

# Aesthetic Quality in Elementary School Students' Poetry Resulting from Artificial Intelligence Formulation

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## ABSTRACT

This study aims to describe and analyze the quality of aesthetic elements in poems written by fifth-grade elementary school students produced through the assistance of Artificial Intelligence formulations. Amidst the rapid integration of technology in education, debates have arisen regarding the originality and aesthetic quality of literary works involving algorithms. This study uses a descriptive qualitative approach with formal objects in the form of 20 student poems with nature, social, and family themes. Data analysis focused on four main aspects of poetics, namely: diction, imagery, style (figures of speech), and musicality. The results show that the poems formulated by AI have aesthetic qualities that remain grounded in the characteristics of child psychology. First, a dialectic of diction was found between students' affective honesty (spontaneity) and AI's lexical enrichment that strengthens the descriptive-aesthetic aspect. Second, the use of multisensory imagery (visual, auditory, and tactile) demonstrates AI's ability to concretize students' operational imagination. Third, the dominance of personification reflects children's natural animism, combined with the technologically enhanced poetic sentence structure, creating profound ecological and social empathy. Fourth, the musicality of the text is maintained through the regularity of rhyme and the use of onomatopoeia, which maintain the identity of children's play. The conclusion of this study confirms that AI technology does not diminish the authenticity of students' feelings but rather serves as a scaffolding that enhances the aesthetic quality and expressiveness of students' poetry. This research has implications for the need to adapt collaborative literary pedagogy with digital technology at the elementary school level.



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## A. INTRODUCTION

The world of education is currently at a monumental point in the digital transformation process. Artificial Intelligence (AI) is no longer merely a theoretical model for future educational environments, but a reality that impacts various aspects of school learning, including literature. Poetry, as part of children's literature, is a tool for language learners to express their emotions, describe their observations, and reveal their imaginative worlds. The most challenging challenge is the thematic issue of text formulation: identifying missing vocabulary and constructing appropriate sentence structures within the poetic regime. In this regard, AI technology acts as a formulaic bridge, making the task of text formulation trigger an essential predictive argument: will this technology stifle children's original creativity or become a catalyst for higher aesthetic quality?

Poetry, ontologically, is a type of linguistic expression that considers complex sounds, rhythms, and meanings. For elementary school students, writing poetry is not simply an academic assignment; it is a cognitive process involving the concrete operational phase. (Piaget, 2013) states that children between the ages of ten and twelve begin to learn to think logically about concrete events. However, they still need physical objects to aid their imagination. In this situation, artificial intelligence is responsible for providing "linguistic objects" that help students convey their ideas verbally. The emergence of AI-generated poems among students requires a thorough assessment of the work's aesthetic quality. Is the resulting diction merely a rigid set of mechanical algorithms, or does it still reflect the child's emotional honesty?

Diction, imagery, figurative language, and musicality are some of the important aspects of the aesthetic quality of children's poetry. Children's poetry should have sharp diction or vocabulary and reflect their world, a simple achievement that can be achieved through the development of appropriate technology. Students, however, often fall into the trap of using repetitive and clichéd words. By incorporating artificial intelligence into the creative process, a "Dialectic of Diction" is created, where emotional, personal language is combined with complex lexical enrichment. The presence of words like "lembayung" and "terjal" in the poems of fifth-grade students shows that the language horizons facilitated by technology have expanded. This is important because aesthetics is not only about beauty but also about how meaning is conveyed correctly.

Poetry, in addition to diction, consists of images. Poetry that can stir the reader's senses is considered high quality (Pradopo, 2021). Because of its connection to tangible reality, visual images are usually the primary preference of elementary school students. However, the use of more lyrical tactile and auditory imagery has increased with the help of artificial intelligence. Students' ability to describe their physical sensations in text, such as "the sand caressing their feet," indicates that their affective sensations collaborate with the poetic structure provided by technology. This demonstrates that dynamic and aesthetic children's poetry can be developed with the right technology.

