

Creative Writing and Lampung Language Revitalization for Generation Z in Literary Camp

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Abstract

This study aims to describe the application of the Literary Camp method in creative writing in the field of Lampung language literature for Generation Z. The study used a qualitative method with a descriptive approach. The research subjects were 20 literary camp participants consisting of junior high school students, high school students, and university students throughout Lampung. The study was conducted at Villa Dangau Kedaung, Lampung, on April 6-9, 2026. Data collection techniques included participant observation, documentation of literary works, and in-depth interviews. Data were analyzed using the Miles, Huberman, and Saldana model through the stages of data reduction, data presentation, and drawing conclusions. Data validity was guaranteed through triangulation of sources and methods. The results of the study showed that: (1) the literary camp method significantly improved the quality of participants' creative writing, both in terms of diction, local wisdom themes, and courage to express themselves; (2) the process of translating literary works from Indonesian to Lampung (Pepadun and Saibatin dialects) was successfully carried out by participants with academic guidance; and (3) an anthology of literary works entitled *Seaninongan Batas Atas yang Dijaga Angin*, which contains 38 works (11 short stories and 27 poems), was successfully published as the final product of the program. It can be concluded that the literary camp method is effective as a local culture-based learning model to increase literary literacy while encouraging the preservation of the Lampung language among generation Z.

Keywords

Literature Camp; Creative Writing; Lampung Language; Generation Z; Local Wisdom



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INTRODUCTION

The introduction should briefly place the study in a broad context and highlight why it is Regional languages and literature are an important part of a society's cultural identity because they serve as a vehicle for expression, communication, and the transmission of noble values. Regional languages serve not only as a means of communication, but also as a symbol of collective identity that distinguishes one ethnic group from another (Rusidi et al., 2025). Through

language, communities are able to preserve their outlook on life, value systems, and social norms that have been passed down from generation to generation. Meanwhile, regional literature reflects the soul and feelings of the community, giving rise to works of high aesthetic value, such as short stories and poetry filled with moral messages and philosophies of life (Adam, 2025). Therefore, regional languages and literature must be understood not only as a means of communication, but also as instruments for preserving national identity that strengthen Indonesia's cultural diversity (Dewi, 2025; Misriani et al., 2022).

In Lampung Province, Lampung language and literature occupy a strategic position as symbols of the existence and identity of its people. Lampung literature contains teachings on ethics, wisdom, and respect for the environment and fellow human beings, thus playing a vital role in fostering the character and cultural sensitivity of the younger generation. The use of Lampung language in everyday life and the introduction of Lampung literature in educational settings are key to maintaining the existence of regional culture amidst the increasingly strong current of modernization (Andina, 2023; Budiono et al., 2023). Moreover, Lampung language and literature contain a wealth of cultural values, morals, and local wisdom that are crucial for shaping the character and identity of Lampung's younger generation.

However, in the era of globalization, the younger generation's interest in the Lampung language and literature is declining. This phenomenon is caused by the dominance of the national language and foreign languages, especially English, which dominate various aspects of life from education, mass media, to the digital world (Sapiah et al., 2025). Advances in information and communication technology create new interaction spaces that tend to prioritize global languages, while the use of regional languages is increasingly marginalized. Social media platforms, digital entertainment content, and education systems that emphasize mastery of international languages have accelerated this language shift process (Siahaan & Chairani, 2025). UNESCO data (Evans, 2022) notes that more than half of the world's regional languages are threatened with extinction due to lack of intergenerational transmission, and the Lampung language is included in the category of languages that require special attention. The Lampung language is predicted to become extinct in the next few decades according to sociolinguistic research, so revitalization is very urgent to ensure that this mother tongue and cultural heritage are not lost to time. Prof. Asim Gunarwan, Professor of Sociolinguistics from the University of Indonesia (UI) in his research in 1984 and 1994 predicted that the Lampung language would become extinct within 75 years since the research was released.

