



Utilization of ChatGPT and Suno AI as Multimodal Learning Media in Democracy-Themed Poetry Learning at the Junior High School Level

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Abstract. This study considers the use of two generative artificial intelligence (AI) platforms, ChatGPT and Suno AI, as multimodal learning media in democracy-themed poetry learning at the junior high school (SMP) level. The data for this research stems from two corpora: 20 poems on democratic values (deliberation, tolerance, leadership, rights and obligations, and nationalism) produced by ChatGPT in contexts pertinent to the lived experiences of SMP Muhammadiyah 1 Malang students. Twenty musical compositions were created utilizing Suno AI based on those poems. A descriptive-qualitative method was used through multimodal analysis and musical semiotics. The findings illustrate that ChatGPT-generated poems achieve proportional and contextually appropriate representation of five clusters of democratic values; Suno AI generates pop anthem and Indonesian pop-folk genres that convey democratic character collaborative, inclusive, and collectively spirited that reflects the thematic content of poems; and that the poetry-music pairs generated can have pedagogical importance as a vehicle for literary appreciation, character education, and multimodal literacy. The study outlines a five-phase AI-Assisted Poetry-Music Learning Framework (AAPMLF), proposed with the outcomes from these findings as a framework for Indonesian Language classes at the SMP level within the Merdeka Curriculum framework at a practical stage.

Keywords: ChatGPT; Suno AI; multimodal learning; democracy poetry; junior high school; Merdeka Curriculum; artificial intelligence



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1. Introduction

Poetry teaching at the Junior High School (SMP) level has an interdependent position in literary education; it is strategically integrated as part of the literacy skills that learners are expected to acquire in the Merdeka Curriculum. It also offers a rich domain for reflection in which character values (democracy, etc.) can be nurtured. Nevertheless, several challenges are experienced during poetry learning in Indonesian SMP classrooms, which often remain problematic: low levels of student motivation, absence of innovative models for learning, and a persistent gap between themes in poetry and students' immediate contexts. When poetry is framed by universal values of democracy, deliberation, or justice, students have difficulty understanding it.

With the rise of generative AI platforms such as ChatGPT for text writing and Suno AI for music making, opportunities are available that are not widely exploited in the case of literary learning in Indonesia. In creative writing, ChatGPT has shown high potential as a useful collaborator in guiding learners to use adaptive feedback and overcome early writing barriers.

This enables Suno AI, a text-to-music platform, to convert poem texts into musical compositions that are emotionally and thematically related to the source poems. Indeed, the Merdeka Curriculum incorporates multimodal approaches in Indonesian language learning; students study in more than one communicative modality, which resonates with the Pancasila Student Profile principles focusing on critical reasoning, creativity, and global diversity.

Poetry teaching and learning that involves both text production (ChatGPT) and music adaptation (Suno AI) also constitutes a specific example of multimodal learning that has not yet been recorded in the Indonesian language teaching and learning literature at the SMP stage. We are using two main data sources: first, 20 democracy-themed poems produced by ChatGPT in the context of SMP students' school life and second, 20 musical compositions generated by Suno AI based on those poems. By examining both corpora, this study seeks to:

- 1) Describe democratic values in ChatGPT-generated poems;
- 2) Measure the correspondence between Suno AI's musical content output and poetry themes.
- 3) Create an AI-supported poetry-music learning framework for the Indonesian language at the SMP level.

2. Literature Review

2.1 Poetry Learning in Junior High School within the Merdeka Curriculum Framework

The Merdeka Curriculum places poetry learning in the Indonesian Language Curriculum's focus on literary literacy as a development need that must be strengthened through contextual and project-based approaches. Andajani et al. pointed out that poetry writing instruction at the SMP level necessitates processes that stimulate creative thinking and promote authentic self-expression.