Poetry is often viewed cynically as using AI as a form of plagiarism or diminishing creativity. However, from a modern pedagogical perspective, AI can be seen as a tool to assist learning. Students can reach higher levels of achievement with the help of more expert tools or tutors, based on Lev Vygotsky's theory of the Zone of Proximal Development (ZPD) (Luckin, 2018). In this sense, AI serves as a discussion partner, offering creative options that might not be accessible to students' independent vocabulary.

The use of personification is one of the most fascinating aesthetic achievements to study. Animism, the belief that inanimate objects possess life, is a natural tendency in children (Mashar, 2015). By providing sentence structures that allow students to engage in "ecological empathy," artificial intelligence reinforces this natural tendency. For example, when students describe the sea crying because of trash, there is a combination of the students' genuine concern (content) and poetic style (form). This functional aesthetic demonstrates that technology does not have to distance children from reality; instead, by using more beautiful language, technology can help children understand social and environmental issues.

In the past five years, research on the use of technology in creative writing has become a significant trend. To place this research academically, the authors refer to previous studies relevant to both formal and material objects. First, research (Susanto et al., 2025) found that the use of AI tools significantly increased students' confidence when they were producing initial drafts of writing. However, aesthetic quality has not been discussed in

depth as is done in this paper, and that research focused more on the psychological aspects of learning. Second, in (Hutson & Schnellmann, 2023) "Generative AI in the Creative Arts" stated that artificial intelligence has the ability to collaborate with others in the creative process. In this situation, aesthetics are generated from human commands that combine artistic vision.

Third, according to research (Kristiawan et al., 2024), digital literacy changes the way children use metaphors: they shift from traditional to more technological and global ones. This is in line with the emergence of complex diction in the results of student formulations in this study. Fourth, research conducted by (Wu & Miller, 2025) looked at the difference between human intuition and machine logic, and found that artificial intelligence often produces rhymes that are too "static." This supports the author's opinion about the importance of onomatopoeia in maintaining children's original sounds. Finally, visual imagery dominates conventional multisensory imagery, according to research (Qur'ani et al., 2025). Comparison with the results of this study shows that tactile and auditory imagery, which were previously difficult for students to achieve independently, has been enhanced with the help of AI.

Research on collaboration between children and AI in learning contexts already exists. However, previous research has been limited by its focus on the positive impacts of AI. These positive impacts include increased self-confidence, the integration of human creative processes with AI, changes in metaphor use, and differences in human and AI intuition. This provides an opportunity for this study to explore the use of technology without compromising aesthetic quality and maintaining the characteristic elements of children's literature (diction, multisensory imagery, figurative language, and musicality).

While this collaboration seems promising, there are concerns that AI-generated poetry will lose its "authentic voice" for children. Poetry can become too "adult" or lose childlike characteristics, such as onomatopoeia and playful rhymes. Therefore, this research is crucial to determine how well the aesthetic qualities of AI-generated poetry are maintained. The focus of this research is how the dialectic between emotional and descriptive diction functions, how multisensory imagery is created, and how figurative language and musicality are maintained to maintain the distinctive characteristics of children's literature. This research aims to demonstrate that the presence of technology does not diminish aesthetic quality; instead, it creates a new synergy between human imagination and technological potential.

## **B. METHODS**

**Study** This use approach descriptive qualitative approach This chosen for explore and describe in a way deep phenomenon linguistics as well as quality aesthetics in text the resulting poem through collaboration between intelligence artificiality and creativity students. The methods applied is analysis content that is systematic and objective For identify characteristics message in literary works (Krippendorff, 2018).

**Data sources in study** This is 20 texts poetry work student class V school elementary school at Muhammadiyah 9 Elementary School, Malang City. The data obtained from results intelligence platform formulation fabrication namely Gemini. The results of the formulation the made based on *prompts* compiled by students. Selection this data source aim for see how far AI technology can go accommodate values common aesthetics found in children's literature.

