literary education.

METHODS

This study adopts a qualitative, review-based approach to explore how Artificial Intelligence can support the development of a more inclusive English poetry curriculum, with particular attention to the integration of marginalized poetic voices. Rather than collecting new empirical data, the study focuses on interpreting and synthesizing information drawn from a wide range of relevant documents and scholarly sources. The aim is to provide a conceptual framework for understanding both the existing structure of English poetry curricula in Indonesian universities and the emerging role of AI in expanding literary representation.

The literature review was conducted systematically to ensure transparency and scholarly rigor. Sources were selected based on their relevance to four core areas: the structure and content of English poetry curricula in higher education (particularly in Indonesia), issues of inclusivity and representation in literary studies, the role of AI in educational and digital humanities contexts, and approaches to curriculum design. The review covered materials were the Rencana Pembelajaran Semester (RPS) obtained from several Indonesian universities and published between 2022 and 2025 to capture recent developments and emerging trends. The search strategy combined targeted keyword searches and citation tracking. Searches were conducted across academic databases such as Scopus and Google Scholar, complemented by institutional repositories for access to official curriculum documents. Keywords combinations included "English poetry curriculum," "AI in education," "digital humanities," "inclusive literature pedagogy," and "marginalized poets." Additional sources were identified through backward and forward citation chaining to ensure coverage of influential frameworks and key debates. While these documents were not treated as formal data for statistical or empirical coding, they provided a rich contextual foundation for identifying prevailing trends in literary instruction, particularly the continued emphasis on British and American canonical writers and the limited inclusion of voices from underrepresented or marginalized communities.

The study followed the thematic review stages proposed by Ugwu & Val (2023) which include clarifying the scope of inquiry, selecting relevant sources, organizing material by theme, synthesizing key findings, and analyzing recurring patterns and implications. The selected literature

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and curricular materials were thematically grouped into four major categories: the current state of English poetry curricula in Indonesia, barriers to inclusivity in literary studies, the potential roles of AI in transforming curriculum design, and the thematic and pedagogical implications of AI-assisted integration.

The analysis considered how AI-driven tools such as machine learning-assisted text discovery, natural language processing, and digital poetry databases can help educators locate and include a wider variety of poets in their instructional materials. These technologies were not positioned as replacements for human decision-making but as valuable supports for expanding literary horizons and promoting greater curricular equity.

Overall, this review combines documentary research and thematic synthesis to reflect on the intersection of AI and literary education in Indonesia. By analyzing existing scholarship, curriculum design documents, and technological developments, the study seeks to offer a grounded yet forward-looking perspective on how digital innovation can enhance the inclusivity of English poetry instruction at the university level.

FINDINGS AND DISCUSSION

Findings

Discussion

This section presents key insights drawn from the review, focusing on the current state of the English poetry curriculum in Indonesian universities and the potential of Artificial Intelligence (AI) to support a more inclusive and diverse literary education. The analysis shows that many curricula continue to prioritize canonical Western poets—such as Shakespeare, Tennyson, and Sylvia Plath—whose works remain central to course content and literary analysis. While these figures offer valuable insights into historical and stylistic developments in literature, their dominance tends to marginalize poetic voices from underrepresented communities, particularly those from postcolonial, indigenous, or non-Western backgrounds.

The review also indicates that AI technologies may serve as a useful intervention for addressing these imbalances. AI-powered tools can help educators discover a broader spectrum of poets, including those whose works address contemporary social issues or represent cultural perspectives that are often overlooked in traditional syllabi. By leveraging AI for literary discovery and content analysis, educators could begin to reshape the curriculum to reflect global diversity and inclusivity better.

The following discussion explores these findings in greater depth, highlighting how AI might enhance access to marginalized poets, support pedagogical innovation, and ultimately contribute to a more equitable and representative English poetry curriculum in Indonesia.

Current State of English Poetry Curriculum in Indonesia

Like many literature subjects taught in Indonesia, poetry is typically introduced through a selection of works that are considered prestigious, widely recognized, and rich in aesthetic and thematic value. In Indonesian poetry, figures such as Chairil Anwar, W.S. Rendra, Taufik Ismail, Goenawan Muhammad, and Sapardi Djoko Damono are regularly featured. A similar pattern can be seen in English poetry courses, where university curricula often prioritize canonical poets like William Shakespeare, Langston Hughes, Maya Angelou, Alfred Tennyson, and Robert Frost. These selections reflect a long-standing tendency to focus on established literary figures, particularly those from Western traditions.

