SUNO AI AS AN IMPACTFUL LEARNING INNOVATION IN THE CREATIVE WRITING CLASS OF THE PBSI STUDY PROGRAM UNIVERSITY OF PALANGKA RAYA

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Abstract: *This research is based on the need for innovation in literary learning, especially **creative writing** in the digital era. Students of the PBSI Study Program at Palangka Raya University face challenges such as low motivation to write, limited stimulus media, and lack of free expression of ideas. In this context, **SUNO AI**—an artificial intelligence-based platform capable of converting text into audio or music—was introduced as a creative, imaginative, and multimodal learning medium. SUNO AI is believed to be able to bring students' literary works to life, increase their confidence, and develop their digital literacy. This research is important to assess the pedagogical and transformative impact of AI technology in literary learning in college.*

The purpose of this study is to describe the implementation of SUNO AI in learning literary creative writing in the Indonesian Language and Literature Education Study Program, as well as to examine the impact of its use on increasing motivation, and the quality of students' literary works. This study uses a descriptive qualitative approach with the type of classroom action research (PTK) and exploratory case studies to explore in depth the process, response, and impact of the use of SUNO AI in learning literary creative writing in the Indonesian Language and Literature Education Study Program (PBSI) University of Palangka Raya. The research subjects were second-semester students who programmed the Literary Creative Writing course, totaling 23 people. Data was collected through participatory observation, in-depth interviews, documentation of work, and student response questionnaires. The instruments used included observation sheets, interview guides, Likert scale questionnaires, as well as text, audio, and video documentation. This research was carried out in two cycles which included the stages of planning, action, observation, and reflection to evaluate and improve the implementation of SUNO AI in the Literary Creative Writing class.

The results of the study show that the implementation of SUNO AI in learning Literary Creative Writing at the PBSI Study Program, University of Palangka Raya involved 23 students in the second semester through two cycles of PTK which resulted in a positive impact on enthusiasm, creativity, motivation, and quality of literary works. In the first cycle, students were introduced to the feature of converting text into audio or music so that works that were originally only in the form of text became more lively. The second cycle emphasizes revision based on lecturer and peer feedback, which creates interactive, reflective, and multimodal learning.

Keywords: SUNO AI, innovation, Creative Writing, and literary works.

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Introduction

The development of artificial intelligence (AI) technology has brought great transformations in the world of education, including in literary learning and creative writing skills. One of the AI innovations that is increasingly stealing attention is SUNO AI, a platform that is capable of generating audio and music-based works through instant and imaginative text input. SUNO AI not only functions as a tool for music creation, but also has great potential as a medium for strengthening imagination, expression, and aesthetics in the process of learning creative literary writing.

In the context of learning at the Indonesian Language and Literature Education Study Program (PBSI) of Palangka Raya University, students are expected to not only be able to master literary theory, but also be skilled in creating literary works that are original, meaningful, and relevant to the development of the times. However, based on initial observations and the results of learning reflection, several challenges were found such as low motivation to write, limited stimulus media, and lack of courage in expressing ideas freely and creatively. This situation demands the presence of an innovative and contextual approach to learning.

The integration of SUNO AI in literary creative writing classes is believed to be an impactful solution. By utilizing SUNO AI's ability to generate audio based on text narration, students can experience the sensation of 'bringing their literary works to life' into an aesthetic sound form. This process not only encourages creativity and imagination, but also strengthens aspects of appreciation of literary values such as emotion, atmosphere, and rhythm. Learning has become more interactive, multimodal, and in accordance with the characteristics of today's digital generation.

This research is important to examine the impact of the use of SUNO AI on improving the quality of students' creative writing processes and products. In addition, this study also aims to explore how technology can be adapted pedagogically in literature courses so that it is not only instructional, but also transformative. Thus, the results of this research are expected to make a real contribution to the development of curriculum, learning methods, and digital literacy competencies in the higher education environment, especially in the PBSI Study Program of Palangka Raya University.

SUNO AI is an intelligent breakthrough in literary learning in the digital era, the development of artificial intelligence technology (AI) has become the determinant of the direction of the 21st century education revolution. The world of education is no longer only dwelling on printed books and conventional lecture methods. Today, we are in the era *of edutech*, where AI is present not just as a tool, but as an innovative partner in creating a more personalized, interactive, and transformative learning experience.