Furthermore, for the research instrument, the researcher act as the main instrument (*human instrument*) supported by tables guides data analysis. Instrument assessment parameters were developed based on theory aesthetics poetry child according to

(Nurgiantoro, 2024) indicators quality aesthetics focused on four aspect crucial including (1) aspects diction that includes precision and power word choice in presenting the world of children, (2) related imagery/ imagination with use capable language stimulate experience sensory (visual, auditory, and tactile ), (3) figures of speech related with use figurative language style For enrich meaning and beauty text, and (4) structure related sounds with the presence of rhyme and rhythm that builds aspect musicality poetry.

As for procedure data analysis follows the analysis model flowing which includes stages following (1) data codification with give identity code in each stanza and line of poetry For make it easier classification, (2) classification that is with grouping data findings to in instrument matrix based on four aspect aesthetics (Nurgiantoro, 2024), (3) interpretation theoretical that is do analysis deep against the data that has been classified with connecting to children's literature theory and capabilities AI formulation, and (4) inference with draw conclusions about quality aesthetic poetry AI results in comprehensive (Creswell & Poth, 2016).

Data codification uses the formula "P01", "P02", etc. The symbol "P" represents "Poetry" and "01" represents the sequence of poems. The data analysis procedure is carried out in three stages, namely (1) describing the data intensively, (2) comparing the analysis with the theories used, and (3) comparing the findings with previous research. Validation of the results is carried out through triangulation which includes (1) comparing observation results, (2) comparing data sources with different contexts, and (3) discussing with other researchers whose study focus is relevant.

In research, this data collection was carried out in a way systematic through three stages main For ensure validity results study (Moleong, 2017). As for the technique data collection including (1) observation participatory focused that is researchers observing the creative process student moment interact with the Gemini platform. Focus observation lies in the way student determine keywords (*prompt*) based on imagination they as well as How system intelligence artificial respond to the input become draft poetry. (2) techniques documentation with primary data in the form of text poetry results AI formulations collected and downloaded digitally. This is done for guard data authenticity, including choice of words, signs read, and the resulting original line structure system. (3) procedure systematics data acquisition with started from stage pre-formulation (determination criteria theme), stage formulation (process of inputting parameters by students), stage selection (use *purposive sampling* for choose poetry with a minimum of two verses), and ends with stage data archiving to in corpus identified research in a way chronological.

Qualitative data wetness guaranteed through triangulation techniques theory (Sugiono, 2019). Researcher confirm findings field with theory aesthetics from source credible, especially the parameters of (Nurgiantoro, 2024). In addition, it was carried out discussion experts with literary academics to validate results interpretation researchers to quality aesthetic poetry produced by intelligence artificial.

## C. RESULT AND DISCUSSION

### 1. Analysis Results Element Aesthetics Poetry

Following table recapitulation results analysis element aesthetic poems written by students with utilise intelligence artificial.