This observation is based on a review of publicly available Rencana Pembelajaran Semester (RPS) documents and teaching materials from both public and private universities, including Universitas Almuslim, Universitas Islam Negeri Sumatera Utara (UINSU), Universitas Negeri

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Surabaya, and Universitas Trunojoyo Madura. These documents, accessed from official university websites between 2022 and 2025, were not analyzed as primary data but instead served as contextual references to understand prevailing patterns in poetry instruction. Across these RPS, poets such as Shakespeare, Robert Frost, Maya Angelou, and Tennyson consistently appear, indicating a continued emphasis on British and American literary traditions. This supports a broader pattern in English literature education in Indonesia—and in many other postcolonial contexts—where the Western canon still occupies a central role.

This prioritization is not without rationale. The concept of a literary canon—originally shaped by Victorian poet Matthew Arnold in the 1860s, who described it as the pursuit of "the best that has been thought and said"—was later institutionalized through the UK's national curriculum in 1988 and remains influential today (Boakye, 2023). The canon's continued presence in education is partly due to its perceived cultural prestige. However, as Boakye argues, the literary canon has historically been shaped by white, male, upper-class perspectives, which leaves little space for diverse voices. The poets most often included in curricula have traditionally benefited from social privileges that enabled their work to be preserved and celebrated. In contrast, others, such as women, people of color, queer voices, and poets from non-Western region, were sidelined. This reality suggests that the dominance of the canon in English poetry education functions not only as a literary standard but also as a reflection of the social and cultural hierarchies of its time.

Reviewing these curricular choices also requires attention to the thematic content of the works being taught. As (Tomasi, 2023) notes, poetry often reflects the spirit of its era through recurring motifs and central ideas, providing insight into the cultural values, anxieties, and aspirations of its time. Similarly, Arcilla Jr. (2024) emphasizes that poetry captures the collective mindset of a people—what they feared, dreamed of, and fought for—thus making it a powerful tool for cultural literacy. This further reinforces the idea that any educational institution incorporating English poetry into its curriculum should be aware of the historical and cultural implications of favoring certain voices over others.

There is no doubt that poetry instruction brings a wide range of benefits to Indonesian students, extending beyond literary appreciation to include enhanced English language skills. Studies have shown that integrating poetry into language instruction can improve vocabulary acquisition, reading comprehension, overall language proficiency, and cultural awareness (Kit & Kilag, 2023). Complex and metaphor-rich texts, such as those found in canonical poetry, also challenge students to think critically and engage in deeper literary analysis (Kit & Kilag, 2023). Therefore, the inclusion of well-known literary works in English poetry classes can certainly help develop students' linguistic and analytical abilities.

However, despite these advantages, poetry education in Indonesian universities has yet to achieve its full potential. As Nugraha (2023) points out, the curriculum often remains overly reliant on teacher-centered approaches and dense theoretical material, which can hinder student engagement and understanding. Literary myopia, a narrow focus on only a handful of authors and texts, is still common among both faculty and students, especially when it comes to poetry. This problem is compounded by limited access to updated literary resources and textbooks, particularly in universities that struggle to afford e-book licenses or maintain comprehensive libraries. Without sufficient reading materials, students are left with only the lecturer's interpretation of poems, which may not always capture the depth or complexity of the text.

Other studies also highlight the challenge of motivation. According to Sukini et al., (2016), Chandra (2017), and Andayani (2018), many students find poetry lessons uninspiring or overly difficult, often due to teaching methods that emphasize technical aspects, such as meter, rhyme, and figurative language, while neglecting the emotional, cultural, and social dimensions of the texts. The consistent focus on poets like Shakespeare, though rich in literary value, may fail to

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connect with the lived experiences of students today. Moreover, by not including poets from marginalized communities, educators unintentionally reinforce dominant cultural narratives and exclude alternative worldviews.

What this suggests is that Indonesia's English poetry curriculum is at a crossroads. On one hand, it has a strong foundation in classic literary instruction, capable of fostering linguistic precision and critical thinking. On the other hand, it still operates within a limited framework that does not yet reflect the global diversity of voices available in contemporary literature. Addressing this gap will require expanding the range of poetic texts, updating teaching approaches, and critically engaging with the canon, not to erase it, but to contextualize it alongside other perspectives that are equally worthy of classroom attention.