One of the AI innovations that is breaking into the creative space is SUNO AI. SUNO AI is an artificial intelligence-based platform that allows users to instantly and imaginatively turn text into music or songs. Simply by writing a narrative or lyrics, users will get audio that can be used as background music, vocal poems, and entire songs—all without having to have musical skills. This is a huge leap in the digital creative world (Suno, 2024).

SUNO AI is Relevant and Revolutionary in Learning to Write Literature. Because, in the midst of the challenges of declining interest in reading and low motivation to write among the younger generation, SUNO AI is a bridge that connects technology with literary imagination. In the context of creative writing classes, SUNO AI acts as a stimulating medium that can:

1. Bringing the text to life**,** in this case, students are no longer just writing poems or short stories as passive documents. With SUNO AI, their work is "voiced" and "brought to life", thus adding an emotional and aesthetic dimension that touches the experience of readers and listeners.
2. Increasing confidence and ownership of the work**,** in this case, when their work can be beautiful and imaginative audio, students will feel valued and alive**,** increasing pride and engagement in the writing process.
3. Encouraging digital and creative literacy**,** in this case SUNO AI combines literary literacy skills with technological prowess. This makes students not only "literate", but also "media and technology literate", a competency that is urgently needed in the global era.
4. Stimulating imagination and free expression, in this case, SUNO AI helps students dare to play with atmosphere, tempo, and meaning in their work. The audio produced can spark new ideas that were previously stifled.

According to Popenici and Kerr (2017), AI in education is able to open up new spaces for participation that are personal and interest-based, including in the fields of arts and humanities. SUNO AI, with its intuitive capabilities, answers this need concretely. Motivation for Lecturers and Students. For lecturers, this is the moment to lead change: not just teaching literature, but bringing literature to life through technology. For students, this is an opportunity to make their work not just a college assignment, but a digital creative legacy**.** SUNO AI offers a more impactful future of literary learning.

Theory

Literary learning from the perspective of constructivism emphasizes the importance of student experience, creativity, and active involvement (Vygotsky, 1978). Creative writing is an activity that combines imagination, aesthetic expression, and language skills (Tarigan, 2008). However, without the support of learning media that is relevant to the times, creative writing has the potential to be stagnant.

Artificial Intelligence *(AI)* technology in education is believed to be able to provide multimodal learning that stimulates various senses (Mayer, 2014). SUNO AI, as an AI-based application, provides the opportunity to present literary works in the form of music, thus strengthening the connection between text, emotions, and aesthetic experiences. This is in line with the concept of digital literacy that integrates language skills with technology to produce more meaningful works.

Methods

This study uses a descriptive qualitative approach with the type of class action research (PTK) and exploratory case studies. The subject of the study was 23 students in the second semester of the PBSI Study Program, University of Palangka Raya who programmed *the Creative Writing Literature* course.
Data is collected through:
1. Participatory observation – to see student engagement in learning.
2. In-depth interviews – to dig into student responses and reflections.
3. Documentation of the work – in the form of text, audio, and video as a result of SUNO AI integration.
4. Student response questionnaire – using the Likert scale to measure motivation and satisfaction.

The research instruments include observation sheets, interview guides, questionnaires, and documentation of the work. The research was conducted in two cycles: planning, action, observation,

and reflection, in order to evaluate and improve the implementation of SUNO AI in the Creative Writing Literature class.

Results And Discussion

The implementation of SUNO AI in *the Literary Creative Writing* class has had a number of positive impacts. First, the increase in student motivation can be seen from their enthusiasm in turning poetry into songs. Students feel more confident when their writing can be "lived" in the form of music. Second, the increase in creativity can be seen from the variety of music genres chosen, which enriches literary interpretation. In addition, the use of SUNO AI provides a digital literacy experience that is relevant to the technological era. Students learn to use AI platforms wisely, including revising works based on feedback. Works that were originally in the form of poetry texts developed into creative products in the form of audio and video, thus having an impact on improving the quality of literary expression.

However, the research also found several challenges, such as limited stable internet access, student adaptation to new technologies, and the need for mentoring so that the use of AI remains in line with academic ethics. However, the resulting opportunity is much greater, namely the integration of literature with technology that is able to expand the audience and appreciation.