This situation is exacerbated by the characteristics of Generation Z, born between 1997 and 2012 and growing up in a fast-paced digital ecosystem (Bărbuceanu, 2020; Essafi & Belfakir, 2025). Generation Z is known to have a strong preference for visual and interactive technology-based learning, so conventional approaches to learning regional languages often fail to capture their attention (Chunta et al., 2021). The ease of obtaining information often makes them less aware of the social values that come from direct interaction, resulting in a tendency to focus on themselves and a diminished concern for the surrounding environment (Lumbu et al., 2025). On the other hand, learning regional languages and literature in schools is often still carried out

conventionally and is not adapted to the learning style of the digital generation who prefer visual and interactive approaches (Wahyuni et al., 2024). As a result, Lampung language and literature are perceived as something old-fashioned and less relevant to modern life. In fact, literary works have been proven to be able to develop empathy, form cross-perspective understanding, and instill cultural values and social norms in students (Purwulan, 2023).

Various studies have demonstrated the effectiveness of innovative approaches in learning regional literature and languages. (Nurgiantoro, 2024) proved that local wisdom-based literature learning can improve students' appreciation and writing skills. (Murdhia & Azzahra, 2021) also found that the transformation of local wisdom-based literature learning in the digital era has been proven to increase student engagement and motivation. (Laksana et al., 2025) also found that a project-based approach is effective in improving students' cultural literacy in West Java. At the international level, (Young & Ferguson, 2020) confirmed that intensive creative writing programs significantly increase adolescents' self-confidence and writing productivity. (Hastuti & Rakhmawati, 2023) added that learning to write short stories based on local wisdom using digital books effectively improves students' creative writing skills. (Ladson-Billings & Dixon, 2021) emphasized that learning rooted in students' culture is more effective in shaping students' identity and motivation to learn, a principle that has been further developed in various studies on culture-based pedagogy (Syam, 2025). These findings indicate that efforts to preserve regional languages and literature require alternative learning models that are innovative, participatory, and based on direct experience so that the younger generation feels the relevance of local culture in their lives.

One method with great potential is the literary camp, an intensive literary residency program that combines creative writing training, mentorship, and publication. This method has been recognized in various literary programs at the national and international levels as an effective way to cultivate writing talent while building participants' cultural awareness (Beach et al., 2022). The experiential learning approach (Taneja et al., 2022) serve as a relevant theoretical basis for this method, where participants learn through direct experience, reflection, and active experimentation in an authentic cultural context. However, academic studies documenting and analyzing the impact of the literary camp method on creative writing skills and the preservation of regional languages in Indonesia are still very limited. Therefore, this study aims to describe the application of the Literary Camp method in creative writing in Lampung for Generation Z as an effort to preserve regional languages and literature that are relevant to the needs of today's generation.

METHODS

This study uses a qualitative method with a descriptive approach. The qualitative method was chosen because this study aims to deeply understand the process and meaning behind the implementation of the literary camp, not just measuring the results quantitatively (DeMarrais et al., 2024; Tisdell et al., 2025). The subjects of the study were 20 participants of the 2026 Lampung Literary Camp consisting of 9 poets and 11 short story writers from junior high school, high

school, and university students throughout Lampung. The selection of subjects was carried out through purposive sampling, namely based on the selection of works submitted by 75 applicants. In addition to participants, resource persons and mentors of the literary camp also served as data sources, namely Ari Pahala Hutabarat (poet and director), Arman AZ (short story writer and cultural researcher), Isbedy Stiawan ZS (writer), Yinda Dwi Gustira (academic at Universitas Lampung), and Devin Cumbuan Putri (academic at Universitas Islam Negeri Raden Intan Lampung).

The research was conducted at Villa Dangau Kedaung, Lampung, as the main location of the Literature Camp, and at Nuwa Baca, Lampung Provincial Library Service, as the pre-camp location. The research was conducted on April 6-9, 2026. Data were collected through three techniques, namely (1) participatory observation during the literature camp; (2) documentation of literary works in the form of poetry and short story manuscripts from participants before, during, and after the literature camp; and (3) in-depth interviews with participants, mentors, and committee members. Data analysis used the interactive model of Miles, Huberman, and Saldana (2014) which consists of three stages: (1) data reduction; (2) data presentation in the form of narrative descriptions, tables, and literary quotations; and (3) drawing conclusions/verification based on consistently found patterns. Data validity was guaranteed through triangulation of sources and techniques (Jackson & Mazzei, 2022).