Barriers to Inclusivity in Literary Studies

Improving inclusivity in English poetry classes is no longer just a suggestion; it is a necessity. A more diverse and representative curriculum can bring literature closer to students' lived experiences, foster deeper engagement, and cultivate sharper critical thinking. However, despite the clear benefits, this goal remains difficult to realize. As discussed in the earlier section, literature curricula in many Indonesian universities still lean heavily toward European and American literary figures, leaving little room for works from other cultural and regional backgrounds. This imbalance limits students' exposure to a rich spectrum of voices, especially those from Africa, Asia, and Latin America.

Take, for instance, Wole Soyinka, the Nigerian poet and Nobel laureate whose writing explores African mythology and postcolonial identity. Despite his global recognition, Soyinka's works are rarely found in English poetry syllabi in Indonesia. This exclusion speaks to a larger issue: when curricula continue to prioritize canonical names like Shakespeare and Tennyson, students are deprived of the chance to explore poetry that speaks directly to contemporary issues like climate change, racial inequality, and human rights, issues often tackled powerfully by poets from marginalized communities. Writers like Audre Lorde, whose poetry engages with intersectional feminism and racial justice, offer a meaningful entry point for students to reflect on social justice themes and develop a sense of empathy and cultural awareness.

As Beratšová et al., (2018) point out, this lack of inclusivity is rooted in what is known as framing bias, a cognitive tendency to interpret the world through a narrow, familiar lens. In the case of English poetry curricula, this lens is often Eurocentric. The majority of works taught in English literature programs, even in postcolonial contexts like Indonesia, tend to be authored by white Europeans and reflect Western values. This not only sidelines diverse literary voices but also disregards indigenous knowledge systems that offer alternative ways of seeing and understanding the world (Camargo, 2024).

Part of the reason this persists is historical. The Eurocentric tradition in poetry teaching has been passed down through academic generations, subtly shaping what is considered "valuable" literature. At the same time, Indonesian universities, like many others, are under increasing pressure to meet international accreditation standards. This push toward global recognition often encourages institutions to adopt curricula that mirror Western educational models (Altbach & Knight, 2007). However, this raises a key question: Does the drive for internationalization unintentionally entrench Eurocentric norms?

In many cases, the answer appears to be yes. In literature programs, internationalization often translates into the continued prioritization of Western literary values. Gould (2014) mentions that despite certain initiatives to globalize the curriculum, Western literary canons continue to dominate literature programs. Non-Western texts—such as The Epic of Gilgamesh—are often included only as supplementary material alongside canonical Western works like Homer's Iliad. It reflects how the canon becomes the benchmark, and a select group of Western writers

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frequently defines English poetry. This creates a cycle in which poets representing dominant social values are consistently highlighted, while those offering perspectives from the margins are overlooked. Even poets like Maya Angelou and Toni Morrison, when included, are often analyzed through a Western-centric frame, emphasizing their relevance to Western histories rather than acknowledging their broader significance. The issue of community is very important in these female black writers' novels. Both writers are from the Black community and faced challenges because of the white community (Aslam, 2016). Thus, this reflects a persistent imbalance in literary interpretation, where the voices of Black female writers are included but not fully understood on their own cultural and communal terms.

This pattern perpetuates the idea that "important" poetry must reflect the ideals of British or American society. The inclusion of poets like Thomas Hardy, whose work was deeply influenced by Shakespeare, as evidenced by his participation in the Local Shakespeare Reading Society (Hayes, 2025), further reinforces this repetition of Eurocentric perspectives. As a result, students encounter a limited and often recycled view of English poetry, one that overlooks the vibrancy and urgency of contemporary, marginalized voices.

Another layer of difficulty lies in the institutional mindset that values "high-quality" poetry as synonymous with established canonical texts. This belief can restrict innovation in teaching and limit curricular reform. While the canon certainly has pedagogical value, relying on it exclusively prevents the curriculum from evolving to reflect today's diverse social realities. Giles (2023) mentions that the key idea is that representations of race in literature are naturally complex and varied. Added by Small (2013) that one characteristic that sets the humanities apart from the social sciences is their greater acceptance of ambiguity and nuance. Thus, to foster a more inclusive learning environment, it is vital to bring in poetic voices that reflect experiences shaped by marginalization, not through a Western gaze, but on their terms.

In sum, Eurocentric bias remains a major obstacle to creating an inclusive English poetry curriculum in Indonesia. When the curriculum privileges texts rooted in Western norms, it inadvertently silences poets whose voices might otherwise challenge, enrich, and diversify classroom discussions. Building a truly inclusive syllabus means deliberately expanding the range of poetic perspectives to include writers who speak to the complexities of race, gender, class, disability, age, and sexual identity. Only then can literature education truly mirror the plurality of human experience.

