

ABSTRAK

Anang Agung Haries Setyanto, 2025. Penerapan project base learning (pbl) dengan media (ai) chatgpt dalam pembelajaran menulis peserta didik kelas v (lima) sd negeri babadan kecamatan pace kabupaten nganjuk. Thesis. Madiun: Program Studi Magister Pendidikan Bahasa dan sastra Indonesia, Sekolah Pascasarjana, Universitas PGRI Madiun. Pembimbing (1) Dr. Lulus Irawati, S.S., M.Pd. (2) Dr. Sigit Ricahyono, S.S., M.Pd.

Kata kunci: Project Based Learning, ChatGPT, Pembelajaran Menulis , Sekolah Dasar, Kecerdasan Buatan

Penelitian ini bertujuan untuk mendeskripsikan penerapan model Project Based Learning (PBL) yang terintegrasi dengan media kecerdasan buatan (AI) ChatGPT dalam pembelajaran menulis peserta didik kelas V SD Negeri Babadan Kecamatan Pace Kabupaten Nganjuk tahun 2026, serta mengidentifikasi kendala dan solusi dalam pelaksanaannya. Penelitian ini dilatarbelakangi oleh rendahnya kemampuan menulis peserta didik sekolah dasar, terutama dalam pengembangan ide, penyusunan kalimat, dan motivasi belajar. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Subjek penelitian meliputi kepala sekolah, guru kelas V, dan peserta didik kelas V. Teknik pengumpulan data dilakukan melalui observasi, wawancara mendalam, dan dokumentasi. Analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan, sedangkan keabsahan data diuji melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa penerapan PBL dengan media ChatGPT dilaksanakan melalui tahap perencanaan proyek, pelaksanaan kegiatan menulis berbasis proyek, pemanfaatan ChatGPT sebagai media bantu pengembangan ide dan perbaikan struktur tulisan, serta evaluasi hasil proyek. Penerapan model ini mampu meningkatkan keterlibatan, motivasi, dan kepercayaan diri peserta didik dalam menulis. Kendala yang ditemukan meliputi keterbatasan fasilitas teknologi, perbedaan kemampuan literasi digital peserta didik, serta perlunya pendampingan guru agar peserta didik tidak bergantung sepenuhnya pada AI. Solusi yang dilakukan berupa pendampingan intensif guru, pengaturan penggunaan ChatGPT secara bijak, dan dukungan sekolah

ABSTRACT

Anang Agung Haries Setyanto, 2025. The Implementation of Project Based Learning (PBL) Integrated with AI ChatGPT Media in Teaching Writing to Fifth-Grade Students at SD Negeri Babadan, Pace District, Nganjuk Regency. Thesis. Madiun: Master's Program in Indonesian Language and Literature Education, Graduate School, Universitas PGRI Madiun. Advisor Dr. Lulus Irawati, S.S., M.Pd., Dr. Sigit Ricahyono, S.S., M.Pd.

Keywords: Project Based Learning, ChatGPT, Writing Skills, Elementary School, Artificial Intelligence

This study aims to describe the implementation of Project Based Learning (PBL) integrated with Artificial Intelligence (AI) media, namely ChatGPT, in teaching writing skills to fifth-grade students at SD Negeri Babadan, Pace District, Nganjuk Regency, in 2026, as well as to identify the challenges and solutions in its implementation. This research was motivated by the low writing ability of elementary school students, particularly in idea development, sentence organization, and learning motivation. This study employed a qualitative descriptive approach. The research subjects included the school principal, the fifth-grade teacher, and fifth-grade students. Data were collected through observation, in-depth interviews, and documentation. Data analysis was conducted through data reduction, data display, and conclusion drawing, while data validity was ensured through source and technique triangulation. The findings indicate that the implementation of PBL integrated with ChatGPT was carried out through project planning, project-based writing activities, the use of ChatGPT to support idea development and improve writing structure, and project evaluation. This model increased students' engagement, motivation, and confidence in writing. The challenges identified included limited technological facilities, differences in students' digital literacy skills, and the need for teacher supervision to prevent overreliance on AI. These challenges were addressed through intensive teacher guidance, controlled use of ChatGPT, and school support