Bahri discovered that students' poetry writing skills were significantly improved by a fun learning model involving emotional engagement and intrinsic motivation. Democratic values are a recommended theme in Indonesian language learning and are related to the Pancasila Student Profile Strengthening Project (P5), with the "Voice of Democracy" as another important theme. Democracy-based poetry gives students the opportunity to learn about values such as deliberation, tolerance, justice, and civic engagement, which are abstract but can be made concrete through school life.

2.2 ChatGPT as a Poetry Writing Support Tool

The use of ChatGPT in poetry writing instruction has recently been widely studied. Didaktika conducted a systematic literature review that concluded it was possible to increase motivation, overcome writer's block, and provide personalized feedback by introducing ChatGPT for elementary poetic writing. ChatGPT may provide poems that include examples, rich synonyms, and adaptive structural suggestions tailored to students' specific needs.

At the SMP level, chatbot-based learning of poetry writing has been shown to foster creativity as a result of more personalized and adaptive interactions than conventional teaching and learning procedures. Nevertheless, several scholars have warned of the dangers of dependence and plagiarism through AI in the absence of adequate pedagogical guidance. Therefore, teachers as vital enablers remain irreplaceable in AI-mediated learning.

2.3 Suno AI and Adaptations of Music in Education.

Suno AI and Adaptations of Music in Education Suno AI is a generative text-to-music platform wherein a user can generate full musical compositions (including vocals, melody, harmony, and arrangement) from a string of text prompts. Choi et al. presented the first systematic overview of Suno AI in secondary music education and its emergence as a creative partner and interpretative tool, with the potential to encode emotional and cultural meanings in the form of genre choice.

Civit et al. created the SunoCaps dataset, which demonstrated that text prompts reflected the emotional nature of Suno AI's musical results. A pedagogical approach in which poetry is transformed into music through AI seeks to foster students' transmedia (cross-media) competencies, which are becoming more pertinent in the digital age. This "translating" of a

poem into a musical description demands careful attention to theme, tone, and emotion, a higher cognitive task that helps achieve critical literary literacy as it is more reflective.

2.4 Democracy and the Politics of Multimodal Learning.

According to multimodal learning theory, meaning is constructed more efficiently in the mode of the interplay between diverse semiotic modalities, such as linguistic, visual, auditory, and gestural. In literary education, multimodal strategies can bolster text comprehension, affective involvement, and aesthetic appreciation. When students read poems and listen to musical adaptations, they tap into more complex cognitive and emotional pathways.

In the context of democratic character education in the SMP setting, Holmes and Tuomi and Isdayani et al. suggest that while it is possible to have AI use in education, we must balance the role of AI with the need for critical literacy, which is not only the ability to interpret, query, and assess what is produced by AI, but also the ability to question and judge AI output. This fits within the “critical reasoning” dimension of the Pancasila Student Profile and democratic education, pushing students to become independent and participatory thinkers.

3. Methodology

This study uses a descriptive-qualitative method with a document analysis approach. It suits the textual and interpretive nature of the research data, focusing on an in-depth description of the characteristics and interrelationships of the analyzed artifacts. The research data come from two primary corpora. The first corpus consists of 20 democracy-themed poems produced by ChatGPT (GPT-4) with prompt guidance requesting poems for SMP Muhammadiyah 1 Malang students on democratic life, such as class deliberation, leadership elections, peer tolerance, rights and obligations, and national spirit. The second corpus covers 20 musical compositions created by Suno AI, based on the text and theme of each poem, including descriptions of genre, instrumentation, and vocal character.

The data analysis was conducted in three steps. Thematic poem analysis: The first phase involved categorizing the 20 poems into thematic clusters based on dominant democratic values, emotional tone, and SMP students’ life contexts represented. The second stage was musical semiotic analysis: based on each poem’s genre, instrumentation, tempo, and vocal character produced by Suno AI, Peirce’s semiotic model (iconic, indexical, and symbolic) was used to map the relationship between musical signs and textual signs.

Phase three was correspondence analysis: the extent of the correspondence between the thematic-emotional content of the poems and the musical character generated and any pedagogical potential was investigated. Data validity was ensured through theoretical triangulation, applying multimodal learning, musical semiotics, and democratic character education frameworks to interpret findings, and through reflective discussion with Indonesian language education experts.