Role of AI in Transforming the Curriculum

Artificial Intelligence (AI) is increasingly being recognized as a powerful ally in efforts to transform English poetry curricula and make them more inclusive (Kouvara et al., 2024). One of its most promising contributions lies in its capacity to spotlight marginalized poets whose works often fall outside the purview of traditional literary syllabi. AI tools are capable of processing vast literary databases and identifying underrepresented voices such as Amiri Baraka, Audre Lorde, and Gwendolyn Brooks, poets whose writings offer critical insights into issues like race, gender, and social justice. Despite the richness of their contributions, such poets have rarely been integrated into Indonesian English literature classrooms, often due to limited exposure or perceived unfamiliarity. In this context, AI can act as a bridge, helping lecturers discover poets whose works respond to pressing contemporary issues and deserve deeper academic engagement.

This shift is particularly significant given the historical dominance of white, Western voices in English poetry education. While studying canonical figures remains valuable, educators must also cultivate intercultural awareness by engaging with the moral, ethical, and political values embedded in poetry. AI offers a means to do just that. AI contributes to the rise of a nomadic digital society, where individuals are led to believe they share equal levels of privilege (Bhambra et al., 2018). Thus, in Indonesia's poetry curriculum, AI and the rise of a nomadic digital society can help create space

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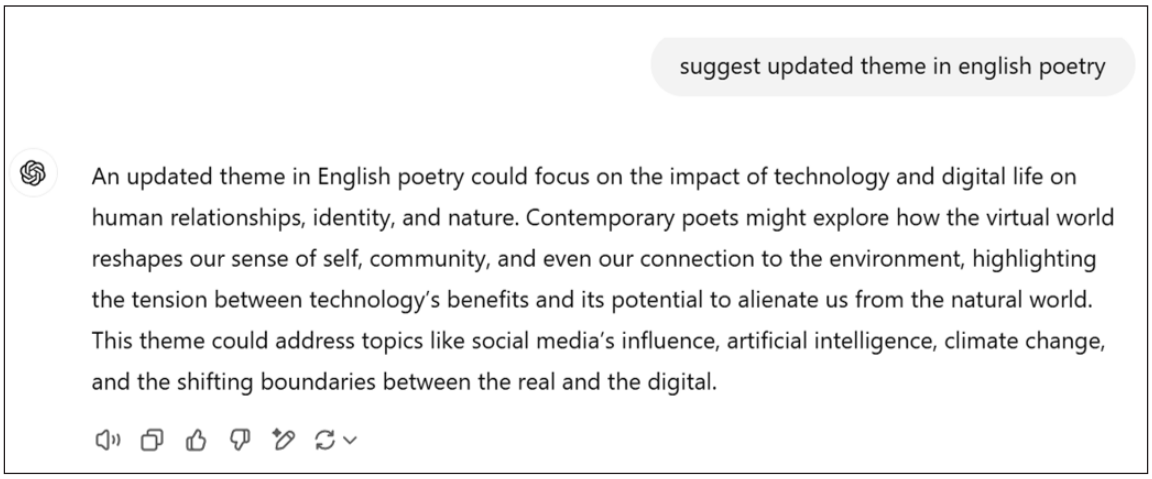
for more equal representation, making it easier to include and recognize marginalized poets who were often ignored in traditional teaching. By uncovering and recommending marginalized poets who explore critical, often overlooked themes, AI promotes a more balanced literacy understanding that includes diverse cultural experiences and identities.

AI-based search systems can also enhance accessibility to contemporary poetry that resonates with today's global challenges. As Chen et al. (2024) note, the concern over limited literary resources is increasingly mitigated by AI-powered tools, which can help educators discover poems addressing complex themes such as climate change, racial injustice, and identity politics. Many of these poems are shared through digital platforms and may not be formally published in print. Nevertheless, they reflect the lived realities of marginalized communities and deserve a place in modern curricula. For example, a lecturer aiming to discuss the theme of climate change, rarely foregrounded in older poetry, can use AI tools to search relevant keywords and retrieve poetry that addresses ecological concerns from both Western and non-Western perspectives. While traditional texts like Beowulf, Swift's "A Description of a City Shower" (1710), Thomson's *The Seasons* (1730), and Eliot's *The Waste Land* (1922) do allude to nature, their frameworks often remain Eurocentric (Xie, 2023). AI helps diversify this thematic scope by bringing forward lesser-known poems that tackle environmental justice from global and intersectional viewpoints.