**Table 1.** Analysis Results Quality Element Aesthetics Poetry

No	Data Code	Poem Title	Aspect Diction	Imagery / Imagination	Figure of speech	Sound Structure	Notes / Interpretation
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1	P01	Perkemahan Sekolah	Kata "terlelap", "mengintip", dan "hening" menciptakan suasana sunyi.	<b>Penglihatan:</b> "Api unggun", "Lilin menyala". <b>Perabaan:</b> "Dinginnya malam".	<b>Personifikasi:</b> "Bayangan kami ikut menari". <b>Simile:</b> "Menari bagai penari".	End rhyme dominant the "i" sound in the first stanza and the "a" sound in the final stanza.	Describe atmosphere fun camping. However changed quiet and mysterious at night day.
2	P02	Taman Bunga	Kata "berbisik", "sejuk", dan "berseri" memberikan kesan asri.	<b>Penciuman:</b> "Wanginya lembut". <b>Penglihatan:</b> "Si kuning, matahari", "Si putih melati".	<b>Personifikasi:</b> "Bunga-bunga berbisik pelan". <b>Simile:</b> "Bagaikan peri kecil".	Consistent rhyme the "i" sound at the end of the second and third stanzas.	Flower garden as place share longing and means Study patience in nurse creature life.
3	P03	Kemah di Sekolah	Kata "ransel", "deg-degan", dan "ketagihan" sangat ekspresif.	<b>Penglihatan:</b> "Api unggun menyala terang". <b>Pendengaran:</b> "Bernyanyi bersama".	<b>Personifikasi:</b> "Pagi datang menyapa".	Free rhyme. However has identical end rhymes across multiple lines such as "u".	Focus on joy competition (race) cooking) and togetherness moment camping.
4	P04	Lautku	Kata "membentang", "melilit", dan "perih" memberikan efek dramatis.	<b>Penglihatan:</b> "Senja jingga", "ikan berkelompok". <b>Perabaan:</b> "Angin berhembus sejuk".	<b>Personifikasi:</b> "Air mata laut mengalir". <b>Simile:</b> "Menari bagai penari".	Regular end rhyme in the first stanza (as -as, it-it).	A criticism social about pollution sea by plastic and invitation for preserve nature.
5	P05	Pantai	Penggunaan kata "bergulung", "menghantam", dan "terjal" yang dinamis.	<b>Penglihatan:</b> "Memutih busanya seperti salju". <b>Perabaan:</b> "Pasir lembut membelai kaki".	<b>Simile:</b> "Memutih busanya seperti salju", "Segar seperti es".	More free rhyme focus on flow story descriptive.	Show admiration child to dynamics natural beach, from wave until sun set.
6	P06	MOBIL	Diksi sederhana seperti	<b>Pendengaran:</b> "Sirine bunyi".	<b>Personifikasi:</b> "Mobilku	The ABAB rhyme pattern is	Describe imagination child about

			"lucu", "nyetir", dan "digendo ng".	<b>Penglihatan:</b> "Lampu kedip".	diam, ikutan nunggu".	quite consistent in the first stanza (uu, an- an).	drive the car that ended up with reality protection of the father.
7	P07	Gunung	Kata "capek", "tinggi", dan "hebat" menunju kkan kejujuran rasa.	<b>Penglihatan:</b> "Kabut tebal", "Pohon hijau semua". <b>Perabaan:</b> "Dingin sekali".	<b>Personifi kasi:</b> "Gunung, kamu hebat" (mengang gap gunung sebagai subjek).	End rhyme dominant the sounds " i " and "ah".	Appreciatio n to beauty capable mountain relieve fatigue after climb.
8	P08	Si Kulit Bundar	Menggun akan istilah permaina n: "hompim pah", "suit", dan "oper".	<b>Pendengaran</b> : "Bel istirahat sudah berbunyi". <b>Penglihatan:</b> "Lapangan yang sepi".	<b>Metafora</b> : "Si Kulit Bundar" (untuk bola).	Very neat ABAB end rhyme on almost the whole verse.	Emphasize mark sportsmans hip (fair, without cheating) and togethernes s moment playing ball at school.
9	P09	Malang	Kata "asri", "lezat", dan "nikmat" untuk memuji kota.	<b>Penglihatan:</b> "Pemandanga n indah". <b>Pencecapan (Gustatory):</b> "Rasa bakso, cwie mie".	<b>Personifi kasi:</b> "Bikin lidah bergoyan g".	End rhyme dominate d the sounds " i " and "ang".	Expression of pride and love a child to beauty and wealth culinary city origin.
10	P10	Bola Bundar, Jantung Berdeb ar	Kata "riuh", "rebutan , "geram", dan "melayan g".	<b>Penglihatan:</b> "Siang cerah". <b>Perabaan:</b> "Dengkul kena, sikut melayang".	<b>Metafora</b> : "Jantung berdebar" (kegugup an).	Quite a rhyme ending strong on the sounds " an " and "ang".	Describe tension match inter- collegiate football physical class However still end happy.
11	P11	Alamku yang Asri	Kata "memuk au", "gemuru h", dan "tak terperi".	<b>Pendengaran</b> : "Air terjun bergemuruh". <b>Penglihatan:</b> "Kupu-kupu terbang menari".	<b>Personifi kasi:</b> "Semilir angin menari- nari". <b>Simile:</b> "Seperti cermin".	End rhyme of the first stanza dominant the sounds "ang" and " i ".	Expression of gratitude and admiration on beauty nature that gives calm heart.