RESULTS AND DISCUSSION

Results

The 2026 Lampung Literary Camp is an intensive literary residency program designed to encourage Generation Z to produce Lampung-language literary works. This activity is carried out in three interconnected phases: selection and pre-camp, intensive literary camp, and editing and publication of the anthology. In the first phase, more than 80 applicants from across Lampung submitted works in the form of poetry or short stories as a selection requirement. From the selection process, 20 participants were selected, representing Generation Z, namely students and young people aged 15 to 24 from various schools and communities in Lampung.

The second phase took place over a week at Villa Dangau Kedaung, a conducive environment free from digital distractions. In general, the intensive literature camp activities were divided into four main stages, as presented in table 1.

Table 1. Schedule and Stages of Implementation of the Literature Camp

Stage	Activity	Description
I	Orientation & Briefing	Introduction to the concept, history, and cultural values of Lampung literature; provision of techniques for writing poetry and short stories in Lampung by resource persons.

II	Exploration & Writing	Environmental observation and cultural exploration as sources of ideas; independent writing of initial drafts of Lampung-language poetry and short stories.
III	Revision & Editing	Group discussions, individual guidance, and editing of language and text structure with senior writers.
IV	Publication & Reading of Works	Finalization of the work, printing of the anthology, book launch, and reading of the work by each participant in front of the audience.

Source: Researcher Data Processing Results

Literary Camp Implementation Process

In the first phase, participants received material from speakers who are competent in their respective fields. Ari Pahala Hutabarat guided poetry writing, Arman AZ guided short story writing and cultural research, and Isbedy Stiawan ZS shared his writing experiences. The material included an introduction to the Lampung script and vocabulary, the history of the development of regional literature, and basic techniques for writing poetry and short stories in the Lampung language.

An innovative component that distinguishes the 2026 Lampung Literature Camp from similar programs is the translation workshop facilitated by Yinda Dwi Gustira (Universitas Lampung) and Devin Cumbuan Putri (Universitas Islam Negeri Raden Intan Lampung). In this workshop, participants are introduced to two Lampung dialects: Pepadun (dialect O) and Saibatin (dialect A). Participants not only learn equivalents but also understand the cultural context of language use, including formal registers of customs and poetic expressions in Lampung's oral tradition.

"I never imagined the Lampung language was this rich. When I was learning to translate, I realized that many words don't have Indonesian equivalents because they specifically describe our traditions. It makes me both proud and regretful that I didn't learn them sooner." (Yuvanka, a student at Xaverius Middle School in Bandar Lampung)

Participants' Creative Writing Ability

Participants' creative writing abilities were analyzed based on the work produced during the activity, using an assessment rubric that covered four aspects: (1) appropriateness of Lampung language use, (2) creativity and originality of ideas, (3) text structure and coherence, and (4) aesthetic value and beauty of language. The assessment was carried out by two independent assessors who were experts in Lampung literature and language. Inter-rater reliability was calculated using Cohen's Kappa coefficient to ensure consistency of assessment.

Table 2. Results of the Participants' Creative Writing Ability Assessment

No.	Assessment Aspects	Poetry (Average)	Short Story (Average)	Category
1	Suitability of the use of Lampung language	78.4	74.2	Good
2	Creativity and originality of ideas	82.1	79.6	Good
3	Text structure and coherence	70.3	76.8	Good
4	Aesthetic value and beauty of language	80.5	72.4	Good
Overall Average		77.8	75.8	Good

Source: Researcher Data Processing Results

Literary Works Produced

During the Literary Camp, participants succeeded in producing literary works in Lampung which were then published in official anthologies.