Figure 1. AI Updated Result



Beyond content discovery, AI also offers pedagogical value in curriculum design. AI-powered thematic analysis tools can reveal emerging literary themes that may not yet be reflected in standard course materials. For instance, a simple query into tools like ChatGPT, such as "suggest updated themes in English poetry," can yield a wide range of modern topics. These subjects are especially relevant to students navigating a digital world, making poetry more relatable and classroom discussions more dynamic.

Furthermore, AI tools can identify poems and poets addressing current socio-political concerns outside dominant Western cultural narratives. With the increasing accessibility of online self-publication platforms, many poets from marginalized backgrounds now share their work independently. AI algorithms can help locate these voices by refining searches based on specific keywords, allowing educators to find suitable poems tailored to specific themes. For instance, by entering a combination of keywords like "digital identity," "queer voices," or "urban loneliness," a lecturer can instantly access a selection of relevant works.

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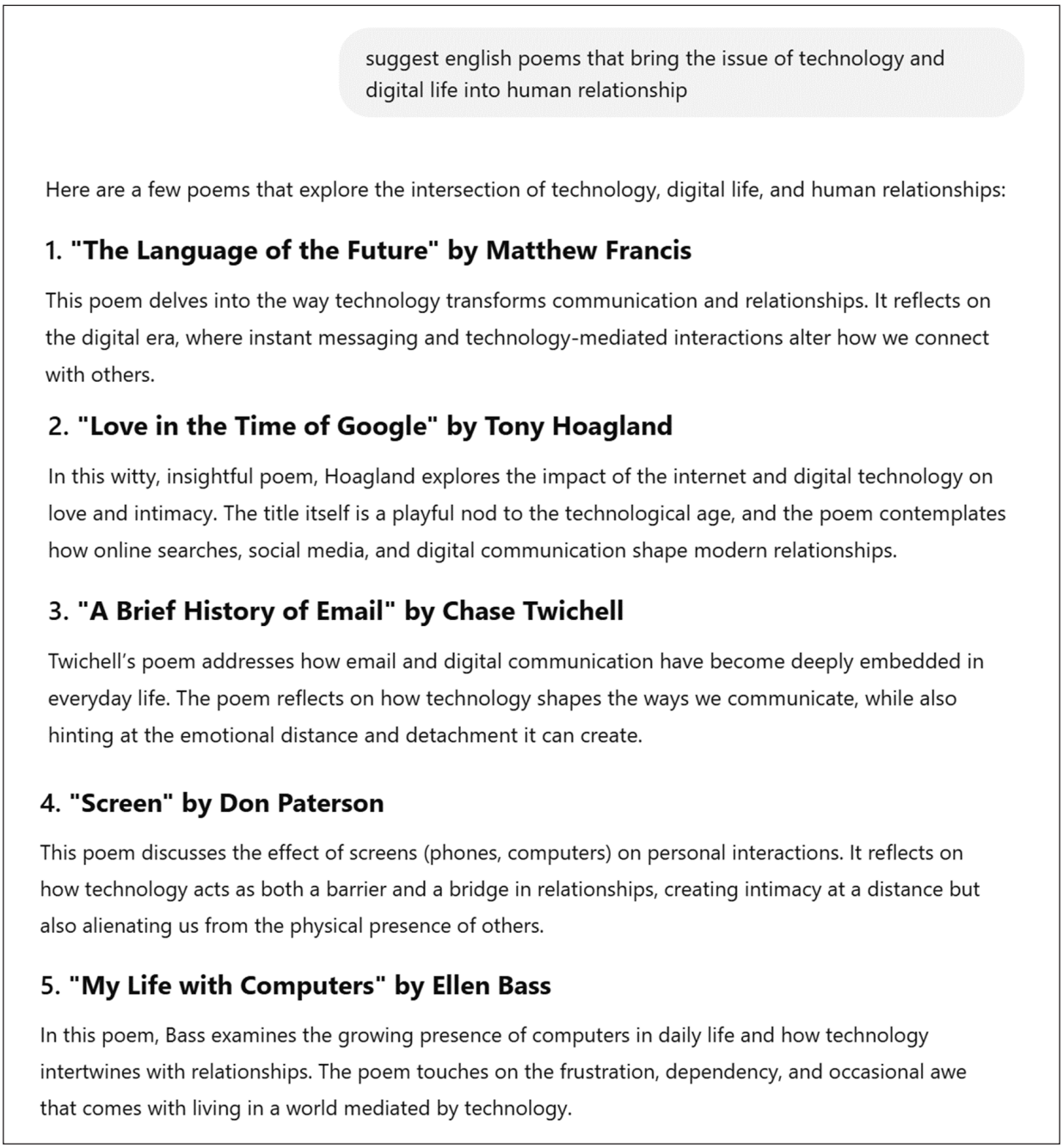
Figure 2. AI Algorithms



