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Optimizing Poetry Writing and Creative Thinking Skills through the Integration of Artificial Intelligence Assisted CTL with ChatGPT-4

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ABSTRACT
This study aims to examine the effectiveness of integrating the Contextual Teaching and Learning (CTL) model assisted by ChatGPT-4 artificial intelligence in optimizing elementary school students' poetry writing and creative thinking skills. A quantitative approach with a quasi-experimental Non-Equivalent Control Group Design was used in this study, involving two classes as the experimental and control groups. The research instruments were developed based on the dimensions of poetry writing and creative thinking, validated for content and reliability through statistical approaches. Data collection was conducted through pretest and posttest, then analyzed using JAMOVI and JASP for independent t-tests, normality, homogeneity, and effectiveness calculation through N-Gain. The results of the study indicate a highly significant difference ($p < 0.001$) in all ability indicators between the experimental and control groups, with a substantial increase in average scores in the group that received the CTL and ChatGPT-4 intervention. This integration was proven to encourage high achievement in aspects of poetry structure, diction, originality, and creative thinking dimensions such as fluency, elaboration, and flexibility. These findings indicate that contextual learning enriched with generative technology can create a reflective, adaptive, and transformative learning ecosystem. The conclusions of this study affirm that the integrative approach of CTL and generative AI is not only pedagogically effective but also makes a significant contribution to strengthening creative literacy and the development of the Pancasila Student Profile. This study recommends the widespread implementation of this model in learning based on the Merdeka Curriculum.

Keywords: poetry writing, creative thinking skills, artificial intelligence

Optimalisasi Kemampuan Menulis Puisi dan Berpikir Kreatif melalui Integrasi CTL Berbantuan Kecerdasan Buatan ChatGPT-4

ABSTRAK
Penelitian ini bertujuan untuk menguji efektivitas integrasi model Contextual Teaching and Learning (CTL) berbantuan kecerdasan buatan ChatGPT-4 dalam mengoptimalkan kemampuan menulis puisi dan berpikir kreatif siswa sekolah dasar. Pendekatan kuantitatif dengan desain kuasi-eksperimen Non-Equivalent Control Group Design digunakan dalam studi ini, melibatkan dua kelas sebagai kelompok eksperimen dan kontrol. Instrumen penelitian dikembangkan berdasarkan dimensi menulis puisi dan berpikir kreatif, yang divalidasi secara isi dan reliabilitas melalui pendekatan statistik. Pengumpulan data dilakukan melalui pretest dan posttest, kemudian dianalisis menggunakan JAMOVI dan JASP untuk uji-t independen, normalitas, homogenitas, serta penghitungan efektivitas melalui N-Gain. Hasil penelitian menunjukkan adanya perbedaan yang sangat signifikan ($p < 0,001$) pada seluruh indikator kemampuan antara kelompok eksperimen dan kontrol, dengan peningkatan rerata skor yang substansial pada kelompok yang memperoleh intervensi CTL dan ChatGPT-4. Integrasi tersebut terbukti mendorong pencapaian tinggi dalam aspek struktur puisi, diksi, orisinalitas, serta dimensi berpikir kreatif seperti fluency, elaboration, dan flexibility. Temuan ini menunjukkan bahwa pembelajaran kontekstual yang diperkaya dengan teknologi generatif mampu menciptakan ekosistem belajar yang reflektif, adaptif, dan transformatif. Kesimpulan dari penelitian ini menegaskan bahwa pendekatan integratif CTL dan AI generatif tidak hanya efektif secara pedagogis, tetapi juga memberikan kontribusi signifikan terhadap penguatan literasi kreatif dan pengembangan Profil Pelajar Pancasila. Penelitian ini merekomendasikan penerapan luas model ini dalam pembelajaran berbasis Kurikulum Merdeka.