Table 3. Number and Characteristics of Literary Works Produced

No.	Type of Work	Amount	Published	Dominant Theme
1	Poetry in Lampung Language	27 titles	27 titles	Nature, cultural identity, traditional traditions, longing for hometown
2	Short Stories in Lampung	11 titles	11 titles	Social life, customs, customary land ownership, teenage friendship
Total		38 titles	38 titles	

Source: Researcher Data Processing Results

Table 4. Poetry Literary Works

No	Name	Poem Title	Origin
1	Aini Kamelia	Who Once Lived, But Never Had Time to Be Inherited On the threshold Humming in the Rain	Senior High School 1 Pesisir Tengah, Krui, Pesisir Barat Regency
2	Laura Masyitha Alya Nurdiyono	At the corner of Tanjungkarang Station Fiber in Silence	Students of Teknokrat Indonesia University

		Brewing Noodles While He Sleeps	
3	M. Alif Al Ghifari	Kedaung Dam Seaninongan	State Senior High School 1 Pesisir Tengah, Pesisir Barat Regency
4	Selsa Alfira Vidya	This April Kedaung Haven't had time to finish it yet Pepper in Stripes	State Senior High School 1 Menggala, Tulang Bawang
5	Imamatu Solihah	Name That Lives In Action How Nature Adapts Something Was Left Among Those Silent Tents	High School in East Ogan Komering Ulu
6	Truly Indah Mitra Sari	Land of Lampung Piil Pesenggiri, the Life Arranger Ink Scratch, Starting a Story	Muhammadiyah Junior High School Banyuwangi, Pringsewu Regency, Lampung
7	Karaissa Naraya Baginda	Meet Nyimah Crown at the Tip of Sumatra Full Story Notes	Daarul 'Ilmi IT Middle School, Bandar Lampung
8	Ara Atifa Azucena	Echoes That Refuse to Go Home Salty Remains on the Veranda The Direction That Always Leads Home	Senior High School 9 Bandar Lampung
9	Rina Riantina	Today, Tanjungkarang Brewing Laughter in a Bamboo Hut Dangau Corridor	Students of the Faculty of Teacher Training and Education, University of Lampung

Table 4 above shows a list of participating poets and their poem titles produced during the 2026 Lampung Literature Camp. Nine participants successfully produced 27 Lampung-language poems with diverse themes, ranging from local wisdom, cultural identity, to personal experiences during the event. Poem titles such as *Seaninongan*, *Nemui Nyimah*, and *Piil Pesenggiri*, *The Life Styler* reflect the participants' success in internalizing Lampung cultural values and vocabulary into their creative works.

Table 5. Short Story Literary Works

No	Name	Short Story Title	Origin
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1	Cykal Qv Putri	Ichiya	Wind-Guarded Limit	Upper	State Senior High School 7 Bandar Lampung
2	Alisza Azahra	Nasabilla	First Step		Al-Huda High School, Jati Agung, South Lampung
3	Ramadan Jaya		Unfinished Stilt House		Students of the Faculty of Social and Political Sciences, University of Lampung
4	Siti Fitriani	Nurdina	Elephant In My Head		Pringsewu Regency, Lampung
5	Khendra Putra Al-Kautsar		Promise in the Land of Lampung		Muhammadiyah Ahmad Dahlan Middle School (MuAd) Metro, Lampung
6	Sinta Dewi	Nurmala	The Lamp Behind the Candle Veil		Students of Muhammadiyah University of Lampung, Bandar Lampung
7	Risma Pramudita		Behind the Sekura Mask		Students of Muhammadiyah University of Kotabumi
8	Yuvanka Prasista		Bright Lens		Junior High School
9	Amanda Sharfina Mahawisnu		One Rhythm of Drumming in the Land of Lampung		Student
10	Dian Alia Ananta		Silent Song of the Old Village		Al-Ma'arif High School 05 Padang Ratu, Central Lampung
11	Muhammad Hatta		Selected Land		State Senior High School 9 Bandar Lampung

Table 5 above presents a list of short story participants and the titles of their works produced during the 2026 Lampung Literature Camp. Eleven participants successfully completed 11 Lampung-language short stories addressing themes of social life, customs, and local cultural identity. Titles such as "*The Upper Limit Guarded by the Wind*," "*Behind the Sekura Mask*," and "*Land of Choice*" reflect the participants' sensitivity to Lampung's rich traditions and nature as a source of authentic creative inspiration.

The Effectiveness of the Literary Camp Method in Creative Literary Writing

The Literary Camp method is effective as an approach to learning creative writing in Lampung for Generation Z. This effectiveness is reflected in three main achievements, namely all participants succeeded in producing Lampung-language literary works that are worthy of

publication, the average writing ability score is in the Good category, and there is an increase in the proportion of local culture-based themes from 40% in the selected works to 84% in the final works.