4. Results and Discussions

4.1 Representation of Democratic Values in ChatGPT-Generated Poems

The thematic analysis of the 20 ChatGPT-generated poems identified five proportionally distributed clusters of democratic values, as presented in Table 1. The largest cluster was Elections and Leadership (n=4), reflecting the contextual relevance of class president elections and deliberation to SMP students’ everyday lives. The four poems in this cluster—“Electing the Class President,” “A Wise Choice,” “A Trustworthy Leader,” and “The Ballot Box”—employ rich yet accessible diction, avoiding overly abstract or political language.

Overall, ChatGPT successfully maintained a consistent educative-optimistic tone appropriate for SMP students’ developmental stage. All poems used regular stanza structures (four lines per stanza) with consistent end rhymes (ABAB or ABBA), producing rhythms that are easy to remember and appreciate. This demonstrates ChatGPT’s ability to calibrate linguistic complexity and formal poetic structure to the needs of specific target readers.

Table 1. Distribution of Democratic Value Theme Clusters in 20 ChatGPT Poems

Poem Theme	Representative Titles	Democratic Values
Participation & Deliberation	Voices in Class; School Deliberation; Group Discussion	Deliberative consensus, inclusivity, equal voice
Elections & Leadership	Electing the Class President; A Wise Choice; A Trustworthy Leader; The Ballot Box	Electoral integrity, servant leadership, accountability
Tolerance & Diversity	Learning to Respect; A Different Friend; United in Difference	Tolerance, pluralism, unity in diversity
Rights, Duties & Freedom	Rights and Obligations; Freedom of Expression; My Opinion Matters	Civil liberties, civic responsibility, ethics of speech
Justice & Nationalism	A Just School; Democratic Indonesia; A Dream for the Nation; Generation of Democracy; Civic Responsibility	Justice, patriotism, civic participation

Source: Primary data analysis (2025)

Our hearts gather with one purpose, In a classroom full of spirit and hope. Our voices are one, united in action, Deliberation becomes the path to unity. (ChatGPT, “School Deliberation,” stanza 1). The above excerpt indicates that ChatGPT does a good job of encoding the value of deliberative consensus, one of the most fundamental democratic values in Pancasila, through concrete (“gather,” “voices,” “united”) and metaphorical (“one purpose,” “path”) diction. The strong use of “our” signals the collective orientation inherent to deliberative democracy.

4.2 Thematic-Musical Correspondence in Suno AI Output

Table 2 presents the full correspondence data between the 20 poems and Suno AI-generated music genres along with their thematic connection analysis.

Table 2. Poetry–Music Genre Correspondence in Suno AI and Thematic Analysis

Poem Title	Suno AI Music Genre	Thematic Connection
Voices in Class	Indonesian Pop-folk anthem, mid-tempo acoustic, light percussion	Warm, inclusive atmosphere; fitting for deliberation theme
Electing the Class President	Indonesian Pop-folk upbeat, marching singalong	Collective spirit, celebration of school democracy
Learning to Respect	Indie-pop singalong, bouncy, handclaps	Joyful, relaxed; supports tolerance theme
School Deliberation	Indonesian school pop, marching groove, handclaps	Rhythmic-communal; reflects togetherness
Rights and Obligations	Pop anthem, marching pulse, bright acoustic guitar	Steadfast and optimistic; fits civic duty theme
Democratic Indonesia	Indonesian pop anthem, driving percussion, warm guitar	Nationalistic-strong; fits patriotism theme
My Opinion Matters	Children’s singalong pop, bouncy, light shakers	Cheerful; fits SMP context and self-confidence
A Wise Choice	Indonesian pop anthem, marching groove, tight handclaps	Decisive; supports electoral integrity theme
Seeking Solutions Together	Indonesian pop anthem, march feel, warm acoustic	Collaborative; reinforces cooperation theme
A Trustworthy Leader	Indonesian pop folk, warm acoustic, steady mid-tempo	Warm-trustworthy; reflective on leadership
Freedom of Expression	Pop anthem, steady groove, handclap-driven, acoustic	Advocacy spirit; freedom with responsibility