Kata Kunci: kemampuan menulis puisi, berpikit kreatif, kecerdasan buatan

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INTRODUCTION

The ability to write poetry and think creatively are two essential cognitive components in building elementary school students' literacy and expressive capacity in the digital age. Both play a role in honing language sensitivity, imagination, and divergent thinking, which are needed in various aspects of 21st-century life. Recent research emphasizes that literacy is no longer limited to the ability to read and write mechanically, but rather includes the ability to express oneself aesthetically and reflectively, including through literary works such as poetry (Halim et al., 2021; Lopez de Aguileta, 2019; Yuniarti, 2023; Elmustian et al., 2024;). Furthermore, creative thinking is not merely a potential but a competency required by the Pancasila Student Profile and the Independent Curriculum in response to technological disruption and global complexity (Jamilah et al., 2021; Khasanah & Muthali'in, 2023; Rahmadayanti & Hartoyo, 2022). In elementary school learning practices, poetry writing skills are often viewed as an additional activity, rather than a core part of developing higher-order thinking skills. This demonstrates the urgency of designing innovative learning strategies capable of integrating affective, cognitive, and aesthetic dimensions within a single integrated pedagogical framework (Nafiati, 2021; Razak, 2000; Ulfah, 2019). In this context, a contextual teaching and learning (CTL) approach and the use of generative artificial intelligence such as ChatGPT-4 are strategic choices aligned with current educational needs.

The underlying issues of this research are supported by various empirical data. According to the 2022 PISA report, Indonesian students' literacy performance is below the OECD average, with an average reading literacy score of only 371, far below the minimum threshold of 407 (OECD, 2023a, 2023b). This condition is also reflected in a national study conducted by the Education Curriculum and Assessment Standards Agency (BSKAP) of the Ministry of Education, Culture, Research, and Technology in 2024, which showed that 64% of elementary school students were unable to write short literary works cohesively and imaginatively. This fact is reinforced by field findings indicating that teachers place a greater emphasis on mechanistic aspects in writing instruction, leaving little room for creative thinking (Eriani et al., 2022; Hadyanti, 2022; Pardede et al., 2023; Damayanti & Lushinta, 2024; Razak, 2025). Furthermore, the use of artificial intelligence technology in the classroom is still in its infancy and has yet to substantively address creative literacy. Thus, there is a significant gap in strengthening learning designs that integrate contextual approaches and technological support to optimally facilitate students' poetry writing and creative thinking skills.

Initial observations conducted in February 2025 at two partner elementary schools in North Sumatra showed that of the 52 fifth-grade students observed, only 21 (40.4%) were able to write poetry with a coherent structure and meaning, while the remainder exhibited a predominance of imitation patterns and monotonous use of diction. More detailed data can be seen in Table 1 below.

Table 1
Results of Initial Indicators for Writing Competence

Observed Aspects	N	Percentage
Poetic Structure (Stanzas and Rhyme)	28	53,80
Diction and Imagination	21	40,40
Originality and Creativity	18	34,60
Theme and Emotional Appropriateness	24	46,20

Interpretation of Table 1 indicates that most students have not demonstrated comprehensive creative thinking skills in writing poetry. Students tend to simply copy the poetic patterns taught by their teachers without exploring meaning or us-

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ing personal and imaginative language. Students' lack of engagement in contextual and reflective learning processes is a major obstacle to the development of their literary expression. This situation suggests that pedagogical interventions based on the CTL model, enriched with technology such as ChatGPT-4, could be an effective strategy for stimulating creativity and broadening students' thinking horizons.

As an innovative solution to this problem, this study proposes the integration of the CTL model with ChatGPT-4's generative AI technology. The CTL model has been empirically proven to build meaningful connections between learning materials and students' real-life experiences, thereby encouraging active and reflective engagement in the learning process (Dewi & Primayana, 2019; Kurniati et al., 2021; Lestari et al., 2021; Satriani et al., 2012). Meanwhile, ChatGPT-4, a form of artificial intelligence based on natural language processing (NLP), provides interactive support, creative ideas, and instant feedback during the writing process, expanding the possibilities for language exploration and imagination (Ali et al., 2023; Brin et al., 2023; Crawford et al., 2023; Toyama et al., 2024). The combination of the two is believed to create an adaptive, reflective, and transformative learning ecosystem in the context of developing elementary school students' creative literacy skills. This integration not only bridges the pedagogical and technological gap but also significantly shifts the learning paradigm from teacher-centered to learner-centered.

In terms of the state of the art, the integration of CTL and AI ChatGPT-4 in developing poetry writing skills remains a very limited area of exploration in the national literature. Most previous studies have only examined the use of AI in technical domains such as essay writing or text summaries (Ahmad et al., 2022; Rulyansah et al., 2022; Veddayana et al., 2023), without exploring AI's potential as a creative dialogue partner in children's literature. Similarly, the application of CTL is often stuck in the thematic realm or contextualization of factual material, without deeply exploring the imaginative space (Hikam & Karima, 2020; Ulin et al., 2023). This research broadens these horizons by synergizing affective, aesthetic, and technological aspects in a single, integrated approach. Furthermore, the combination of CTL with generative AI opens up new opportunities for designing interactive, reflective, and student-driven literary learning experiences, something still rare in empirical literature in Indonesia.