12	P12	Ibu	Diksi puitis seperti "penyejuk kalbu", "meramu", dan "elok".	<b>Penglihatan:</b> "Mata berbinar", "pipimu bulat berseri".	<b>Simile:</b> "Ibu, kau bagai rembulan bersinar". <b>Personifikasi:</b> "Dapur bergetar".	Very consistent cross rhyme (ABAB) in every verse.	Depiction figure Mother as chef family at a time the light that unites love at home.
13	P13	Ibuku, Malaikatku	Kata "mendukung", "mendoakan", dan "nyaman".	<b>Perabaan:</b> "Memelukku, rasanya nyaman dan hangat".	<b>Metafora:</b> "Ibuku, kau adalah malaikatku".	Structure sound more free However emphasize sound vowel "u" at the end sentence.	Form accept love child on love Darling sincere mother in care and educate every day.
14	P14	Lapangan Hijau	Kata "kusam", "bergegas", dan "lembayung".	<b>Penglihatan:</b> "Matahari mengintip malu". <b>Perabaan:</b> "Kaki serasa terbakar api".	<b>Personifikasi:</b> "Matahari mengintip", "Lembayung melambaikan tangan". <b>Metafora:</b> "Surga kecil kita".	End rhyme No patterned still However own repetition sound strong consonant s.	Football for children No just sports, but rather place the creation of "heaven" small "togetherness".
15	P15	Puisi Layangan	Menggunakan diksi khas hobi: "Gelasan", "Wibu Udik", dan "Jarot".	<b>Penglihatan:</b> "Melenggok di antara awan".	<b>Personifikasi:</b> "Si raja langit", "melenggok". <b>Simile:</b> "Benang tajam secepat kilat".	Alternating use of the final rhymes "a" and "u" give rhythm dynamic.	Describe Spirit exciting and proud competition child moment win fight kite.
16	P16	Berdiri di Bawah Bintang - Bintang	Kata "petualangan", "rahasia", dan "embun".	<b>Penglihatan:</b> "Api unggun menari-nari". <b>Perabaan:</b> "Malam datang dengan dingin".	<b>Metafora:</b> "Memban gun rumah dari kain" (tenda). <b>Personifikasi:</b> "Api unggun menari".	End rhyme more freedom prioritize channel narrative adventure.	Desire children so that time stop take a moment to enjoy moment togetherness that is not forgotten.

17	P17	Sahabat ku, si Bintang Terang	Kata "bersand ar", "motivasi , dan "abadi".	<b>Penglihatan:</b> "Seperti bintang terang di tengah malam".	<b>Simile:</b> "Seperti bintang terang".	End rhyme dominate d by the sounds "a" and " i" (AABB ).	Friendship true interpreted as source mutual inspiration and hope strengthen forever.
18	P18	Ibu...	Diksi yang kontras: "seujung jarum" vs "sudah besar".	<b>Perabaan:</b> "Perutmu yang hangat".	<b>Metafora</b> : "Aku hanya seujung jarum".	Structure sound resemble prose more lyrical focus on honesty story.	Reflection a child about journey time and sacrifice working mothers hard for his happiness.
19	P19	Bundak u, Malaika tku	Kata "pahlawa n super", "luluh", dan "mereng ek".	<b>Perabaan:</b> "Sayap penuh hangat", "pelukan bunda".	<b>Simile:</b> "Seperti terbang di awang- awang". <b>Metafora</b> : "Senyum nya obat".	Enough paired rhyme (AABB) strong, for example: " warm angel ", " complaini ng- melting "	Confession that Mother is the most special and unforgettabl e figure Once fail in give Love.
20	P20	Angin Sejuk (Pantai)	Kata "berbisik mesra", "debur lepas", dan "jemu".	<b>Pendengaran</b> : "Angin berbisik mesra", "bersorak gembira". <b>Penglihatan:</b> "Istana dari pasir putih".	<b>Personifi</b> <b>kasi:</b> "Angin berbisik mesra", "Ombak mengajak bermain".	End rhyme neat cross (ABAB) in the first stanza: " lovely- bright ", " gentle- greeting "	The beach as room happiness family that makes anyone feels reluctant for go home.