A. Implementation of SUNO AI in Learning to Write Creative Literature

The implementation of this research took place in the Creative Writing of Literature class of the PBSI Study Program, University of Palangka Raya, involving 23 students in the second semester. The implementation of SUNO AI is carried out in two learning cycles based on Classroom Action Research (PTK). In the initial stage, students are introduced to the basic features of SUNO AI, namely converting text into audio or music. Students are asked to write poems or short narratives which are then converted into songs using the platform. Initial results show an increase in enthusiasm as their work doesn't just stop at the form of text, but can "come to life" through beautiful, nuanced audio.

The second cycle is focused on developing the quality of work. Students were given the opportunity to revise the paper based on feedback from lecturers and peers, then test the results of the revision through SUNO AI. Thus, learning takes place interactively, multimodally, and reflectively. Students not only write, but also evaluate the work based on the audio results they create.
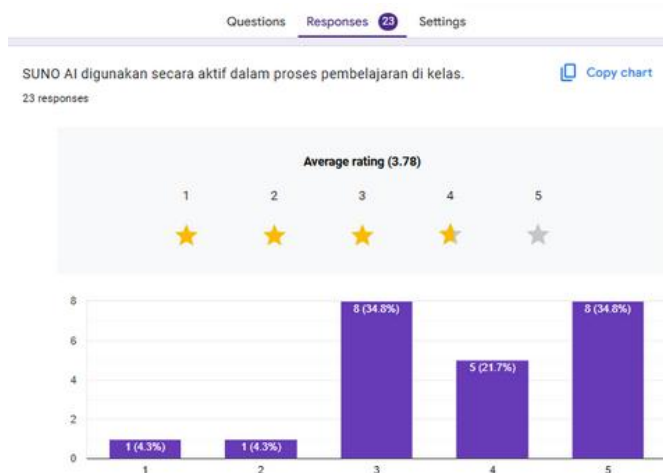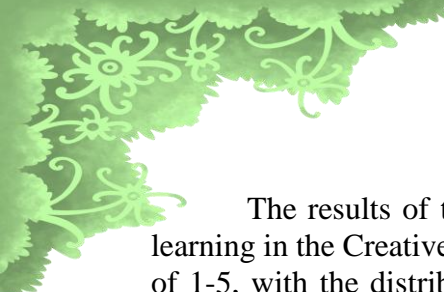

Figure 1: Suno AI's Implementation in the Learning Process

The results of the survey of 23 students showed an assessment of the use of SUNO AI in learning in the Creative Writing and Literature class. The average score obtained was 3.78 on a scale of 1-5, with the distribution of answers: 1 (strongly disagree) as many as 1 respondent (4.3%), 2 (disagree) as many as 1 respondent (4.3%), 3 (neutral) as many as 8 respondents (34.8%), 4 (agree) as many as 5 respondents (21.7%), and 5 (strongly agree) as many as 8 respondents (34.8%). This data shows that most students are in the neutral category to strongly agree, with the dominance of assessments at scores of 3 and 5. This means that students are quite open to the implementation of SUNO AI technology, and some of them even feel real benefits in supporting the learning process.

The findings show that SUNO AI functions as a creative media tool that is able to bring students' literary works to life. In the first cycle, students who initially only produced works in the form of texts, such as poems or short narratives, can now listen to and feel their work in the form of audio or music. This process increases students' enthusiasm, confidence, and appreciation for their writing. Meanwhile, in the second cycle, students were directed to revise their work by involving feedback from lecturers and peers, then test the results of the revision through SUNO AI. This makes learning more interactive, reflective, and collaborative, while providing a new multimodal experience.

Furthermore, this data gives an inspiring message that technology does not replace human creativity, but rather strengthens and expands its space of expression. PBSI students of Palangka Raya University showed that when technology is used wisely, imagination can grow without limits. Literary works no longer stop at a series of words, but are able to present as an aesthetic experience that touches the senses and feelings. Thus, learning creative writing becomes more fun, meaningful, and innovative. The presence of SUNO AI is clear proof that local wisdom in writing and language can combine with global sophistication, giving birth to a young generation that loves literature, is adaptive to technology, and is ready to face future challenges.