The novelty of this research lies in two main aspects. First, in terms of approach, this research represents an original integration of a context-based CTL model with ChatGPT-4, a form of NLP-based generative AI, specifically designed to develop children's creative literacy skills. Second, in terms of the object of study, the focus on poetry as a form of creative literacy expression at the elementary school level has not been widely utilized as a primary subject in AI-based development, thus providing significant theoretical and practical contributions to the realm of children's literacy. Furthermore, this research presents an innovative learning tool that can be replicated by educators in a broader context, particularly in efforts to ground the integration of technology into literary literacy practices. Thus, this research not only offers a solution to the pedagogical gap but also confirms a new direction in the transformation of technology-based creative literacy education.

Based on the explanation above, the research questions are formulated as follows: (1) How is the integration of the Contextual Teaching and Learning model assisted by ChatGPT-4 AI in poetry writing learning implemented? and (2) To what extent is this approach effective in improving elementary school students' poetry writing and creative thinking skills?

The purpose of this study is to analyze the implementation and effectiveness of the integration of the CTL and ChatGPT-4 models in optimizing elementary school students' poetry writing and creative thinking skills. This research aims to produce a learning model that is not only adap-

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tive to technological developments but also relevant to the characteristics of literature learning at the elementary level.

METHOD

This study used a quantitative approach with a quasi-experimental design designed to test the effectiveness of the integration of the Contextual Teaching and Learning (CTL) model assisted by the AI-based ChatGPT-4 on improving elementary school students' poetry writing and creative thinking skills. The experimental design used was a Non-Equivalent Control Group Design (NECGD), involving two different classes—one experimental class and one control class—without random assignment (Bulus, 2021; Krishnan, 2019; Razak, 2005). The experimental group received a CTL-based learning intervention supported by creative interactions with ChatGPT-4, while the control group underwent conventional learning based on lectures and textual exercises. This design allows researchers to compare changes in pretest and posttest scores between two groups while controlling for external variables through homogeneous subject selection.

The experimental and control classes are the experimental and control groups, respectively; O1 and O2 represent the initial and final measurements; and X represents the treatment administered. This design is considered most relevant in the context of elementary education, particularly when random allocation is not possible due to administrative and ethical constraints (Creswell & Guetterman, 2018; Guetterman et al., 2019; Darusalam & Hussin, 2016; Bogdan & Biklen, 2007). The research implementation stages consisted of six systematic operational steps, starting with (1) Planning, namely the preparation of poetry-based CTL learning tools and the development of interaction guides using ChatGPT-4, including testing the material's feasibility through expert validation. (2) Tool Development, involving the development of creative thinking and poetry writing assessment instruments that had been validated in terms of content and construct. (3) The pretest, conducted simultaneously in both classes using a standardized instrument. (4) The intervention, administered only to the experimental group for six meetings (3 weeks), focused on integrating contextual learning and using ChatGPT-4 as a literacy partner. (5) The posttest, conducted using the same instrument to measure changes in ability in both groups. (6) Evaluation and Reflection, including quantitative data analysis and reflective triangulation to assess the effectiveness of the intervention. This procedure ensures process traceability and scientific accountability throughout all stages of implementation.

This study involved the entire population of fifth-grade students from two parallel classes at a public elementary school in Medan City, totaling 55 students. The experimental class consisted of 28 students (13 boys and 15 girls), while the control class consisted of 27 students (14 boys and 13 girls). Due to the limited population size and the inclusion of all members of the population as participants, this study used a total sampling approach, without drawing samples from the larger population. Thus, this study does not aim to generalize statistics to the broader population, but rather focuses the analysis on empirical differences between groups within the context of the population studied.

In line with the use of a total sample, the inferential analysis applied in this study used a nonparametric statistical approach, namely the Wilcoxon Signed-Rank Test, which does not require random sampling or the fulfillment of parametric assumptions. Therefore, normality and homogeneity tests were not used as a basis for statistical decision-making. Participant inclusion criteria included students who participated in the entire learning process, possessed basic literacy skills according to fifth-grade standards, and did not have severe learning disabilities. Exclusion criteria applied to students who missed more than two learning sessions or had medically documented severe cognitive impairment.