The data above illustrates how precisely AI can tailor search results based solely on keywords. This capability allows lecturers to expand their thinking and make informed, thoughtful choices when selecting poems that best suit the needs of an English poetry class.

Additionally, AI can assist in narrowing down searches, making the selection process more efficient, as demonstrated in the example below:

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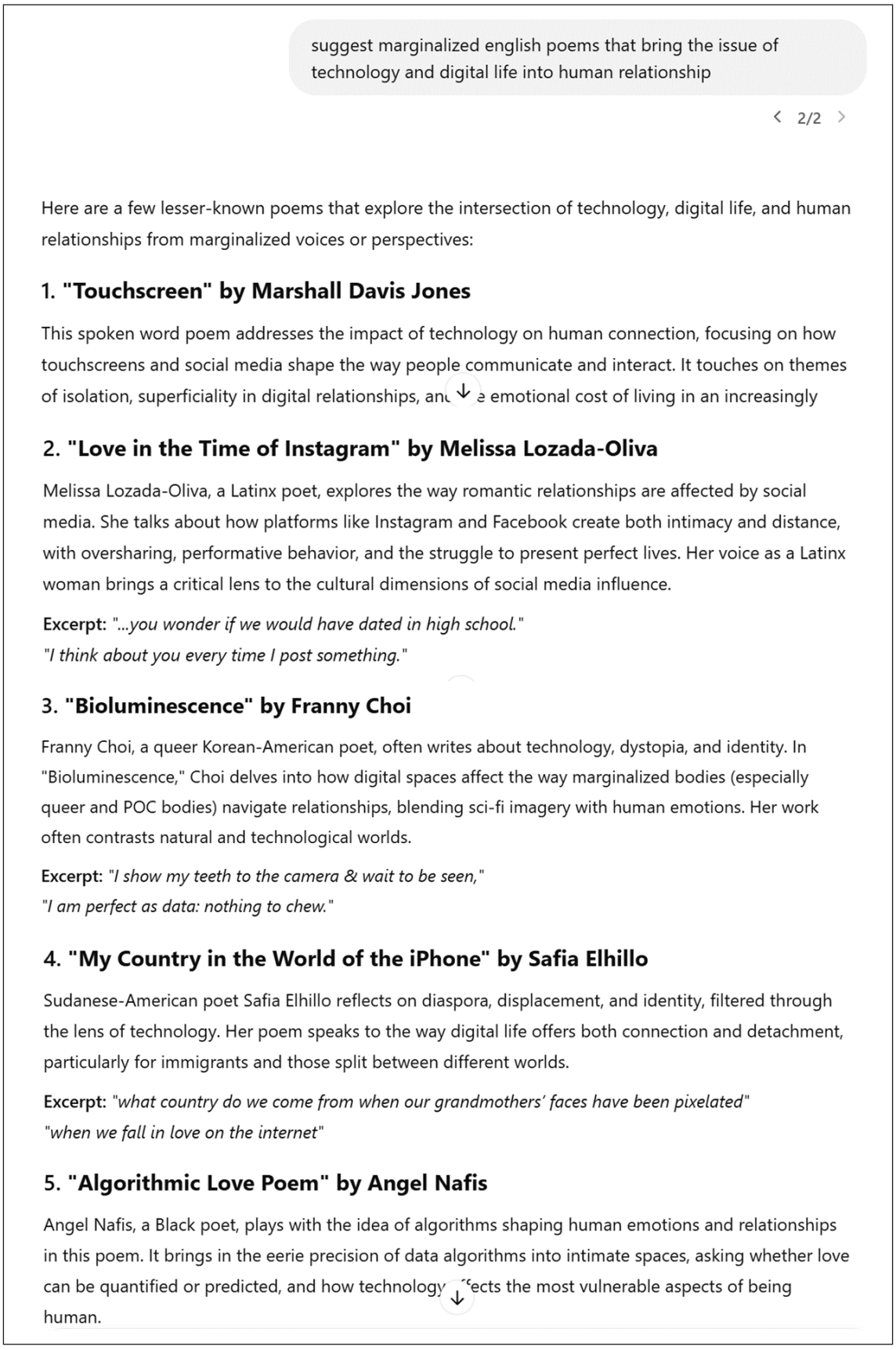
Figure 3. AI Specific Findings