The advantage of this method lies in the application of the principle of experiential learning. (Passarelli & Kolb, 2023), where participants undergo a full cycle of concrete experience (cultural exploration and writing), reflection (discussion and guidance), conceptualization (translation and revision workshops), and active experimentation (publishing and public readings). This experiential learning cycle aligns with findings (Setiawan, 2025) that direct, experiential learning consistently produces more meaningful and lasting learning outcomes than purely instructivist approaches. Unlike conventional literature learning, where the end product is merely a class assignment, Literary Camp provides authentic experiences as real writers. These findings align with (Endraswara, 2024) those who assert that literary learning will be more meaningful when conducted in an authentic, immersive environment that supports direct creative expression.

The conducive camping environment, away from digital distractions and surrounded by nature, also contributes significantly. Research (Slattery et al., 2020) shows that creative workshops in a psychologically supportive environment can enhance participants' capacity to express themselves and construct authentic personal narratives. The communal atmosphere created encourages participants to share ideas, provide constructive feedback, and encourage one another. This positive social dynamic creates a psychologically safe learning environment, allowing participants to feel free to experiment with language and ideas without fear of judgment.

Creative Writing Skills Profile of Generation Z in Lampung Language

The creative writing ability profile of Generation Z participants in this study shows an interesting pattern: creativity and originality of ideas are key strengths, while mastering formal Lampung language rules remains a challenge. This phenomenon can be understood through the characteristics of Generation Z, who are known to be creative and expressive, yet have limited exposure to regional languages in their daily lives (Racolța-Paina & Irini, 2021; Tiedt et al., 2021).

The higher aesthetic score of poetry (80.5) compared to short stories (72.4) indicates that the poetry genre is more accessible to beginner participants. Poetry provides greater freedom of expression with a more flexible structure, allowing participants to focus on expressing ideas and feelings without being burdened by the demands of lengthy narratives. This finding is consistent with research (Widodo et al., 2024) showing that optimizing creative thinking in poetry writing learning in high schools can be achieved through an approach that frees students' expression from excessive formal constraints. However, the relatively high average score for short stories (75.8) indicates that intensive guidance during the camp was able to help participants overcome the technical challenges of writing short stories in Lampung in a

relatively short time.

The low value of the text structure aspect in poetry (70.3) reflects the general condition of the younger generation whose use of Lampung language in formal contexts is decreasing due to the dominance of Indonesian and English (Varary Mechwafanitiara Cantika et al., 2025). This condition is supported by findings (Suhassatya, 2025) documenting that the implementation of regional language revitalization in Lampung Province still faces major challenges, especially in the regeneration of active speakers among the younger generation. However, the fact that all participants were still able to produce works worthy of publication actually shows that the biggest obstacle is not creativity, but rather access to adequate models and guidance, a gap that can be bridged by programs such as Kemah Sastra.

Language Translation Innovation as a Revitalization Strategy

The language translation component is the most important innovation that distinguishes the 2026 Lampung Literature Camp from similar programs. Through workshops that introduce participants to the two dialects of Pepadun and Saibatin, participants not only learn to write but are actively positioned as agents of regional language transmission. This strategy is relevant to the concept of language revitalization through arts developed by (Brandon Wiltshire et al., 2024), which emphasizes that art and literature are the most effective pathways to revitalizing endangered languages because they provide intrinsic motivation for young speakers. (Paul J Meighan, 2021) also emphasizes that technology and art play complementary roles in the decolonization and revitalization of indigenous languages, where creative expression is the primary vehicle for intergenerational transmission.

organic (Apri Damai Sagita Krissandi, 2021) use of traditional vocabulary such as *seaninongan*, *buak tat*, and *ina batin* in the participants' works proves that the linguistic understanding gained is not rote, but internalized through creative practice. This aligns with findings showing that the integration of local wisdom in literary learning produces more authentic and meaningful works for young writers. (Farida Jaeka & Randa Anggarista, 2022) added that community-based revitalization of oral literature, as practiced in the 2026 Lampung Literature Camp, has proven effective in modeling the transmission of regional languages and literature among young people.