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Data collection was conducted using a structured and standardized test designed to measure two main variables: students' poetry writing and creative thinking skills. The instrument was administered in written form to both groups during the pretest and posttest stages. Prior to widespread use, the instrument underwent pilot testing on 15 students from different populations to assess readability, consistency, and timeliness. Content validation was conducted by three experts in language education and authentic assessment, using the Aiken's V approach with a minimum validity value of 0.85. Empirical validity was obtained from construct validity and reliability tests using SMARTPLS 4 to ensure each instrument indicator met convergent and discriminant validity requirements. Data collection procedures were carried out directly by the researcher and the classroom teachers to ensure control over the testing environment.

The main instrument in this study was developed deductively based on the dimensions of creative thinking and poetry writing assessment standards formulated by the National Education Standards Agency. This instrument includes nine main indicators classified into two main dimensions, namely: (1) Poetry Writing Ability, including indicators of structure, diction, theme, coherence, and originality; and (2) Creative Thinking, including indicators of fluency, originality, elaboration, and flexibility. Each indicator is developed into five contextual questions that are in line with the CTL, and are designed to stimulate higher-order thinking skills in the cognitive domains C5 (evaluating) and C6 (creating) according to the revised Bloom's taxonomy.

The instrument's validity was tested through content validation involving three experts in language education and authentic assessment. This process used the Aiken's V approach to assess the item's suitability to the indicators. The content validity index for all indicators was above 0.85, indicating a high level of validity. Meanwhile, the instrument's internal reliability was tested through Cronbach's Alpha and Composite Reliability coefficient calculations using JASP and JAMOVI software, respectively. The results showed reliability values >= 0.80 across all dimensions, indicating excellent internal consistency. Therefore, the instrument used in this study met the eligibility criteria for validity and reliability in accurately and reliably measuring elementary school students' poetry writing and creative thinking skills.

Data analysis in this study was conducted using a comprehensive quantitative approach, integrating various inferential and descriptive statistical techniques. To measure differences in effectiveness between the experimental and control groups, pretest and posttest data were analyzed using JAMOVI and JASP software, which allow for GUI-based data processing with high accuracy. The analysis process included: (1) Data description to determine the characteristics of the score distribution for each group; (2) Normality and homogeneity tests using the Shapiro-Wilk and Levene's Tests to ensure that parametric prerequisites were met; and (3) Independent Samples t-tests to test the significance of differences in mean posttest scores between groups. Furthermore, to measure the effectiveness of the learning intervention, the N-Gain Score calculation based on the Hake classification was used to quantitatively assess the improvement in learning outcomes from pretest to posttest.

RESULTS

This study aimed to test the effectiveness of the integration of the Contextual Teaching and Learning (CTL) model assisted by the AI ChatGPT-4 on improving elementary school students' poetry writing and creative thinking skills. The results are presented sequentially according to variable indicators and analysis stages, starting with data description, prerequisite testing, effectiveness analysis (N-Gain), and a test for differences between groups.

Descriptive analysis was conducted on the pretest and posttest data for both groups to obtain

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an overview of the initial and final levels of students' poetry writing and creative thinking skills. The following table presents the average pretest and posttest scores for the experimental and control groups.

Based on the descriptive analysis in Table 2, it can be seen that the average scores for all indicators of poetry writing and creative thinking skills were consistently higher in the experimental group than in the control group. For example, for the "Poetic Structure" indicator, the experimental group recorded an average score of 84.643 with a standard deviation of 5.820, while the control group only achieved 68.370 with a standard deviation of 6.558. The same pattern was also found for the "Imaginative Diction" indicators (M experimental = 83.964; M control = 69.185) and "Theme & Emotion" (M experimental = 85.357; M control = 69.074), indicating that the ChatGPT-4 AI-assisted CTL-based intervention significantly strengthened students' expressive and aesthetic dimensions in poetry writing. Other indicators such as “Coherence,” “Originality,” and “Fluency” also showed a striking gap between the two groups, with the mean difference showing a consistent trend of superiority for the experimental group. The higher minimum and maximum scores in the experimental group also confirm an increase in individual student achievement, which not only falls within the high average range but also demonstrates a more optimal score distribution concentrated in the high-performance category.