Following This described about discussion results analysis quality element aesthetics in poetry student school base results formulation intelligence artificial. As for the findings on the quality element aesthetic the including (1) dialectics diction: between honesty affective and exploratory imaginative, (2) orchestra imagery: utilization multisensory in text, (3) figures of speech personification: bringing to life object through perspective children, (4) musicality text: the role of rhyme and onomatopoeia, and (5) depth theme: reflection reality and consciousness social.

## 2. Dialectics of Diction: Between Honesty Affective and Imaginative Exploration

Diction in poetry child No just choice of words, but rather representation from method they view the world. Based on analysis against 20 poems student class V, found that use diction move in a way dynamic between use language that is personal-

emotional and descriptive-aesthetic. This is in line with opinion (Keraf, 2009) who stated that proper diction must fulfil aspect suitability and accuracy for shaping Power strong shadow.

In this aspect diction emotional, students in a way consistent using words like "*deg-degan*". The use of the word "*deg-degan*" in context poetry the theme of "*camping*" shows what was conveyed by (Nurgiantoro, 2024) as characteristic spontaneity child. For students, the word No just an emotional label, but rather effort concrete for move sensation physique to in form text. Aesthetics honesty This become strength main Because poetry No trapped in efforts forced metaphor, but rather still grounded in reality emotional they alone.

On the other hand, the emergence of diction more descriptive complex such as the words "*violet*", "*langkah*", and "*menajutkan*" indicate existence influence formulation intelligence enriching creations treasury students. According to (Aminudddin, 2014), diction in poetry functioning For creating " distinctive " expressions. When students choose the word "*lembayung*" for replace the word "*color*" orange in the "sky", they currently perform the aestheticization process. AI is here play a role as provider option lexical, however placement of the word still follow logic spatial student to nature that shows that technology capable increase quality diction without remove context locality experience student (Fradana & Suwarta, 2025).

### 3. Image Orchestra: Utilization Multisensory in Text

Visual imagery or vision like color "*orange*", "*yellow*", and "*white*" prove that student Class V is at the stage operational concrete. They define beauty through what is visible. This visual aesthetic No only nature decorative, but also narrative. These colors build interesting atmosphere in poetry they.

Image touch be one of achievements the most touching aesthetic. That matter found in the sentence "*sand gentle stroking feet*", "*hug warm mother*". Findings the in line with opinion (Sayuti, 2002) which explains that imagery touch capable present proximity more emotional intimate between reader and text. Ability student with AI assistance for personify sand as as can be "*caressed*" shows level sensitivity high affective (Patindra, 2025). In addition, in the image hearing, use of the word "*waterfall rumbling*" and "*siren car*" gives audio dimension in poetry. That show that student No only view the world as still image, but as full room sound. Aesthetics sound here functioning create background a better place alive and convincing (Dahlan et al., 2025).

### 4. Personification: Bringing Objects to Life Through Child's Perspective

Most outstanding achievements in analysis This is use style Language or figurative language, especially figure of speech personification. In the poems produced by students class V, found fragment like "*sun peek*" and "*fire camp dancing*". Use figure of speech this is very relevant with theory psychology children, where are the children in a way experience own animist tendencies – giving characteristic live on objects dead (Mashar, 2015).

According to (Waluyo, 2002) figure of speech personification capable give clarity and provide shadow concrete. When students write "*tears sea flowing*" in poetry themed environment (garbage sea), they No only currently poetry, but currently do empathy ecological. AI formulation helps construct structure poetic sentence, but substance personification still rooted in caring sincere student to issue environment. This is in form aesthetics functional where beauty is Language used For convey deep moral message (Kobierski, 2023) (Hutson & Schnellmann, 2023).