The data highlights specific suggestions for marginalized English poetry, uncovering many new poets who may have previously gone unrecognized and whose works have not yet been included in English poetry curricula. AI algorithms offer a wider scope of search capabilities,

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enabling Indonesian lecturers to access a wider range of resources for poetry learning. These algorithms help expand the diversity of material available, which is beneficial in providing fresh perspectives and breaking through the limitations imposed by traditional sources of material and theory. The poets in the data represent marginalized voices, often overlooked by the literary canon, with limited access to prestigious publications aside from the internet's open platforms. Their works address issues frequently ignored by mainstream literature, such as racism, sexism, homophobia, classism, and colonialism, challenging dominant cultural narratives and offering fresh perspectives.

With the rise of sophisticated technology and AI-driven applications, the excuse for a lack of diverse reading materials in English poetry is no longer valid. AI has greatly enhanced the availability of literary works and critical theories, making them more accessible than ever before, thereby transforming the educational landscape. The reliance on the traditional Canon as the sole reference for international assessments is outdated, especially when numerous contemporary English poems with themes such as technology, human relationships, digital life, and social justice (e.g., racism, sexism) offer profound insights and challenge students' analytical abilities.

Thematic and Pedagogical Implications of AI Integration

Incorporating AI into the English poetry curriculum offers transformative possibilities for both teaching and learning. As classrooms become increasingly globalized, AI equips lecturers with tools to widen the literary scope, making space for voices from varied cultural and geographical backgrounds. This inclusion allows students to meaningfully engage with contemporary concerns and underrepresented literary traditions that conventional curricula may sideline. In doing so, AI helps foster a more inclusive and dynamic learning environment—one that encourages critical thinking, nurtures cultural awareness, and supports the implementation of innovative assessment methods.

A key pedagogical implication of AI integration lies in its capacity to expand classroom discussions to include global and contemporary perspectives. By enabling the inclusion of present-day poets, AI diversifies and energizes class discussions. As Barthes (1977) reminds us, the reader plays a central role in attributing meaning and value to a text, suggesting that the literary Canon—often upheld for its perceived "noble values" should not monopolize classroom material. Instead, the student's interpretation, shaped by individual experiences and emotions, becomes essential to literary understanding. This marks a critical departure from the long-standing prioritization of canonical Western poets in English poetry instruction, especially within the Indonesian educational context.

An approach that aligns closely with this pedagogical reorientation is the personal growth approach, which integrates language learning with cultural and emotional exploration. It encourages students to express their own experiences and viewpoints through literary themes (Eliasari, 2018). This model emphasizes that the English poetry curriculum should foster not just comprehension but also self-reflection, critical awareness, and personal development—objectives often underutilized in canonical, interpretation-heavy courses. To illustrate the potential of this approach, the poem "Bioluminescence" by marginalized poet Franny Choi offers a compelling case. Its unique title alone stands apart from the typical selections found in traditional curricula, capturing student interest with its scientific metaphor and contemporary relevance. The poem uses the concept of bioluminescence, light emitted by living organisms, as a metaphor for resilience, identity, and survival in the face of marginalization. Integrating Choi's work into the classroom encourages students to read and interpret literature through the lens of their own lived realities and cultural contexts. For many Indonesian learners, such themes may resonate deeply with experiences related to identity, social pressures, or navigating systemic challenges.

Unlike canonical works by poets such as Maya Angelou, William Blake, or T.S. Eliot, who often engages with abstract or broadly framed global issues, Choi's poetry offers an intimate, relatable connection to lived experience. Her work provides access points for students to analyze resilience and adaptation in ways that mirror their everyday lives, including Indonesia's colonial legacies, regional

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social tensions, or the complexity of growing up in a culturally diverse society. These connections help demystify poetry for learners who might otherwise find the genre intimidating or irrelevant. By reading Choi's Bioluminescence, students gain the opportunity to interpret rich thematic content such as survival, adaptation, and identity, not just from an analytical perspective, but from a place of emotional and cultural relevance. This thematic relevance also helps highlight the underexplored experiences of marginalized Asian communities, which are often missing in curricula shaped by Eurocentric standards. Including such works, therefore, enriches students' literary engagement and provides a gateway into empathy-driven discussions about difference and belonging.