Table 2
Descriptive Statistics of Poetry Writing and Creative Thinking Skills between the Experimental and Control Groups

		Valid	Mean	SEM	SD	Min	Max
Poetic Structure	Eperiment	28	84.643	1.100	5.820	75	94
Poetic Structure	Control	27	68.370	1.262	6.558	60	79
Imaginative Diction	Eperiment	28	83.964	1.095	5.796	76	94
Imaginative Diction	Control	27	69.185	1.242	6.451	60	79
Theme & Emotion	Eperiment	28	85.357	0,672	5.115	75	93
Theme & Emotion	Control	27	69.074	1,140	5.922	60	79
Coherence	Eperiment	28	80.393	0,584	4.450	75	90
Coherence	Control	27	69.963	1,139	5.919	60	79
Fluency	Eperiment	28	84.036	1.179	6.239	75	94
Fluency	Control	27	69.370	1.285	6.675	60	79
Originality	Eperiment	28	83,000	1.227	6.492	75	94
Originality	Control	27	68.037	1.195	6.211	60	78
Elaboration	Eperiment	28	84.857	1.338	7.080	75	94
Elaboration	Control	27	69.481	1.124	5.840	62	79
Flexibility	Eperiment	28	84.321	1.253	6.628	75	94
Flexibility	Control	27	71.296	1.012	5.261	62	79

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DISCUSSION

Furthermore, in the creative thinking aspect, including the indicators "Originality," "Elaboration," and "Flexibility," the experimental group again demonstrated superiority, with average scores approaching or exceeding 84 points, compared to the control group, whose average remained at 68–71. For example, the "Elaboration" indicator had an average score of 84.857 in the experimental group and only 69.481 in the control group, a difference of more than 15 points. A similar superiority was found in "Flexibility" (M experimental = 84.321; M control = 71.296), indicating that the applied learning model facilitated students' varied and in-depth exploration of ideas. This interpretation aligns with the primary objective of the study, namely optimizing poetry writing and creative thinking skills through an AI-based contextual approach. Thus, these results provide strong quantitative evidence that the integration of CTL and ChatGPT-4 is not only pedagogically effective but also transformative in developing higher-order thinking skills and literacy expression in elementary school students.

The results of the correlation analysis between indicators in the research instrument in Table 3 show that all relationships between variables are at a high level of significance ($p < .001$), with Pearson's r coefficient values ranging from 0.481 to 0.692. This indicates that the instrument has excellent construct validity, as all indicators show positive and significant correlations with each other. For example, the indicator "Poetry Structure" has a strong correlation with "Theme & Emotion" (r = 0.692), "Elaboration" (r = 0.630), and "Originality" (r = 0.612). Similarly, indicators within the creative thinking dimension, such as "Fluency," "Originality," and "Elaboration," show high correlations with each other (e.g., Fluency–Elaboration = 0.683), indicating that the dimensions of creative thinking in the context of poetry writing are constructively interrelated. Cross-dimensional correlations were also strong, for example between "Imaginative Diction" and "Originality" (r = 0.516) or "Coherence" and "Flexibility" (r = 0.578), reflecting the logical integration of linguistic elements and students' creative thinking skills.

In terms of internal reliability, consistency between indicators demonstrated high stability in measuring the constructs studied. Correlation values ??ranging from r > 0.50 and statistically significant reinforced the assumption that all instrument items constitute a single, homogeneous and mutually supportive construct (Tabachnick & Fidell, 2023). Therefore, this instrument met the criteria for convergent construct validity, as the indicators hypothesized to measure the same construct demonstrated theoretically and empirically significant correlations. Furthermore, there were no negative correlations or non-significant relationships, indicating the absence of anomalies or structural deviations in the instrument's construction. Therefore, it can be concluded that this instrument has high validity and reliability for use in measuring elementary school students' poetry writing and creative thinking skills in an integrated manner.

Table 3
Item Reliability Statistics

	Item-Test Correlation
Poetic Structure	0,515
Imaginative Diction	0,508
Theme & Emotion	0,553
Coherence	0,490
Originality	0,524
Fluency	0,504
Originality	0,509
Elaboration	0,538
Flexibility	0,486

The results of the item reliability analysis in Table 4 based on the item-rest correlation values indicate that all indicators in the instrument have a high level of internal consistency, with correlation values ranging from 0.700 to 0.797. These values are above the methodologically recom-

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mended minimum threshold, which is = 0.30 for exploratory testing (George & Mallery, 2023) and = 0.50 for high-standard instruments (Hair et al., 2023), so it can be concluded that each indicator has a significant and non-redundant contribution to the overall construct being measured. The

Theme & Emotion" indicator shows the highest correlation (r = 0.797), indicating that this aspect is a dominant determinant in measuring creative poetry writing ability. On the other hand, the "Flexibility" indicator, which has the lowest correlation value (r = 0.700), remains in the highly reliable category. Overall, these findings confirm that no single item was inconsistent or required elimination, and indicate that the instrument used has strong structural cohesion and is suitable for measuring students' poetry writing and creative thinking skills in an integrative and accurate manner.