## 5. Musicality of Text: The Role of Rhyme and Onomatopoeia

Poetry is art sound. Of the 20 poems analyzed, the aspects musicality guarded through regularity of rhyme and use of onomatopoeia. (Sayuti, 2002) explain that rhyme is repetition a sound that gives a melodious and giving feeling emphasis on meaning certain.

Student class V tends to using regular end rhymes, good AAAA and ABAB patterns. In poetry with the theme "Mother", the regularity of this rhyme create effect calm and solemn. Temporary that is, the use of onomatopoeia or imitative words like " *hompimpah* " and " *suit* " give nuances game. The presence of this onomatopoeia is very crucial Because guard identity poetry as work children. In a way aesthetics, (Elzohbi, 2025) (Macías López, 2024) onomatopoeia gives texture breaking sound stiffness possible diction generated by an AI algorithm, so poetry felt more dynamic and close with the world of play children.

## 6. Depth of Theme: Reflection Reality and Consciousness Social

Analysis to theme show that aesthetics No stand alone, but rather tied to meaning. The themes that emerge of 20 poems the No just patch, but rather reflection from what they experienced and learned in school. The theme dominant that appears of 20 poems the among them theme love dear, theme beauty nature and criticism social, and the theme of the world of play and school. The theme of love Darling depicted through figure Mother as a "hero" or "angel". This is show that in aesthetics child, the value of respect (ethics) is part not inseparable from beauty (aesthetics).

Next, on the theme beauty nature and criticism social in poetry about beach No only praise about sand and water, but also insert the diction "garbage" and "plastic". This is in line with field (Huck, 1993) who stated that modern children's literature is starting integrate issues real in a way smooth. AI capabilities help student stringing criticism become fixed sentence aesthetic without impressed like a slogan. Then, on the theme of the world of play and school, use the background "camp" and "ball" indicate that source inspiration main student is activity physical. The aesthetics that emerge is aesthetics joy and togetherness are realized through energetic and full choice of words Spirit (Prawira & Iriani, 2025).

With combine elements mentioned, it can be seen that quality aesthetics in poetry AI-generated students are not reduce authenticity feeling they. On the other hand, technology play a role as tools that help hone talent poetry students, giving they chance more wide for uncovering a world full of imagination and honesty through language results verbally.

The use of AI has had a very positive impact on children. Before using AI, children's vocabulary tended to be less varied. However, after using AI, vocabulary has increased, making it richer and more aesthetically pleasing. This is demonstrated by the combination of aesthetically evocative words, such as the metaphor "benang tajam" and contrasting diction such as "seujung jarum" (a needle tip) versus "sudah besar" (a large one).

Despite its very positive impact, AI is also very susceptible to negative impacts on its users, especially children. Children tend to give creative "commands" rather than generate creative ideas and solutions. Therefore, the use of AI needs to be guided and directed to ensure its effectiveness and accountability.

#### **D. CONCLUSION AND SUGGESTIONS**

Based on results analysis and discussion about quality element aesthetic in poems written by students Grade V Elementary School, which was made with help Intelligence Artificial Intelligence (AI), some conclusion important can taken as following. First, quality word choice in poetry student show existence dialectics distinctive diction. AI helps expand vocabulary student with use more words beautiful and aesthetic, but without remove experience the person they are have. This is show that technology no replace role student as perpetrator creative, but rather help realize feeling abstract into more words precise and powerful.

Ability student for personify objects nature, such as sand that “caresses” or the sun that is “peeking”, reflecting that aesthetics in poetry still rooted in theory development psychological children, namely healthy animism. Third, musicality text and depth theme show that the resulting poem with permanent AI assistance have a " soul " as children 's literature. Poetry this not only just a collection of beautiful words, but become means for student for convey attention to environment and empathy social with structure more languages good. In terms of overall, the use of AI in the writing process poetry in elementary school is not remove authenticity feeling student.

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