From a pedagogical standpoint, AI contributes significantly to enhancing teaching methods and improving student outcomes by enabling more customized learning experiences. As Syed & Wahas (2020) note, challenges in teaching poetry to English learners often stem from limited language proficiency, reliance on traditional methods, and poorly chosen texts. AI helps address these barriers by enabling lecturers to tailor lessons to students' levels of language mastery, thematic interests, and learning needs. For instance, AI search engines can recommend poems that match specific student reading levels, making literature more accessible to learners who may struggle with complex poetic diction or structure. This is especially important in Indonesia, where many students face difficulties interpreting English poetry due to vocabulary constraints or unfamiliar poetic forms. Rather than overwhelming students with dense or linguistically challenging texts, lecturers can use AI to identify more suitable material. One example is "Home" by Warsan Shire, a Somali-British poet whose accessible language and emotionally powerful themes make her work ideal for English learners. Addressing pressing issues such as displacement and migration, "Home" demonstrates how powerful poetry can remain linguistically approachable while tackling globally significant subjects.

Moreover, AI can assess and match poetic texts to students' proficiency levels. Shire's inclusion as a marginalized poet also serves a dual function; she represents voices outside the mainstream and serves as an example of how AI tools can help educators identify such authors. In this way, AI not only expands the curriculum but also helps educators align their selections with pedagogical goals, from improving comprehension to sparking socio-political discussions.

The integration of AI across different learning platforms ensures that students receive learning experiences that are both enjoyable and effective. It allows for progressive scaffolding, where lecturers can introduce increasingly complex material in response to students' growing confidence and skills. In short, AI empowers educators to design flexible, inclusive, and responsive poetry curricula that resonate with learners' lives while preserving academic rigor. Through this technological support, English poetry education in Indonesia can become more equitable, imaginative, and transformative.

CONCLUSION AND SUGGESTIONS

This review paper underscores the urgent need to rethink how English poetry is taught in Indonesian university classrooms. While canonical poets from Western literary traditions, such as William Shakespeare and Alfred Lord Tennyson, continue to hold an important place in the curriculum, their works alone are no longer sufficient to capture the diverse voices and contemporary issues that resonate with today's students. Poets from underrepresented communities increasingly write about themes such as identity, inequality, displacement, and the impact of digital life—subjects that are deeply relevant to modern learners but remain underrepresented in conventional teaching materials.

Enhancing the poetry curriculum does not imply discarding the classics, but rather rebalancing the selection to include a broader spectrum of poetic voices. This inclusive approach can foster deeper student engagement, promote critical thinking, and reflect a more global and contemporary literary landscape. Academic institutions and educators are thus encouraged to collaborate in selecting poetry that is intellectually stimulating, culturally meaningful, and linguistically accessible to students, particularly those who are still developing their English proficiency.

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Artificial Intelligence offers promising support in this transformation. AI-driven tools can help uncover a wide range of poets and poems that are frequently overlooked in traditional curriculum design. Through keyword-based searches and language-level recommendations, these tools enable educators to locate thematically relevant, accessible, and diverse literary texts. In doing so, AI can assist in creating a more inclusive and meaningful learning experience, one that bridges canonical literature with the lived realities of students in the twenty-first century.

This review draws on publicly available academic resources, including university-level RPS (Rencana Pembelajaran Semester) documents, curriculum guidelines, and relevant scholarly literature. It does not include empirical research such as classroom observations, interviews with educators or students, or the direct application of AI tools in pedagogical settings. Consequently, the findings and reflections presented here provide a general overview of existing practices and future possibilities, rather than an exhaustive account of implementation across Indonesia's higher education landscape. Moreover, only a limited sample of curriculum documents was examined, and as such, the examples discussed may not fully represent national trends.

Future research can build on this review by exploring how AI technologies are being applied in real-time classroom environments to enhance the teaching and learning of English poetry. Studies involving interviews and classroom-based observations could offer valuable insights into the practical challenges and successes of integrating AI into literature instruction. In addition, further investigations could explore the design of AI-powered tools not only for poem selection but also for helping students analyze and even compose poetry. Such initiatives would contribute to a more inclusive, interactive, and culturally responsive literature education—one that aligns with the needs and expectations of twenty-first-century learners.

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