

## ABSTRAK

Cahaya Aji Saputra, 2025. *Implementasi Teknologi Artificial Intelligence Dalam Pembelajaran Menulis Bahasa Indonesia Untuk Mengembangkan Kreativitas Dan Kolaborasi Siswa Kelas Tinggi SD Negeri 3 Sonobekel Tanjunganom Nganjuk*. Tesis. Madiun: Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Prof. Dr. Muhammad Hanif, MM, M.Pd., (II) Dr. Erlik Widiyani Styati, M.Pd.

**Kata kunci:** *Artificial Intelligence, Pembelajaran Bahasa Indonesia, Kreativitas, Kolaborasi, Sekolah Dasar.*

Perkembangan teknologi kecerdasan buatan (Artificial Intelligence/AI) telah membawa perubahan signifikan dalam dunia pendidikan, termasuk pembelajaran Bahasa Indonesia di sekolah dasar. Namun, pembelajaran di tingkat dasar masih cenderung berpusat pada guru dan menekankan hafalan, sehingga kurang memberi ruang bagi pengembangan kreativitas dan kolaborasi siswa. Penelitian ini bertujuan untuk mendeskripsikan implementasi teknologi AI dalam pembelajaran menulis Bahasa Indonesia di SD Negeri 3 Sonobekel Kabupaten Nganjuk, serta menganalisis bagaimana teknologi tersebut dapat menumbuhkan kreativitas dan kolaborasi siswa kelas tinggi, sekaligus mengidentifikasi faktor-faktor pendukung dan penghambatnya.

Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan lokasi di SD Negeri 3 Sonobekel Kecamatan Tanjunganom, Kabupaten Nganjuk. Sumber data terdiri atas guru, siswa, dan kepala sekolah. Data dikumpulkan melalui observasi partisipatif, wawancara mendalam, dan studi dokumentasi. Analisis data menggunakan model interaktif Miles dan Huberman yang meliputi reduksi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Keabsahan data dijamin melalui triangulasi sumber, teknik, dan waktu.

Hasil penelitian menunjukkan bahwa penerapan AI melalui aplikasi seperti ChatGPT, Canva AI, dan Grammarly dapat meningkatkan kreativitas siswa dalam menulis dan berekspresi bahasa secara orisinal, serta memperkuat kolaborasi antar siswa dalam aktivitas belajar berbasis proyek. Guru berperan sebagai fasilitator yang membimbing siswa dalam memanfaatkan AI secara etis dan produktif. Faktor penghambat utama meliputi keterbatasan infrastruktur, literasi digital guru, dan kestabilan jaringan internet. Penelitian ini merekomendasikan perlunya pelatihan literasi AI bagi guru serta pengembangan kebijakan pendidikan dasar yang mendukung integrasi teknologi AI secara kontekstual dan berkelanjutan.

## ABSTRACT

Cahya Aji Saputra, 2025. *Implementation of Artificial Intelligence Technology in Indonesian Language Writing Learning to Develop Creativity and Collaboration of Upper Grade Students at SD Negeri 3 Sonobekel Tanjunganom Nganjuk*. Thesis. Madiun: Master of Indonesian Language and Literature Education Program, Graduate School, PGRI University Madiun. Supervisors (I) Prof. Dr. Muhammad Hanif, MM, M.Pd., (II) Dr. Erlik Widiyani Styati, M.Pd.

**Keywords:** *Artificial Intelligence, Indonesian Language Learning, Creativity, Collaboration, Elementary School.*

The development of artificial intelligence (AI) technology has brought significant changes to the field of education, including the teaching of the Indonesian language in elementary schools. However, learning at the elementary level still tends to be teacher-centered and emphasizes memorization, thereby providing little room for the development of students' creativity and collaboration. This study aims to describe the implementation of AI technology in teaching Indonesian writing at SD Negeri 3 Sonobekel, Nganjuk Regency, as well as to analyze how this technology can foster creativity and collaboration among upper-grade students, while also identifying supporting and inhibiting factors.

This study uses a descriptive qualitative approach with the location at SD Negeri 3 Sonobekel, Tanjunganom District, Nganjuk Regency. Data sources consist of teachers, students, and the school principal. Data were collected through participant observation, in-depth interviews, and document studies. Data analysis used the interactive model of Miles and Huberman, which includes data reduction, data presentation, as well as drawing and verifying conclusions. The validity of the data is ensured through triangulation of sources, techniques, and time.

The research results indicate that the implementation of AI through applications such as ChatGPT, Canva AI, and Grammarly can enhance students' creativity in writing and expressing language originally, as well as strengthen collaboration among students in project-based learning activities. Teachers act as facilitators who guide students in utilizing AI ethically and productively. The main inhibiting factors include limited infrastructure, teacher digital literacy, and internet network stability. This study recommends the need for AI literacy training for teachers and the development of basic education policies that support the contextual and sustainable integration of AI technology.