Poem Title	Suno AI Music Genre	Thematic Connection
A Different Friend	Indonesian children's pop, warm acoustic, gentle march	Peaceful and friendly; pluralism theme
The Ballot Box	Indonesian pop-folk, mid-tempo acoustic, steady groove	Serious yet accessible; student election theme
Heard and Understood	Acoustic pop ballad, gentle fingerpicked guitar, brush percussion	Soft-empathetic; depicts active listening
A Just School	Indonesian pop ballad, swung groove, warm keys, acoustic	Reflective; reinforces justice value
A Dream for the Nation	Indonesian pop anthem, marching groove, uplifting acoustic	Inspirational; democratic youth nationalism
Group Discussion	Indonesian pop-folk, folk-pop	Relaxed-collaborative; supports class discussion culture
Civic Responsibility	Indonesian pop anthem, marching groove, warm guitar	Bold-patriotic; reinforces civic duty
United in Difference	Indonesian pop anthem, driving handclaps, warm acoustic	Energetic-inclusive; reinforces diversity
Generation of Democracy	Pop anthem, marching groove, bright handclaps, synth brass	Uplifting-ambitious; vision for future generations

Source: Suno AI Music Data (2025), processed

The most notable result was that Indonesian pop anthem and Indonesian pop-folk genres were the most dominant (18 of 20 compositions). From the perspective of musical semiotics, the genre of pop anthem expresses the cultural meanings of togetherness, collective spirit, and optimism, which reflects the democratic values present in the corpus' poems in musical form [21, 3]. The repeated musical character 'marching groove' mirrors the 'ideas of togetherness (synchronization),' which is characteristic of democracy.

There was also a significant exception when the poem "Heard and Understood" underwent an acoustic pop ballad adaptation, featuring gentle fingerpicked guitar and brush percussion. This gentler, more poetic form epitomizes the core ideals of listening and empathy that are essential to this poem, an individual quality separate from the collective ethos of other poems.

This illustrates Suno AI's attunement to subtle emotional features within an otherwise overwhelmingly optimistic corpus. Another critical pattern is the repeated use of "handclap" components across almost all song compositions (17 of 20). Semiotically, handclaps are the most universal example of physical-collective participation – the inclusory and supportive index for democracy, which is the "one for all" principle. Their ubiquitous presence in music reworked into democracy-themed poems has nothing to do with coincidence but indicates the contextual intelligence integrated in Suno AI.

The "Indonesian" marker, which is directly coded into the genre descriptors of most works (such as "Indonesian pop anthem," "Indonesian pop-folk," and "Indonesian school pop"), is pedagogically significant as it suggests that Suno AI addresses the culturally appropriate context implied by Indonesian poetry text, a kind of local sensitivity that provides cultural significance in the musical translations performed.

4.3 AI-Assisted Poetry-Music Learning Framework (AAPMLF) for Junior High School

Drawing on the empirical analysis of both corpora and the developed theoretical framework, this study proposes a five-phase AI-Assisted Poetry-Music Learning Framework (AAPMLF) as a learning model for Indonesian Language classes at the SMP level. Table 3 outlines the components and objectives of each phase.