B. The Impact of Using SUNO AI on Student Creativity

The use of SUNO AI has been proven to have a positive impact on increasing students' creativity in writing. Their creativity is seen in several aspects: (1) Language Experiment, in which case students dare to try new diction, metaphors, and styles because they want their poems to sound more poetic when turned into songs. (2) Musical imagination, in this case works that were originally in the form of simple texts become more lively because students can imagine the tone, tempo, and emotional atmosphere resulting from the text. (3) The novelty of ideas, in this case SUNO AI provides a new stimulus that triggers the emergence of fresh ideas, for example connecting the local theme of Central Kalimantan with modern music.

Qualitatively, student literary works in the second cycle showed an increase in the depth of meaning, a more complex structure, and sharper emotions compared to the first cycle.
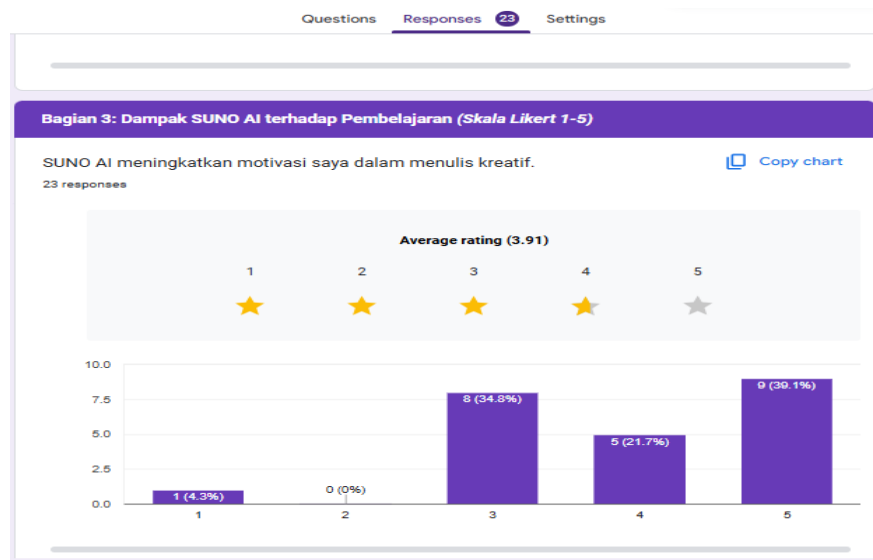
Bagian 3: Dampak SUNO AI terhadap Pembelajaran *(Skala Likert 1–5)*

SUNO AI meningkatkan motivasi saya dalam menulis kreatif.
23 responses

Copy chart

Average rating (3.91)

1 ★ 2 ★ 3 ★ 4 ★ 5 ☆

1 (4.3%)   0 (0%)   8 (34.8%)   5 (21.7%)   9 (39.1%)

Figure 2: Suno AI's Impact Survey

The image shows the results of the responses of 23 students to the statement *"SUNO AI increases my motivation in creative writing"* (Likert scale 1–5). The average score recorded was 3.91—a number that indicates *a positive tendency* (close to 4: agree). The distribution of the answers: 1 (4.3%) = 1 respondent, 2 (0%) = 0 respondents, 3 (34.8%) = 8 respondents, 4 (21.7%) = 5 respondents, and 5 (39.1%) = 9 respondents. In other words, about 61% of students gave a score of 4–5 (agree/strongly agree), which indicates that the majority feel a real motivational effect from the use of SUNO AI.

The average of 3.91 and the high proportion score of 5 indicate that SUNO AI's integration has succeeded in sparking interest and engagement. In the context of creativity, these results are in line with the qualitative observation that students are starting to dare to experiment—trying new diction and metaphors to "sound" more poetic when converted to audio; imagining the pitch, tempo, and color of the voice; and associate the local theme of Central Kalimantan with modern musical styles. SUNO AI serves as *a multimodal feedback* that accelerates the writing→listening→revising cycle, so that work is no longer static but evolves.

1. The Impact of Using SUNO AI on Learning Motivation

The results of the questionnaire in "Figure 2: Survey Related to the Impact of Suno AI" show an increase in learning motivation. Before using SUNO AI, most students felt that writing poetry was a monotonous activity. The image shows the responses of 23 students to the statement *"SUNO AI increases my motivation in creative writing"*. The average rating is 3.91 on a scale of 1–5, meaning that the overall tendency of the answer is positive towards "agree". The distribution of answers showed that 1 student (4.3%) strongly disagreed, 0 students (0%) disagreed, 8 students (34.8%) were neutral, 5 students (21.7%) agreed, and 9 students (39.1%) strongly agreed. The combined score of 4–5 (agree + strongly agree) reached about 61%, a clear majority signifying the real motivational effect of using SUNO AI in the classroom.