Publishing Works as a Strengthening of Identity and Motivation

Seaninongan Batas Atas yang Dijaga Angin anthology is not merely an administrative end product, but rather a powerful pedagogical instrument. From an educational psychology perspective, publication provides significant positive reinforcement for participants (Thomas I. Vaughan-Johnston & Jill A. Jacobson, 2020). When their work is publicly read, participants feel that their creative efforts have real value and impact, which in turn increases their confidence and commitment to future writing activities. This aligns with findings (Yeoun Soo Kim-Godwin et al., 2020) that prove that creative writing programs that provide a space for expression in a safe atmosphere with positive feedback significantly increase adolescents' self-

efficacy and self-esteem. This is fundamentally different from literary learning models where the final product is simply collected as a class assignment.

The process of publishing Lampung-language works by Generation Z holds profound cultural significance. This anthology serves as concrete evidence that young people are capable and willing to use Lampung as a medium for creative expression. It also serves as important documentation of Generation Z's vision of Lampung's identity, culture, and nature. This directly contributes to the revitalization of the Lampung language, which is considered (Christopher Moseley, 2023) a regional language requiring serious attention for the regeneration of its speakers.

The public reading of the work on the final day also formed a positive association between the Lampung language and a sense of pride, achievement, and social recognition. This kind of affective experience is important because, as shown by (Artëm Ingmar Benediktsson, 2024) the concept of *culturally relevant pedagogy*, learning that is rooted in the students' culture and provides meaningful emotional experiences is proven to be more effective in shaping their identity and long-term learning motivation. (Indri Suwarti et al., 2025) updated these findings in the Indonesian context, proving that the local culture-based writing teaching strategy encourages deep reflection, critical engagement, and higher motivation among high school students.

Supporting Factors, Inhibitors, and Implications

The success of the 2026 Lampung Literature Camp was underpinned by several key supporting factors. First, the three-pillar collaboration between higher education institutions (the University of Lampung and Raden Intan State Islamic University of Lampung), the literary community (Lamban Sastra), and government support through the Indonesian Fund resulted in a high-quality and impactful program. Second, the availability of competent resource persons not only in writing techniques but also with a deep mastery of the Lampung language and culture. Third, the activity design, which encompasses the full cycle from selection to publication, provides a comprehensive and meaningful experience.

Several challenges require attention for future program development. Limited mastery of Lampung vocabulary and grammar among participants necessitates increased mentoring time. This is consistent with findings (Inriani Rani & Arief Fiddienika, 2024) on the challenges of regional language revitalization in Lampung, which highlight the limited availability of teaching materials and mentoring outside of formal school settings. Differences in language and literary backgrounds among participants also create gaps that require a more differentiated mentoring approach.

Overall, the findings of this study have important implications for education and cultural policy. Literature camp programs need to be more widely adopted as a non-formal model that complements regional language and literature learning in schools. (Furtasan Ali Yusuf, 2023) A meta-analysis found that local wisdom-based learning media consistently have a positive impact on the character and cultural identity of students in Indonesia, reinforcing

the urgency of integrating local values in the design of similar programs. Integrating translation components into literature programs needs to become a standard strategy for regenerating active regional language speakers among Generation Z.

CONCLUSION

The Literary Camp method has proven effective as a creative learning model based on local culture to improve creative writing skills in Lampung language among Generation Z. The three main research achievements, namely (1) all participants produced works worthy of publication, (2) the average writing ability score in the Good category (poetry 77.8 and short stories 75.8), and (3) an increase in the proportion of culture-based themes from 40% to 84% prove the effectiveness of the immersive, authentic, and product-oriented literary residency approach. The language translation component is the most important innovation that positions participants as active transmission agents of the Lampung language. The publication of the anthology as the final product provides long-term identity strengthening and motivation for participants.

For further research, it can be done: (1) Similar literary camp programs need to be replicated and supported institutionally by local governments and universities as a standardized model for revitalizing regional languages and literature. (2) It is necessary to develop validated assessment instruments for creative writing skills in regional languages for use in similar programs. (3) Further research with a longitudinal design is needed to measure the long-term impact of the Literature Camp on participants' commitment to using and developing the Lampung language after the program ends. (4) Cross-institutional collaboration needs to be strengthened and formalized through an MoU to ensure the sustainability of the program..

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