Table 3. AI-Assisted Poetry-Music Learning Framework (AAPMLF)—5 Phases

Phase	Teacher & Student Activities	AI Role (ChatGPT & Suno)	Learning Objectives
Theme Exploration	Teacher introduces democracy themes; students discuss democratic values at school	ChatGPT as interactive resource for initial questions about democracy	Build schemata; understand contextual democratic values
Poetry Production	Students write democracy-themed poems guided by diction, rhyme, and structure	ChatGPT provides examples, synonyms, and constructive feedback on drafts	Creative writing skills; personal expression of democratic values
Music Adaptation	Students formulate musical descriptions of their poems, then use Suno AI	Suno AI generates songs based on student text prompts	Multimodal literacy; understanding cross-medium expression
Analysis & Discussion	Students compare poems and music; discuss correspondences and differences	Both AIs serve as objects of critical study (AI literacy)	Critical thinking; semiotic analysis; awareness of technology bias
Presentation & Reflection	Groups present poetry-music pairs and explain creative choices	Not used; focus on human explanation	Democratic communication; peer learning; value reflection

Source: Authors' design based on data analysis and literature review

4.3.1 AI-Assisted Poetry-Music Learning Framework (AAPMLF) for Junior High School

By means of empirical analysis of corpora and the theoretical framework that has been developed together, the authors recommend the five-phase AI-Assisted Poetry-Music Learning Framework (AAPMLF) as a learning model for Indonesian Language classes at the SMP level. The components and objectives of each phase are summarized in Table 3. The AAPMLF is founded on three pedagogical principles. First, the authenticity principle: learners write their own poems (as opposed to directly borrowing the poems that ChatGPT writes) but use ChatGPT poems as models and references in Phases 1 and 2. We retain student self-expression while drawing from AI as a scaffolding support.

Second, the critical-reflective principle: In Phase 4, AI is clearly framed here as an object of analysis, not just a tool, thus motivating students to think critically about it and develop AI literacies of an urgency that is particularly critical for citizens in the digital 21st century. Third, the democratic process principle, in Phase 5, group presentation is represented as a type of participatory communication in the classroom; thus, the process is designed in such a way that learning reflects the values of the content. The AAPMLF is parallel to the project-based nature of the Merdeka Curriculum and can fit within the P5 theme "Voice of Democracy." The full implementation time is estimated to be 4–6 meetings (80 min. each) according to digital device availability and student proficiency.

4.3.2 Pedagogy and Ethics Conclusions

Several significant implications will be implied by the study for educational practitioners. With respect to opportunities, ChatGPT combined with Suno AI presents a more interactive, contextual, and multimodal learning experience for the learning of poetry, which can be more appropriate to Gen Z students who learn best from digital literature and audio-visual media. This strong thematic correspondence between poems and the ways they are musicalized creates more open-ended contexts, facilitating discussions about the ways meaning is represented across media in the classroom. Challenges: Teachers need to have a decent grasp of how to properly and ethically use both AI-based platforms.

The risks of plagiarism, over-reliance, and uncritical use of AI-generated output need to be identified with instructions in advance. Moreover, digital infrastructure constraints within a number of Indonesian schools, including in areas with limited internet access, are practical struggles in need of inclusive educational policy. This work also provokes important questions about authenticity and ownership; in a situation where poems and music are created by AI, where does human creativity reside? The AAPMLF responds to this by framing AI as a scaffolding tool, not a replacement, and ensuring that students' own poetry is still the key product of the learning process.

5. Conclusions

This study describes the features of democratic value representation in 20 ChatGPT-generated poems and analyzes the thematic-musical interaction between those poems and 20 Suno AI compositions based on them. So the takeaway is threefold. First, ChatGPT can generate democracy-based poetry that is proportional, contextually sound, and developmentally appropriate for SMP students spread out among five democratic value categories. The strengths of ChatGPT are formal structural consistency and rich educative diction; however, its poems have proven to be rather more "perfect" and less representative of the expressive distinctiveness of adolescents.

Second, Suno AI consistently generates Indonesian pop anthem and Indonesian pop-folk genres that embody democratic musical characters (collective, inclusive, and optimistic) through semiotically identifiable elements of music, especially marching groove and handclaps, as signs of collective involvement. One potentially educational exception—the acoustic pop ballad adaptation for the active listening theme—validates Suno AI's sensitivity to specific emotional subtleties.