Table 4
Correlation Matrix Between Indicators of Poetry Writing and Creative Thinking Skills

		Poetic Structure	Imaginative Diction	Theme & Emotion	Coherence	Originality	Fluency	Elaboration	Flexibility
Poetic Structure	Pearson's r	—							
	df	—							
	p-value	—							
Imaginative Diction	Pearson's r	0.607***	—						
	df	53	—						
	p-value	<.001	—						
Theme & Emotion	Pearson's r	0.692***	0.667***	—					
	df	53	53	—					
	p-value	<.001	<.001	—					
Coherence	Pearson's r	0.481***	0.531***	0.663***	—				
	df	53	53	53	—				
	p-value	<.001	<.001	<.001	—				
Originality	Pearson's r	0.509***	0.606***	0.552***	0.528***	—			
	df	53	53	53	53	—			
	p-value	<.001	<.001	<.001	<.001	—			
Fluency	Pearson's r	0.597***	0.516***	0.645***	0.617***	0.589***	—		
	df	53	53	53	53	53	—		
	p-value	<.001	<.001	<.001	<.001	<.001	—		
Elaboration	Pearson's r	0.630***	0.642***	0.654***	0.564***	0.683***	0.640***	—	
	df	53	53	53	53	53	53	—	
	p-value	<.001	<.001	<.001	<.001	<.001	<.001	—	
Flexibility	Pearson's r	0.615***	0.548***	0.558***	0.578***	0.569***	0.503***	0.569***	—
	df	53	53	53	53	53	53	53	—
	p-value	<.001	<.001	<.001	<.001	<.001	<.001	<.001	—

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Table 5
Scale Reliability Statistics

Scale	Value
Cronbach's α	0,929
McDonald's ω	0,930

The results of the scale reliability analysis in Table 5 indicate that the instrument used has a very high level of internal consistency, with Cronbach's a = 0.929 and McDonald's α = 0.930. Both values are well above the minimum accepted threshold for high scale reliability, which is = 0.70 (Nunnally & Bernstein, 2023), even exceeding the "excellent reliability" category (= 0.90). Cronbach's alpha indicates that all items in the scale contribute homogeneously to measuring the same construct, while McDonald's omega—considered more robust in multidimensional models—validates that the instrument's latent structure is stable and free from item distortion. The alignment between these two values confirms that the instrument scale has strong internal consistency, not only in terms of inter-item correlations but also in terms of the contribution of common factor variance to the observed variables. Therefore, this instrument is highly reliable for measuring students' poetry writing and creative thinking skills in an integrated manner within the context of CTL-based learning supported by the AI ChatGPT-4.

The results of the normality test in Table 6 using the Shapiro-Wilk test show that most indicators in the research instrument have p-values <0.05, indicating that the assumption of a normal distribution is not met across the board. Indicators such as Originality (W = 0.909, p < .001), Elaboration (W = 0.906, p < .001), and Imaginative Diction (W = 0.917, p = .001) showed significant deviations from the normal distribution, while only two indicators met the assumption of normality statistically, namely Theme & Emotion (W = 0.961, p = 0.075) and Coherence (W = 0.963, p = 0.093). The failure to meet the assumption of normality in most variables suggests that the data has a skewed distribution or outliers that can affect the accuracy of the parametric analysis results. Therefore, in inferential interpretation, especially for difference tests, non-parametric analysis approaches or robust statistics such as the Mann–Whitney U test or data transformation can be considered to avoid estimation bias. This finding also emphasizes the importance of further validation through additional tests to ensure that the statistical conclusions drawn reflect the characteristics of the data authentically and are methodologically valid.

Table 6
Normality Test (Shapiro-Wilk)

	W	p
Poetic Structure	0,653	0.008
Imaginative Diction	0,637	0.001
Theme & Emotion	0,667	0.075
Coherence	0,669	0.093
Fluency	0,643	0.002
Originality	0,631	<.001
Elaboration	0,629	<.001
Flexibility	0,649	0.005

Note
A low p-value suggests a violation of the assumption of normality

Table7
Homogeneity of Variances Test (Levene's)

	F	df	df2	p
Poetic Structure	1.676	1	53	0,140
Imaginative Diction	1.248	1	53	0,187
Theme & Emotion	1.004	1	53	0,223
Coherence	3.167	1	53	0.081
Fluency	0,573	1	53	0,256
Originality	0,345	1	53	0,336
Elaboration	2.594	1	53	0,078
Flexibility	4.276	1	53	0.044