Before SUNO AI, many students considered writing poetry monotonous—an activity that often stopped on paper without "sound". After the introduction of SUNO AI (two cycles of PTK: introduction → revision and reflection), their text works can be converted into audio/music so that they become a multimodal experience. The results of field observations supported the survey figures: 80% of students reported feeling more excited because their work was aesthetically appreciated; 70% are more confident in publishing work in audio form; and 60% become more diligent in revising because they can hear the difference immediately after improvement. In other words, an average score

of 3.91 reflects a motivational transformation triggered by the experience of "hearing" one's own work.

2. The Impact of the Use of SUNO AI on the Quality of Literary Works

The quality of students' literary works has increased significantly. This can be seen from the emotional power, the audio produced by SUNO AI helps students re-experience the intensity of emotions in their work, so that revisions are more on target. When exploring the aesthetics of the work, students have tried to combine the promotional elements of the study program with the nuances of modern music, producing unique and authentic works. In general, this learning shows that AI technology can be a catalyst in building literature that is creative, expressive, and relevant to the times. The following are the works of students of the Indonesian Language and Literature Education Study Program, Department of Language and Art Education, University of Palangka Raya.

1. Name: Fatricia Banjarnahor (NIM: 2430102020027)
Title: Jendela Hati dan Bahasa
https://www.instagram.com/reel/DK5AnZOzNx4/?igsh=MXFwM253MHJoZmNwZw==

2. Name: Echa Zeleda Zia (NIM: 2430202020017)
Title: Bahasa dan Sastra Jendela Ilmu
https://www.instagram.com/reel/DK5h-HnTz0P/?igsh=Nzdpem5sZmZpaGEx

3. Name: Al Farida Tolhah (NIM: 2430202020030)
Title: Langkah Gemilang di Dunia Bahasa
https://youtu.be/Ji2pxRq7nJM?si=Y3EzHcgjrqpDSEOK

4. Name: Septiani Hidayah (NIM: 2430102020019)
Title: Irama Bahasa
https://www.instagram.com/reel/DK50VcRSUN3/?igsh=MW55MWUzd3lsdW1mMw==

5. Name: Anisa Nurianti (NIM: 2430202020014)
Title: Menjaga Bahasa Menyalakan Asa
https://www.instagram.com/reel/DK500QLyWIS/?igsh=ZGdzNXZjeDkzaXR1

6. Name: Mohammad Sylvan Maulia (NIM: 2430202020025)
Title: Temukan Jati Diri Mu Di PBSI UPR
https://www.instagram.com/reel/DK02q4pTKQj/?igsh=OXNhbnVucnVpNHM4

7. Name: Siti Munawarah (NIM: 2430202020034)
Title: persahabatan dalam kata dan makna
https://www.instagram.com/reel/DK53QlAz_X9/?igsh=dDRvbjkzZ3JicG9p

8. Name: Muhammad Rifa'I (NIM: 2430102020002)
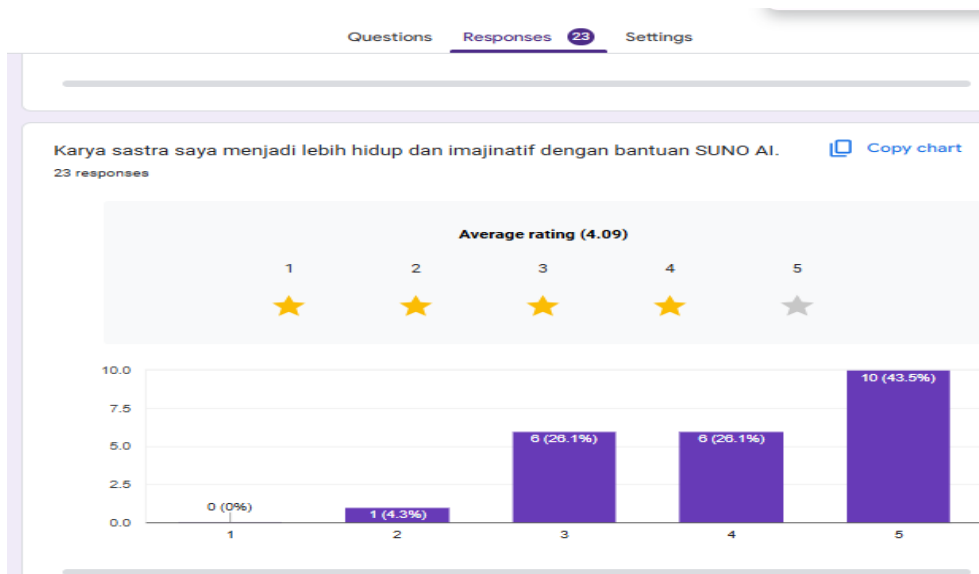Title: Raih cita bersama PBSI UPR
https://www.instagram.com/reel/DK57gM3yUpA/?igsh=ZHFyeTN1cDA5cXVz