Third, the AI-assisted learning framework proposed (AAPMLF) as a five-phase framework reflects the practical contribution of this research: a model that presents AI as a scaffold, not a substitute, in poetry learning that promotes creativity, multimodal literacy, and democratic values to students within Indonesian Language classes at the SMP level. Subsequent work in this area might include quasi-experimental studies or classroom action research to empirically evaluate the impact of the AAPMLF on student learning outcomes. Analyzing the quality of student poetry produced with or without ChatGPT guidance would be a key data point of the pedagogical added value to using this platform.

Author Contributions:

Conceptualization, [Author 1] and [Author 2]; methodology, [Author 1]; formal analysis, [Author 1] and [Author 2]; writing—original draft preparation, [Author 1]; writing—review and editing, [Author 2]. All authors have read and agreed to the published version of the manuscript.

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The authors declare no conflict of interest.

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Appendix

Data of SMP Muhammadiyah 1 Malang Students

No.	Name	Judul Puisi. ChatGPT	Poem Title ChatGPT	Suno AI Music Genre
1.	Aisha Hanifah	Suara di kelas	Voices in Class	Indonesian Pop-folk anthem, mid-tempo acoustic, light percussion
2.	Keisha Simfonia Abira	Pemilihan Ketua Kelas	Electing the Class President	Indonesian Pop-folk upbeat, marching singalong
3.	Anugerah Yudha Wijaya	Belajar Menghargai	Learning to Respect	Indie-pop singalong, bouncy, handclaps
4.	Muhammad Fathi Fadhlurrahman	Musyawarah Sekolah	School Deliberation	Indonesian school pop, marching groove, handclaps
5.	Aisyah Putri Salsabillah	Hak dan Kewajiban	Rights and Obligations	Pop anthem, marching pulse, bright acoustic guitar
6.	Jawdah Al Fahimah	Indonesia Demokratis	Democratic Indonesia	Indonesian pop anthem, driving percussion, warm guitar
7.	Al Insyirah Tsabit Aqila	Pendapatku Berharga	My Opinion Matters	Children's singalong pop, bouncy, light shakers
8.	Ra'ina Immatius Sittah	Pilihan yang Bijak	A Wise Choice	Indonesian pop anthem, marching groove, tight handclaps
9.	Al Insyirah Tsabit Aqila	Bersama Mencari Solusi	Seeking Solutions Together	Indonesian pop anthem, march feel, warm acoustic
10.	Alia Atika Zahroni	Pemimpin yang Amanah	A Trustworthy Leader	Indonesian pop folk, warm acoustic, steady mid-tempo
11.	Maulana Abdurrahman	Kebebasan Berpendapat	Freedom of Expression	Pop anthem, steady groove, handclap-driven, acoustic
12.	Achmad Aryya Abyasa Affandi	Teman yang Berbeda	A Different Friend	Indonesian children's pop, warm acoustic, gentle march
13.	Shyntya Oktoviani	Kotak Suara	The Ballot Box	Indonesian pop-folk, mid-tempo acoustic, steady groove
14.	Nabilah Saniyyah Wachyudi	Mendengar dan Dipahami	Heard and Understood	Acoustic pop ballad, gentle fingerpicked guitar, brush percussion
15.	Cahya Diva Raisya	Sekolah yang Adil	A Just School	Indonesian pop ballad, swung groove, warm keys, acoustic
16.	Julia Gita Pratiwi	Mimpi untuk Negeri	A Dream for the Nation	Indonesian pop anthem, marching groove, uplifting acoustic
17.	Abdul Azis Ernas	Diskusi Kelompok	Group Discussion	Indonesian pop-folk, folk-pop
18.	Jihan Indah Ashari	Tanggung Jawab Warga	Civic Responsibility	Indonesian pop anthem, marching groove, warm guitar
19.	M Indra Kurniawan	Bersatu dalam Perbedaan	United in Difference	Indonesian pop anthem, driving handclaps, warm acoustic
20.	Syech Ganesha Parikesit	Generasi Demokrasi	Generation of Democracy	Pop anthem, marching groove, bright handclaps, synth brass