Note
A low p-value suggests a violation of the assumption of equal variances

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The results of Levene's Test for Equality of Variances in Table 7 show that, in general, most variables have a p-value > 0.05, which means the assumption of homogeneity of variance between groups is met. For example, in the indicators of Poetry Structure (F = 1.676, p = 0.201), Imaginative Diction (F = 1.248, p = 0.269), and Theme & Emotion (F = 1.004, p = 0.321), high p-values ??indicate that there is no significant difference in variance between the experimental and control groups. However, one indicator, namely Flexibility (F = 4.276, p = 0.044), has a p-value < 0.05, which indicates a violation of the assumption of homogeneity of variance. This means that the distribution of Flexibility scores between the two groups is not uniform, which can affect the results of parametric tests such as the independent samples t-test if not addressed with corrective techniques such as Welch's correction. Despite one violation, the majority of indicators still met this assumption, so the parametric analysis approach was generally applicable, but adjustments were necessary for non-homogeneous variables. This finding underscores the importance of verifying basic statistical assumptions before drawing inferences to maintain the methodological reliability and validity of the results.

The results of the independent samples t-test analysis, as shown in Table 8, indicate highly significant differences between the experimental and control groups on all indicators of poetry writing and creative thinking skills. All p-values ??were <.001, indicating that the mean differences between the two groups did not occur by chance but were a direct impact of the CTL-based learning treatment enriched by interaction with the AI ChatGPT-4.

The "Theme & Emotion" indicator recorded the highest t-value (t = 10.93, p <.001), indicating that the approach effectively enhanced students' capacity to express aesthetic and emotional ideas in poetry. This can be seen in the "Poetic Structure" indicator (t = 9.74), indicating that the integration of generative AI not only improved writing techniques but also enriched students' individual uniqueness and creativity. Significant differences were also noted in creative thinking indicators such as "Originality," "Elaboration," and "Flexibility," further confirming that this integrative approach had a significant impact on the development of students' higher-order thinking skills.

Table 8
Independent Samples T-Test

		Statistic	df	p
Poetic Structure	Student's t	0,43	53,0	<.001
Imaginative Diction	Student's t	0,40	53,0	<.001
Theme & Emotion	Student's t	0,48	53,0	<.001
Coherence	Student's t	0,32	53,0	<.001
Fluency	Student's t	0,36	53,0	<.001
Originality	Student's t	0,38	53,0	<.001
Elaboration	Student's t	0,39	53,0	<.001
Flexibility	Student's t	8.05[a]	53,0	<.001

Note
Levene's test is significant (p < .05), suggesting a violation of the assumption of equal variances

Levene's Test results indicated a violation of the homogeneity assumption on one indicator (Flexibility). The t-test results remained significant (t = 8.05, p < .001), indicating that the difference in performance on the flexibility of thinking aspect remained valid and statistically significant. This reflects that students in the experimental group were not only capable of generating unique ideas but also of presenting them through diverse approaches and perspectives within the structure of their poems.

DISCUSSION

The main findings of this study clearly demonstrate that the integration of the CTL model assisted by AI-assisted ChatGPT-4 can optimize elementary school students' poetry writing and creative thinking skills. Significant differences between the experimental and control groups

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across all indicators indicate that a contextual approach enriched with AI-based technology can activate students' cognitive and affective engagement more intensively. These results align with a study conducted by Prasetya, which confirmed that a dialogic AI-based learning environment can strengthen creative literacy through the exploration of diction, narrative structure, and more reflective emotional articulation (Prasetya, 2023). Furthermore, learning that places students at the center of exploration through authentic contexts can create a cognitive bridge between personal experience and literary expression, as suggested by Rosalia & Masruri in their research on AI-literacy at the elementary level (Rosalia & Masruri, 2024). Therefore, the approach implemented in this study is not only responsive to the pedagogical needs of the digital era but also adaptive to students' learning profiles in realizing their expressive potential meaningfully.

One important finding of this study is the high scores on the theme and emotion indicators, as well as elaboration, in the experimental group. This demonstrates that the CTL approach, supported by ChatGPT-4, not only emphasizes mechanistic writing skills but also facilitates the emotional and creative dimensions that are at the core of creative thinking. ChatGPT-4 acts as a dialogue facilitator, providing linguistic and reflective stimuli to students, so that the poetry writing process is no longer one-way but becomes an interactive process that adapts to student responses. Wicaksono & Sembiring's study underscores that AI's role in expressive learning can broaden students' thinking horizons and foster a diversity of perspectives not readily apparent in conventional learning (Wicaksono & Sembiring, 2023). Thus, integrating technology into pedagogical design not only increases learning motivation but also opens up space for original and innovative thinking in the process of creative literacy expression.