Figure 3: Survey Related to Work Quality

The image shown shows the results of a survey of 23 student respondents regarding the statement *"My literary works become more lively and imaginative with the help of SUNO AI."* The results showed an average score of 4.09 on a scale of 1–5. The distribution of answers is: 1 (0%), 2 (4.3%), 3 (28.1%), 4 (26.1%), and 5 (43.5%). This means that the majority of students gave a positive response, even almost half of the respondents chose "Strongly Agree."

In the context of Classroom Action Research (PTK), the differences before and after the implementation of SUNO AI are obvious. Before using SUNO AI, creative writing was seen by students as a monotonous activity. They tend to only generate linear text without deeper exploration. However, after the integration of SUNO AI, students' works become more complex, expressive, and have stronger aesthetic power. Their work does not just stop at the level of text, but comes to life in the form of audio that adds emotional intensity and aesthetic experience.

The impact on the quality of literary works is also very significant. First, the integration is better: the title is more relevant, the theme development flow is more consistent, and the overall work is more seamless. Second, emotional strength increases, because students can hear how their poems are performed with musical nuances, so that the revisions made are more on target.

Third, aesthetic exploration is widespread, because students dare to combine local elements of Central Kalimantan (nature, Dayak culture, and social reality) with a touch of modern music. From the perspective of PTK, the first cycle shows the introduction and adaptation of students to SUNO AI, where enthusiasm begins to grow. In the second cycle, the quality of the work increased sharply due to revision, collaboration, and wider exploration. This proves that AI technology does not replace creativity, but rather becomes a catalyst that strengthens students' imagination, expression, and creativity.

The following will be the flow of the PTK Model Narrative (Cycles I and II)

Figure 4: PTK Model Narrative Flow (Cycles I and II)

Conclusions And Suggestions

A. Conclusion

The implementation of SUNO AI in learning Literary Creative Writing at the PBSI Study Program, University of Palangka Raya involving 23 students in the second semester through two cycles of Classroom Action Research (PTK). In the initial stage, students are introduced to the basic features of SUNO AI, which is to convert text into audio or music. Students are asked to write poems or short narratives which are then converted into songs. Initial results show an increase in enthusiasm because works that were originally only text can be "lived" through aesthetic audio.

In the second cycle, the focus is directed to improving the quality of the work. Students are given the opportunity to revise the writing based on the feedback of lecturers and peers, then test the results of the revision through SUNO AI. This process creates interactive, reflective, and multimodal learning. The survey of students resulted in an average score of 3.78 on a scale of 1–5, with most respondents in the neutral to strongly agree category. This indicates the openness of students to the use of technology in supporting the creative process.

The use of SUNO AI has been proven to have a positive impact on creativity and motivation to learn. The average motivation score reached 3.91, where 61% of students agreed and strongly agreed that this technology increased their enthusiasm for writing. SUNO AI encourages students to experiment with diction, metaphors, and musical imagination. They are also encouraged to connect the local theme of Central Kalimantan with modern music, so that the work becomes fresher, expressive, and more aesthetically nuanced.

B. Suggestion

The implementation of SUNO AI can continue to be developed in an ongoing manner by adding a variety of feature uses, such as more complex audio processing or cross-art collaboration, so that the student learning experience is richer. In addition, the results of this study have the potential to be extended to other courses in the fields of language, arts, and education to see the consistency of their impact on creativity and motivation.

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