

ABSTRACT

Fitasari, Saskia. 2026. *The Implementation of Differentiated Learning Assisted by Artificial Intelligence (AI) in Writing Fantasy Stories for Seventh Grade Students of SMP Negeri 1 Sukomoro, Magetan Regency*. Thesis. Madiun: Master's Program in Indonesian Language and Literature Education, Graduate School, Universitas PGRI Madiun. Advisors: (I) Prof. Dr. Bambang Eko Hari Cahyono, M.Pd., (II) Dr. Heny Kusuma Widyaningrum, M.Pd.

Keywords: differentiated learning, artificial intelligence (AI), writing fantasy stories.

This study aims to examine the implementation of differentiated learning assisted by Artificial Intelligence (AI) in fantasy story writing for seventh-grade students at SMP Negeri 1 Sukomoro, Magetan Regency, identify the results of its implementation, and discover the obstacles encountered during the learning process. The study employed a descriptive qualitative approach involving an Indonesian language teacher and students of class VII G as the research subjects. Data were collected through observation, interviews, questionnaires, tests, and documentation, then analyzed through the stages of data reduction, data presentation, and conclusion drawing. The results showed that the implementation of AI-assisted differentiated learning was carried out through content, process, and product differentiation. The use of AI helped students develop story ideas, organize plotlines, determine characters and settings, and improve the accuracy of language use in fantasy stories. Learning activities adjusted to students' readiness and characteristics made the learning process more flexible and engaging. The implementation of this learning approach also had a positive impact on students' understanding of fantasy story structures, creativity, motivation, and participation in learning activities. However, several obstacles were still encountered, such as limited internet access, differences in students' ability to use AI, and students' tendency to depend on AI. Based on the findings, AI-assisted differentiated learning can support a more effective fantasy story writing process that is suited to students' learning needs.

ABSTRAK

Fitasari, Saskia. 2026. *Penerapan Pembelajaran Berdiferensiasi Berbantuan Kecerdasan Buatan (AI) dalam Menulis Cerita Fantasi bagi Siswa Kelas VII SMP Negeri 1 Sukomoro Kabupaten Magetan*. Tesis. Madiun: Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Prof. Dr. Bambang Eko Hari Cahyono, M.Pd., (II) Dr. Heny Kusuma Widyaningrum, M.Pd.

Kata kunci: pembelajaran berdiferensiasi, kecerdasan buatan (AI), menulis cerita fantasi.

Penelitian ini bertujuan untuk mengkaji penerapan pembelajaran berdiferensiasi berbantuan kecerdasan buatan (AI) dalam pembelajaran menulis cerita fantasi pada siswa kelas VII SMP Negeri 1 Sukomoro Kabupaten Magetan, mengetahui hasil penerapannya, serta menemukan hambatan yang muncul selama proses pembelajaran. Penelitian menggunakan pendekatan kualitatif deskriptif dengan melibatkan guru Bahasa Indonesia dan siswa kelas VII G sebagai subjek penelitian. Data diperoleh melalui observasi, wawancara, angket, tes, dan dokumentasi, kemudian dianalisis melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penerapan pembelajaran berdiferensiasi berbantuan AI dilakukan melalui diferensiasi konten, proses, dan produk pembelajaran. Pemanfaatan AI membantu siswa mengembangkan ide cerita, menyusun alur, menentukan tokoh dan latar, serta meningkatkan ketepatan penggunaan bahasa dalam cerita fantasi. Penyesuaian pembelajaran dengan kesiapan dan karakteristik siswa menjadikan proses belajar lebih fleksibel dan menarik. Penerapan pembelajaran ini memberikan pengaruh positif terhadap pemahaman struktur cerita fantasi, kreativitas, motivasi, dan keterlibatan siswa dalam pembelajaran. Meskipun masih ditemukan beberapa kendala, seperti keterbatasan akses internet, kemampuan penggunaan AI yang berbeda-beda, serta kecenderungan siswa bergantung pada AI. Berdasarkan temuan penelitian, pembelajaran berdiferensiasi berbantuan AI dapat mendukung pembelajaran menulis cerita fantasi yang lebih efektif dan sesuai dengan kebutuhan siswa.