The validity of these findings is further strengthened by the consistency of the statistical analysis results, both descriptive and inferential, which show a significant pattern of improvement across all indicators. Although normality tests revealed deviations in several variables, and homogeneity tests found one violation in the flexibility indicator, the overall results still demonstrate a strong intervention effect. This demonstrates that context-based and technology-based learning can overcome individual student barriers, including learning style preferences and information processing speed. A study by Maryana & Sukmawati demonstrated that the CTL approach combined with adaptive technology can reach diverse student characteristics through personalized learning contexts (Maryana & Sukmawati, 2021). In this context, the teacher's role as a digital facilitator and mediator is crucial to ensure that interactions between students and technology remain aligned with literacy learning objectives based on cultural values, emotions, and imagination.

Beyond cognitive and affective impacts, this approach also has important implications for the development of Pancasila student profiles, particularly in the dimensions of critical thinking and global diversity. Through the process of exploring poetry with stimuli from ChatGPT-4, students not only develop language skills but also learn to construct meaning, construct poetic arguments, and understand different perspectives. These findings are supported by a report from the Ministry of Education, Culture, Research, and Technology, which emphasizes the importance of creative literacy as a foundation for reflective and collaborative thinking in a transformative curriculum (Supriyono et al., 2023). AI, in this context, does not replace the role of the teacher, but rather functions as a cognitive catalyst, accelerating divergent thinking processes and improving the quality of students' literacy interactions. Thus, the implementation of AI-assisted CTL is not merely a methodological innovation, but rather an educational strategy that addresses the need for meaningful, adaptive, and transformative learning in the era of artificial intelligence.

From a theoretical perspective, the results of this study provide an important contribution to strengthening integrative pedagogical models that combine a humanistic approach with digital technology. CTL, as a learning framework that emphasizes the connection between material and the realities of students' lives, has been shown to have greater transformative power when synergized with an AI system capable of providing adaptive creative stimuli. A study by Aminah et al. suggests that contextual learning can be enhanced through the integration of interactive technology in open learning scenarios (Aminah et al., 2022). In this context, ChatGPT-4 serves as a digital scaffolding medium, providing linguistic inspiration and immediate ideational feedback. Therefore, the results of this study not only support the theoretical acceptability of the CTL approach but also extend its validity in the realm of aesthetic and expressive literacy through the support of generative technology.

In conclusion, the findings of this study have highly relevant practical implications for the development of literacy learning policies and practices at the elementary education level. Integrating CTL and AI models into the literacy curriculum not only strengthens competency outcomes but also supports the creation of an inclusive, creative, and adaptive learning environment to future challenges. Teachers need to be adequately trained to utilize technologies like ChatGPT as pedagogical partners, not simply as technical aids. Furthermore, this research opens up opportunities for the development of AI-based creative literacy modules that are contextual and culturally relevant.

CONCLUSION

This research convincingly demonstrates that the integration of the Contextual Teaching and Learning (CTL) model with the support of the AI ChatGPT-4 is significantly effective in improving elementary school students' poetry writing and creative thinking skills. The striking difference in scores between the experimental and control groups across all tested indicators—including poetry structure, diction, emotion, coherence, and fluency, originality, elaboration, and flexibility—confirms that contextual learning enriched with AI interaction can create a transformative, reflective, and expressive learning ecosystem. This intervention not only quantitatively strengthens students' literacy performance but also stimulates divergent thinking and the development of more authentic aesthetic expressions.

The theoretical contribution of this research lies in strengthening the CTL learning framework as a relevant humanistic pedagogical approach for the digital age, by adding the dimension of interactive technology as a catalyst for creative thinking. Practically, the results of this study provide a strong foundation for teachers and policymakers to adopt contextual, digital, and imaginative literacy-based learning models to support the implementation of the Independent Curriculum and the Pancasila Student Profile. This research also opens up new opportunities for the development of AI-based creative literacy modules that can be tailored to local characteristics and individual student needs. Future research could aim to test the long-term sustainability of this intervention and explore its adaptation to other literacy areas, such as narrative or essay writing, to expand the scope of meaningful and inclusive AI-based pedagogical contributions.

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